

Teaching reform and practice of obstetrics and Gynecology nursing course based on the mixed teaching mode of "Internet + Learning pass"

Zheng Haiyan*

**Nursing School, Hexi University, Zhangye, Gansu Province, 734000, China*

***Corresponding author:** Zheng Haiyan, Nursing School, Hexi University, Zhangye, Gansu Province, 734000, China

Received:  March 24, 2022

Published:  April 12, 2022

Abstract

Obstetrics and gynecology nursing as a nursing major of a core course, is a professional, practical, technical strong compulsory course and backbone course, teaching should be combined with theory and practice, strengthen students' ability and practical application ability, improve students' professional quality. In this paper, aiming at the problems existing in the gynecology and obstetrics nursing theory teaching, based on "Internet + Learning pass" teaching method reform, through online hybrid teaching mode, strengthen the course ideological education, to develop before diagnosis, class earnestly, after class three link to promote students' knowledge, set up a communication to discuss learning model, and through the creative thinking training. Comprehensively improve students' learning ability, promote the training of obstetrics and gynecology nursing professionals, and improve the learning effect, has been unanimously recognized by colleagues and students, worthy of promotion and application in teaching.

Keywords: Internet; Study on; Mixed teaching; Obstetrics and Gynecology nursing; The teaching reform

One, Foreword

Obstetrics and gynecology nursing is a study of women in pregnancy, childbirth, puerperium physiological, psychological, pathological changes and nursing, fetal physiology and pathological conditions, as well as women in the non-pregnancy reproductive system disease etiology, clinical manifestations, treatment and nursing of a clinical discipline. In recent years, under the background of the rapid development of nursing discipline, the knowledge content of obstetrics and gynecology nursing has become increasingly complex, but the teaching methods are still in the same place [1]. In order to improve the teaching quality of obstetrics and gynecology nursing course, the author aimed at the problems existing in the current teaching, reform the traditional teaching method, in order to understand the practicality of this teaching method to improve the knowledge and ability of obstetrics and gynecology nursing.

a. Second, the necessity and importance of teaching reform of obstetrics and gynecology nursing course

The traditional teaching method is mainly in the form of "spoon-feeding" and "full filling". Teachers only indoctrinate one way while students follow passively. The teaching mode is too standard, students lack initiative, and reason and reality are seriously disconnected, which is not conducive to the cultivation and development of students' innovative thinking [2]. At present, the college education in gynecology and obstetrics nursing teaching still exist many problems, such as theory, the old teaching mode, the students learning motivation, teachers cannot meet the needs of the practical teaching, training resource shortages, hidebound patterns of practice teaching, students' lack of interpersonal communication ability and humanistic concept, etc., and online resources cannot be implemented because of lack of high quality hybrid teaching, etc., All these affect the quality of obstetrics and gynecology nursing personnel training. Therefore, aiming at the problems existing in the theory of gynecology and obstetrics nursing teaching, the author based on "Internet + Learning pass" hybrid teaching mode reform,

the traditional teaching of “teacher-centered” to “student-centered”, “want me to learn” into “I want to learn”, the “passive learning” to “active learning”, the combination of theory and practice, The teaching quality of obstetrics and gynecology nursing has been greatly improved by combining in and out of the classroom, online and of-line, in and out of school, innovating teaching mode and reforming teaching methods, and achieving better teaching effects.

Three. “Internet + Learning pass” hybrid teaching mode

a. The connotation of “Internet +”

In the 2020 Government Work Report of The State Council released on May 22, 2020, Premier Li Keqiang proposed comprehensively promoting “Internet Plus” and creating new advantages of the digital economy [3]. “Internet +” means “Internet + traditional industries”, which means to optimize, upgrade and transform traditional industries by taking advantage of the advantages and characteristics of the Internet, so as to create new development opportunities and ultimately promote the continuous development of society. In all fields of modern social change and national progress, “Internet Plus” is booming. This has brought new opportunities for the reform and development of medical education [4].

b. “Internet + Education”

On June 14, 2015, authoritative experts and scholars in the industry expounded their views on “Internet + Education” at the Hebei Summit of “2015 China Internet + Innovation Conference”, believing that traditional education would not be replaced by “Internet +”, but would bring new vitality to traditional education [5].

Internet + education will make all future teaching and learning activities around the Internet [6]. Since China has listed “Internet plus” as a national strategy, new teaching concepts and new teaching models generated by the combination of Internet with education and teaching have become the educational demands of the new era, and the education model of colleges and universities will inevitably become more open [2]. Li Jing wen, an academican of the Chinese Academy of Engineering, also said that Chinese education is moving towards the era of 4.0 [7].

Design of “Internet + Learning pass” teaching mode

“Learning pass” is a platform for course learning, knowledge dissemination and management sharing built by Super Star Based on micro-service architecture. It integrates knowledge management, project creation, course learning and office application. It mainly uses the massive resources accumulated by Super Star over the past 20 years, such as periodicals, books, newspapers, videos and original works, to provide readers with a one-stop learning and working environment [8]. The platform users can be divided into teachers and students. Teachers can manage teaching courses, upload resources, release various teaching activities, assign homework, and evaluate students' learning achievements. The platform promotes hybrid teaching, formative evaluation, multi-channel interaction, flexible pre-class learning, online in-class exercises, intelligent import of test questions, homework mutual evaluation, topic discussion, etc., truly let teachers experience what intelligent teaching is, for teaching and learning effect has brought a qualitative leap.

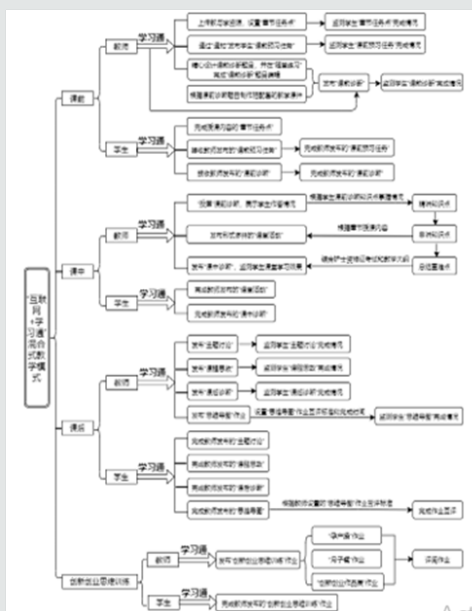


Figure 1: Design idea diagram of hybrid teaching mode based on “Internet + Learning”.

Higher education in the rapid development of Internet, it is imperative to change, make full use of the advantages of the Internet, the traditional face-to-face teaching combining with new type of network education, will be for a period of time in the future the trend of the development of higher education, in this way can also make new education environment ability to obtain more knowledge and being taught, and to get the best learning effect. Obstetrics and gynecology nursing is a very important professional course of nursing specialty. This study applied the mixed teaching mode of "Internet + Learning pass" to the teaching of obstetrics and gynecology nursing and achieved good teaching effect. The design idea of teaching mode is shown in the figure below (Figure 1). Fourth, the practice of "Internet + Learning pass" mixed teaching mode in obstetrics and gynecology nursing teaching.

a. (一) Research object

Research objects: 187 students from class 171-174 of nursing in the second semester of 2019-2020 and 244 students from class 181-186 of nursing in the second semester of 2020-2021 were selected for two semesters in total. In the first class at the beginning of the semester, explain to students the purpose of implementing the teaching method, and explain that the course assessment adopts process evaluation, including the evaluation results of all links of learning activities adopted in this study [9]. All online learning activities are carried out through superstar mobile learning APP or Superstar Fan-Ya online teaching platform. According to the teaching plan, this course is 2 class hours per week, a total of 32 class hours.

b. (二) Teaching process

a) Preparation at the beginning of the semester

Course content and resources construction and application

Due to the limited class hours of obstetrics and gynecology nursing courses, according to the talent training program and the actual clinical needs, the course content is reshaped into four dif-

ferent modules of physiology and obstetrics, pathology and obstetrics, gynecology, and family planning, taking the physiological and psychological development of women in their reproductive period as the main line. The construction of course content and resources mainly provide diversified learning materials with reasonable division between online and offline based on learning objectives. The structure of the curriculum content must conform to the growth law of students. Teachers should update the curriculum knowledge system according to the development of disciplines, cutting-edge trends and the needs of social development, so as to meet the teaching objectives of the curriculum. Teaching resources should be rich and diversified to meet the needs of students with different learning needs. Improve teaching resources with problem orientation. At present, the teaching resources of this course include teaching plan, teaching plan, handouts, courseware, teaching video, micro lesson, question bank, development resources, innovation and entrepreneurship learning achievement bank, etc. These have played a basic supporting role in the training of obstetrics and gynecology nursing talents.

Teaching content and implementation of the course

In gynecology and obstetrics nursing course, in the process of teaching content and organization consistently with sanki and steady tightening requirements, to carry out the student-centered teaching activity, according to the students' cognitive law, innovating the mode of teaching and learning, innovation, establish a "angel" excellent class, "love angel WeChat public, second classroom activities to carry out the innovative entrepreneurial practice, combined with hybrid teaching idea, Innovation and reform of teaching methods, timely teaching feedback, teaching effect. Through this course, students are required to be able to take the basic knowledge of obstetrics and gynecology as the guidance, take the nursing procedure as the method, carry on the holistic nursing to women, carry on the health education to family planning and other work, so as to comprehensively improve the comprehensive quality of students.

Teaching Implementation

a. Course Preparation



Figure 2: Learning general construction class.

First of all, in the general construction course of Super Star Learning, the teaching syllabus, teaching plan (theory, practice), learning guide, assessment content and methods, learning methods, course catalog, learning task navigation and other columns

are uploaded in the introduction unit of Chapter 1 (Figure 2), so that students can have an overall understanding of course learning. Meanwhile, in order to realize hybrid teaching, SPOC is simultaneously established in MOOCs of Chinese universities (Figure 3).



Figure 3: MOOCs synchronization SPOC in Chinese universities.

b. Before Class



Figure 4: Notice of preview task before class.

Through the "notice" (Figure 4), the preview tasks and contents are released to students in advance (Figures 5 & 6), and students

are required to complete the preview in their spare time according to the course teaching plan and preview tasks.

Section	Progress	Status
4.1 学习任务导航	7	✓ 100%
4.2 课前测试	1	✓ 100%
4.3 妊娠生理	2	✓ 100%
4.3.1 受精与受精卵着床		
4.3.2 胎儿附属物的形成与功能		
4.3.3 胎儿发育及生理特点		
4.4 妊娠期母体变化	3	✓ 100%
4.4.1 生理变化		
4.4.2 心理-社会调适		
4.5 妊娠诊断	5	✓ 100%
4.5.1 早期妊娠诊断		
4.5.2 中、晚期妊娠诊断		
4.5.3 胎产式、胎先露、胎方位		
4.6 妊娠期管理	3	✓ 100%
4.7 分娩的准备	5	✓ 100%
4.7.1 先兆临产		
4.7.2 分娩的物品准备		
4.7.3 产前的运动		
4.7.4 减轻分娩不适的方法		
4.7.5 护理程序在分娩准备中的应用		
4.7.6 产前筛查		
4.8 实训二 四步触诊、骨盆测量	6	✓ 100%
4.9 课后思考题		✓
4.10 章节测试	5	✓ 100%

Figure 5: Chapter learning content – Learning pass.

Figure 6: Chapter learning content -- MOOCs in Chinese universities.

c. Tutorial

First by super star learn before diagnosis, (Figure 7), test, the effect of the students to preview before class and then combined with the corresponding diagnosis before class courseware (Figure 8), according to students knowledge to master the situation (Figure 9) interpretation of the topic, error rates higher title focuses on to the student, resolve the difficult point, help students to further strengthen the knowledge. The topic of the pre-class test must be carefully designed, each topic represents an important knowledge point, the teacher can expand the relevant knowledge point, with

the surface, in the form of branches to expand the knowledge point, let the students learn to think. The pre-class test questions are generally 10 (can be adjusted according to the content of the lecture), the difficulty is moderate, the test time is 10 minutes (generally 1 minute for a question). Diagnostic questions before class design mainly through the network teaching platform or learning "in-class exercises" complete, teachers need to design a good topic, decided on the basis of the condition of the course content, the school and title released, can be released in ten minutes before class, also can undertake, first in the class to detect student learning before class,

provide reference and basis for teachers' class earnestly in the. After the pre-class diagnosis, the whole chapter will be lectured in

series, and various classroom activities (Figure 10) will be released in class to improve students' attention and test their learning effect.



Figure 7: Pre-class diagnosis.

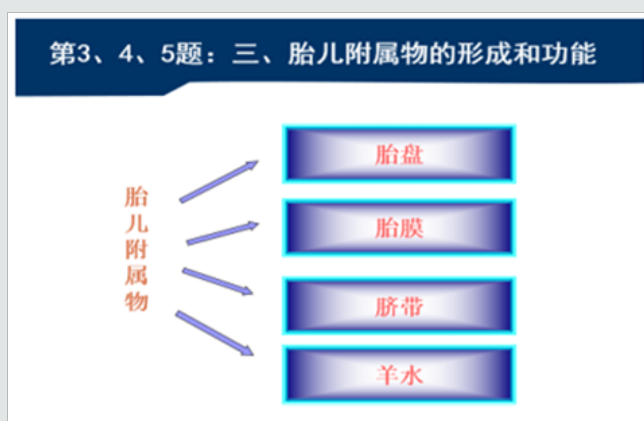


Figure 8: Matching courseware for pre-class diagnosis.



Figure 9: Statistics of pre-class diagnosis.



Figure 10: Highlights of classroom activities.

d. After Class

After class, knowledge points can be further strengthened through after-class expansion (Figure 11), after-class diagnosis

(Figure 12) and mind mapping (Figure 13). After the mid-term examination, chapter tests of key chapters were carried out according to the sequence of course chapters (Figure 14) to further consolidate knowledge points and achieve good learning results.

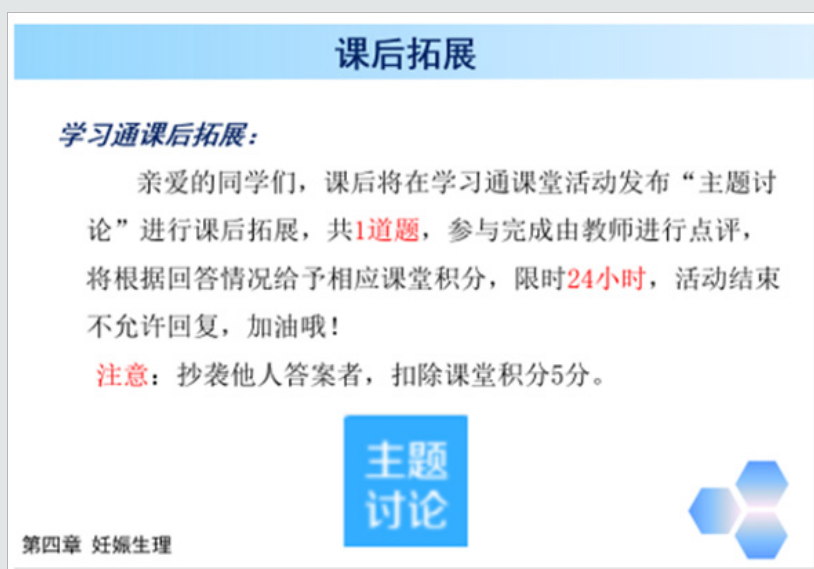


Figure 11(a): After-school extension – Notice.



Figure 11(b): After-school Extension -- Discussion on learning General topic.



Figure 11(c): After-school extension -- MOOC discussion in Chinese universities.



Figure 12: Statistical details of after-class diagnosis.

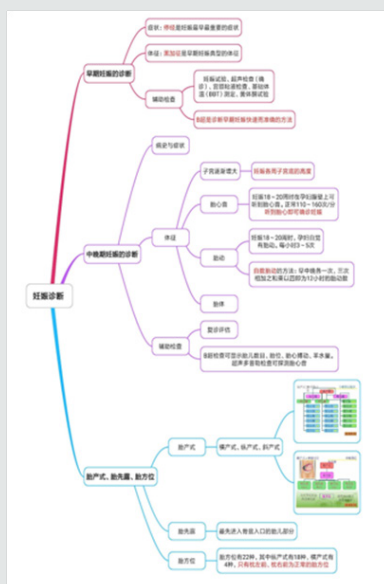


Figure 13: Mind map completed by students.

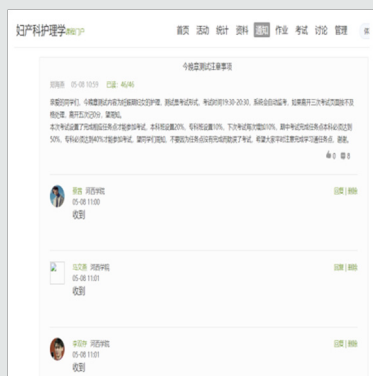


Figure 14(a): chapter Testing – Notifications.

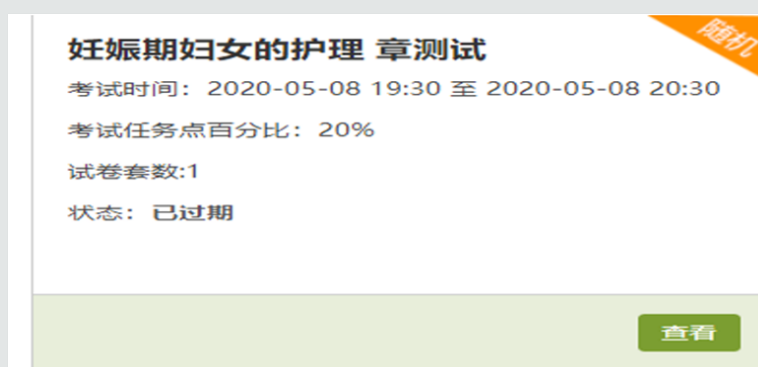


Figure 14(b): chapter Testing.



Figure 14(c): chapter Tests - Exam details.

e. Innovation and entrepreneurship thinking training

In order to cultivate students' innovative thinking, this course also takes innovation and entrepreneurship training as its teaching feature, and students complete maternity exercises, monthly meal and innovation and entrepreneurship works. In the second semester 2019-2020 academic year, because of the influence of the outbreak, the students can't back to school, considering family environment can provide conditions and time to finish this work, the first line at the beginning of the term class homework to the student, request to individual units of each completed a maternal fuck or confined meal (Figure 15), to upload assignments in the form of video and document study, It is required to be completed before the resumption of school, and the scores will be automatically counted into the students' daily scores according to the proportion of the curriculum. It can not only cultivate students' innovative thinking, closely connect theoretical knowledge with clinical practice and life, improve students' interest in learning, but also exercise students'

life skills. Resumption after schooling may also gave the students a creative work (Figure 16), asked the students in different forms, such as calligraphy and painting, poetry, music, dance, letters, rap, sitcoms, debates, etc., showed the learned knowledge through the work of obstetrics and gynecology, voluntary, but teachers need to explain to the students to participate in the student to carry on the appraisal, a total of four class review two grand prize, In other words, those whose works get full marks will be rewarded with a red envelope of 50 yuan (Figure 17), plus 50 points for the course points, and 10~50 points for other awards according to the quality of their works. Student participation rate is high (60%), which greatly improves teaching and learning results. In the second semester of 2020-2021, in order to facilitate students to finish their homework, teachers will assign homework in advance during the holidays. Students can use the holidays to finish the homework. In other words, they can participate in the housework and taste the fruits of their labor with their families.

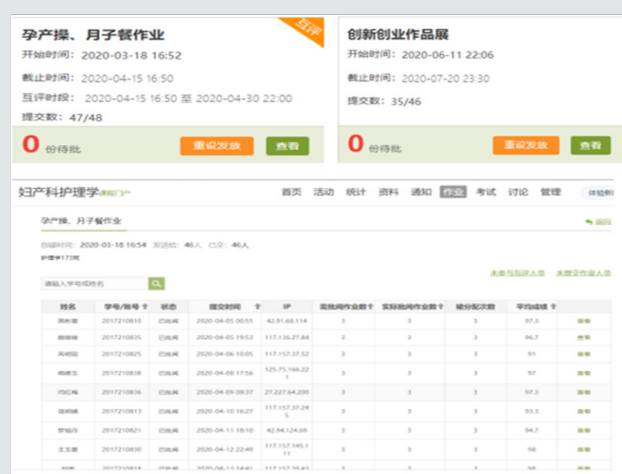


Figure 15: Maternity exercises and monthly meals.

[妇产科护理学](#)[课程门户](#)

[首页](#)
[活动](#)
[统计](#)
[资料](#)
[通知](#)
[作业](#)
[考试](#)
[讨论](#)
[管理](#)

[体验新UI](#)

创新创业作品展

返回

[按人批阅](#)
[按题批阅](#)

[详细统计](#)

创建时间: 2020-06-11 22:08 发送给: 46人 已交: 35人 待批改: 0人 待重做: 0人

主理人: 作业员

姓名	学号/工号	状态	提交时间	IP	批阅时间	批阅人	批阅p	成绩
郑楚芳	201710845	完成	2020-06-21 20:21	117.136.27.61	2020-06-24 11:12	郑海燕	124.152.78.46	99 查看评语
罗静	201721080	完成	2020-06-26 17:09	223.104.27.180	2020-06-26 18:46	郑海燕	42.90.155.241	93 查看评语
熊海燕	2017210812	完成	2020-06-26 17:10	42.90.21.43	2020-06-26 18:47	郑海燕	42.90.155.241	96 查看评语
傅小林	2017210811	完成	2020-06-26 17:36	42.90.38.113	2020-06-26 18:45	郑海燕	42.90.155.241	90 查看评语
李珊珊	2017210850	完成	2020-06-27 09:21	42.90.21.162	2020-06-27 12:19	郑海燕	42.90.89.140	99 查看评语
王小琼	2017210829	完成	2020-06-28 12:49	42.90.16.92	2020-06-28 23:10	郑海燕	125.74.240.62	95 查看评语
陈淑娟	2017210807	完成	2020-06-28 13:10	42.90.17.168	2020-06-28 23:13	郑海燕	125.74.240.62	99 查看评语
王兰兰	2017210830	完成	2020-06-28 13:24	42.90.18.30	2020-06-28 30:23	郑海燕	125.74.240.63	98 查看评语

Figure 16(a): Results of innovation and entrepreneurship works.



Figure 16(b): Exhibition of Innovation and entrepreneurship Works.

创新创业作品展

返回学习列表

姓名: 刘瑞泽 班级: 护理学171班 成绩: 100分 ☐ 隐藏答案

一篇答题 (共1题,100.0分)

1

请同学们用不同形式创作有关本课程的内容,如漫画、歌曲、快板、相声、舞蹈、角色表演、录制视频、采访、调查等,充分发挥你的想象力和创造力,凡是有作品的同学课程积分增加30-50分。

评分标准: 1.作品必须完整,要有主题,作品内容能突出主题。
2.必须为原创,凡是抄袭者本课程课程积分50分。
3.如为原创,并获得满分者,除奖励课程积分50分为,额外获得创新作品红包50元。

正确答案:

学生答案:

玉蝴蝶•忆严道 (原创)
产科并发多病,胎血胎儿,产3继养,腹痛流血,举动家人泪流。妊高症,子痫难当,硫酸镁,用药事烦。毒性抗,羊水怪寒,积极预防。
妇科,生殖系统,阴道炎症,区分宫外孕。月经不调,内分泌紊乱难测。葡萄胎、绒毛结构,卵巢瘤、宫颈难识。胎前置,计划生育,米日方长。

快速打分: ☐ A ☐ B ☐ C ☐ D ☐ E

☐ 回答正确 ☐ 回答错误 ☐ 回答基本正确

提交答案

Figure 16(c): Innovation and Entrepreneurship Works Exhibition -- Student works.

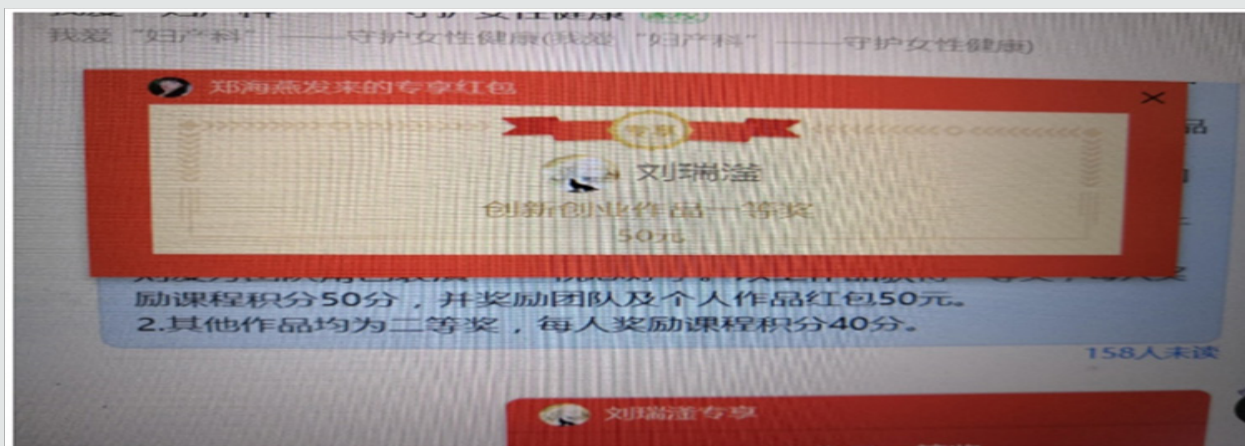


Figure 17: Innovation and Entrepreneurship Exhibition -- Award for works

Course assessment and evaluation

a. Composition of course scores

Total score = Normal score (30%) + mid-term examination (20%) + final examination (50%)

b. Evaluation of ordinary course scores

The course usually adopts mixed learning evaluation (Figure 18), which mainly includes classroom evaluation (25%), online activities (35%), task-based collaborative learning (20%), and learning outcome evaluation (20%). Specific performance is as follows:

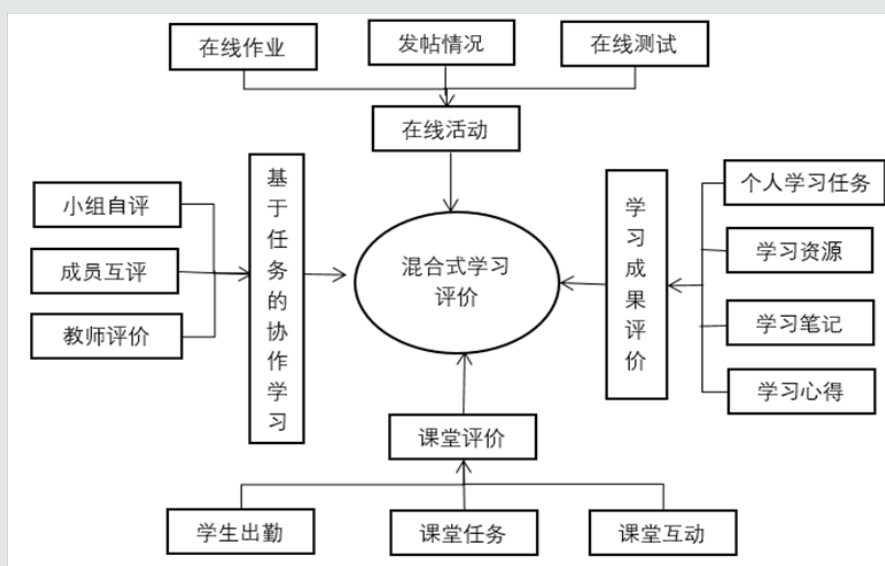


Figure 18: Design of learning evaluation method.

- a) **Class evaluation:** Including students' attendance, the number and quality of class questions answered, and their personal performance in class interaction. Teachers should make records of students' performance for subsequent evaluation.
 - b) **Online evaluation:** Including students' completion of each assignment on the Learning Platform, the number and quality of posts on the teaching platform, voting activities, completion of questionnaires and online test scores, etc.
 - c) **Task-based collaborative learning evaluation:** Including inter-group evaluation, intra-group mutual evaluation and teacher evaluation. This part is mainly used to evaluate the achievement of students or groups in given assignments or tasks.
 - d) **Learning outcome evaluation:** Mainly includes the collection of students' learning tasks, learning notes, learning experience, learning files and forum posts, etc., which are randomly checked by teachers and evaluated after the end of the course.
- c. **Test: including online section, chapter and comprehensive test.**

At the end of the course, the teacher will score each student according to the weight of each part in the evaluation design based on the above evaluation records and the final assessment results. Through learning evaluation results, analysis and feedback, to understand the teaching effect, and reflection and correction.

Summarizes

a. Teaching content

Due to the limited class hours of obstetrics and gynecology nursing course and the large volume of teaching materials, the teaching content is reprocessed to teach knowledge in a way that can best let students understand. Cultivate students' self-study ability, expand extra-curricular knowledge, and let students understand the frontier knowledge of the subject.

b. Teaching methods and strategies

In view of the teaching characteristics of obstetrics and gynecology nursing, the teaching mode of "Internet + learning" online and offline hybrid teaching mode based on "meeting the needs of students' life and clinical practice" with multiple approaches and methods has been constructed, and the colorful second classroom activities have been carried out to improve the comprehensive quality of students.

c. Other Aspects

- a) Innovation to establish learning results file bags, not only improve learning efficiency, but also urge students to form the habit of recording and sorting.
- b) Innovation to establish "angel" excellent class: my first class at the beginning of the semester to students create objectives,

requirements, students volunteered to request production table sign, sitting in the front row, the teacher through "angel" excellent class WeChat group released besides learning resources and courses and tasks, not regularly publish one's deceased father grind, literature and other extracurricular information, improve the students' comprehensive ability.

The Teaching Effect Achieved

After the end of the semester, the author conducted a post-test on the learning effect of obstetrics and gynecology nursing course, to understand the students' opinions and suggestions on this teaching method, as well as the knowledge and ability mastered by students after the implementation of "Internet + Learning pass" hybrid teaching. Through the investigation, it is found that the application of "Internet + Learning pass" mixed teaching mode in obstetrics and gynecology nursing course teaching has obvious teaching effects, which are as follows:

a. The blended teaching mode of "Internet + Learning pass" has improved the teaching effect and quality of obstetrics and gynecology nursing courses and promoted the professional development of teachers. College students born in the 1990s have a unique mode of thinking, and they have a strong demand for personalized learning. The hybrid teaching mode of "Internet + Learning pass" is no longer the traditional teaching mode of "full load" and "cramming" but combines the advantages of online learning and classroom learning. Classroom teaching can active classroom atmosphere, form good learning atmosphere, learners can help each other, and competing with each other, become the real master class, teachers with students to participate in the discussion as a guide, truly reflected in "students as the center, teachers as the leading" teaching ideas, and improve the relationship between teachers and students; The advantages of online learning are mainly reflected in the autonomy and individuality of learning, as well as the cultivation of students' information literacy, which can not only improve students' interest in learning (92.34%), but also exert a subtle influence on students. The teaching of this course, the learning platform, the author according to the course content uploaded learning resources, the development of extracurricular resources and audio and video data, can improve the students' self-study ability, and a variety of teaching organic mixed media, in the process of teaching design, comprehensive consideration of various factors, reasonable choice of different media forms, improve the teaching effect. "Internet + Learning" hybrid teaching meets the learning needs of the new generation of college students.

At the same time, "Internet + Learning pass" hybrid poses a challenge to teachers of teaching, learning through in-class exercises before diagnosis subject design phase, granted by the teacher must understand the teaching content, understand each knowledge point, and carefully designed every topic, topic because of unit 1, from easy to difficult, after a question by the former leads to a problem, Teachers must include the important and difficult points of the

teaching content through well-designed topics. Teachers should pay attention to guiding students to actively analyze and explore thinking, which is conducive to deepening teachers' professional quality. In the pre-class diagnosis link, students can clearly understand the important and difficult points of the teaching content of this lesson, the explanation in class is further strengthened, and the extension after class strengthens the review effect, which is conducive to improving the teaching quality.

b. The blended teaching mode of "Internet + Learning pass" is conducive to cultivating students' ability of independent learning and independent thinking, and has formed fruitful learning achievements

"Internet + learning pass" hybrid teaching can stimulate students' interest in learning, is a relatively new teaching method. Diagnosis before class link students self-learning through the preparation before class, students need to be careful reading the teaching material, to do some in-depth analysis and understanding, knowledge and learning through in-class exercises independently published diagnostic questions before class, in front of the teachers' teaching, students have been done to will study the contents of the thorough understanding, earnestly do set the stage for subsequent courses.

Via "Internet + Learning pass" hybrid based on task group cooperative learning in teaching requires students to self-study after class, students are required to through the review of relevant literature, in-depth analysis of the knowledge understanding, indepen-

dent thinking and the content of the course to deepen and expand the teacher lectures, and to put forward questions and personal original ideas, carefully and finish the homework independently, And the group's views will be published in the topic discussion area for everyone's reference. As shown in Table 1, 84.45% of the students believe that this teaching method improves the ability of autonomous learning, and 82.60% of the students believe that it improves the ability of analyzing and solving problems. Students can improve their self-learning ability by completing the learning activities issued by teachers. Learning outcomes, as a very important part of knowledge internalization and absorption, can deepen students' memory of difficult knowledge, stimulate their exploration spirit and learning interest, and promote the development of students' independent learning ability. Through the survey found that most of the students to the "Internet + Learning pass" hybrid teaching very interested, because the members of the group of self-evaluation, mutual link students independently to discover the problems of themselves or others, by thinking to solve the problem, can cultivate his (her) analysis, problem solving skills, also enhanced the students a sense of accomplishment and self-confidence, A good habit of changing passive learning into active acceptance of knowledge; Mind mapping can form knowledge into a system, and form a good personal learning results; Innovation and entrepreneurship homework can well tap the potential of students, students in addition to professional expertise and professional knowledge can effectively combine, fully display the personality characteristics of students, tap his (her) potential ability, cultivate students' innovative thinking.

Table 1: Effect evaluation of "Internet + Learning Pass" blended teaching by 431 students [N (%), people].

Questionnaire content	Affirm	Denial	Generally
Improve the ability of independent learning and independent thinking	364(84.45)	21(4.87)	46(10.67)
Improve learning interest and enrich learning outcomes	398(92.34)	5(1.12)	28(6.48)
Improve teamwork and language skills	282(65.43)	40(9.28)	109(25.29)
Cultivate innovative thinking ability	255(59.16)	62(14.39)	114(26.45)
Improve the ability to analyze and solve problems	356(82.60)	29(6.73)	46(10.67)
Helps to liven up the classroom atmosphere	405(93.97)	0(0.00)	26(6.03)

c. The blended teaching mode of "Internet + Learning pass" is conducive to personalized and differentiated learning. In the hybrid teaching mode of "Internet + Learning-pass", students' learning activities are mainly carried out by superstar Learning-pass mobile APP, while teachers' teaching activities are mainly carried out by Superstar Pan-Ya network teaching platform on mobile APP or computer, which can meet the differentiated learning needs of different students. Teachers teaching courseware or other auxiliary teaching resources can be uploaded to the learning platform, students can learn according to their own needs and the actual situation to download to learn, teachers also use learn powerful re-

pository for students with learning or expand outside information, for learning ability strong students can learn, expand horizons. At the same time, the learning through communication platform, such as the class group of news for students and teachers, theme forum and facilitate the communication conditions, students can through the platform for oneself cannot solve problems or other communication tools such as QQ, WeChat to study partner or teachers for help, can also according to different types of students according to their aptitude.

d. The blended teaching mode of "Internet + Learning pass" promotes the improvement of students' teamwork and language ex-

pression ability. Hybrid in the process of teaching the course, which is based on collaborative learning task group link asked her students to finish their personal tasks according to the division of labor, and submit a job to learn "grouping tasks", teachers can be included in the student course grade comprehensive evaluation results, one of which can improve students' importance, but also reflects the process of evaluation; In the group discussion and achievement report, each member of the group was required to express his or her own views and questions on the issues under discussion, which enhanced the cooperation and communication among students, pooled wisdom, expanded knowledge, learned from each other, and achieved knowledge sharing. At the same time, the results summarized in the learning process were reported. At the end of the learning activity, the selected group leader gave quantitative scores to the performance of the students in the group, which promoted the students to speak actively and exercised their teamwork and language expression ability (65.43% as shown in Table 1). Then, the group leader will report the discussion results and learning results on behalf of the group members, which need to be completed by teamwork. Finally, teachers give timely feedback to the questions and puzzles raised by students in the discussion and report, and further summarize the course content. Task-based group learning improves students' ability of teamwork and language expression, as well as their ability to think and analyze problems actively.

e. The blended teaching mode of "Internet + Learning pass" is conducive to students' in-depth exploration, further consolidation and internalization of the knowledge learned, and cultivation of students' ability to analyze and solve problems. Internalization means that people absorb the observed knowledge from the social environment for individual use, that is, the process of transforming the knowledge outside the individual into the internal knowledge system [10]. After the diagnosis before class, the teacher will explain the knowledge according to the questions in class. According to the correct rate of students to complete the questions, the teacher will not only explain the important and difficult points of the content, but also expand the knowledge, and lead the students to analyze the next topic by one topic, which cultivates the students' ability to analyze and solve problems. Complete preparation before class, after diagnosis and interpretation of the class, students have experienced the "passive learners" under teacher's guidance to himself as the main body of the detection of "active" [11], finally, after class to expand further on the content analysis and thinking, can release topic discussion on the issue of questionable, further detection and thinking, students can answer each other, It is conducive to knowledge transformation, understanding and internalization. Students can review what they have learned, analyze their own learning experience, find the deficiencies and existing problems in the learning process, further analyze and internalize the knowledge points, and improve their self-learning ability and theoretical knowledge level through previewing before learning, diagnosing in class and expanding after class.

Existing Deficiencies and Improvement Measures

Existing Deficiencies

a) **Students:** Some students still do not pay enough attention to pre-class preview. There is the phenomenon of copying answers from other students in the diagnosis questions in class, and the pre-class learning activities become a mere formality. The task points published online by Xuotong cannot be completed in advance according to the teaching plan. Some students even finish them before the final exam, unable to complete knowledge connection with teaching activities. A small number of students in the collaborative learning based on task group link, not active, undertake the task team, sometimes even to do nothing, all depend on other learning initiative good students in the group, is to treat to bystanders, lack of learning initiative and knowledge of the thinking and exploration, summary remarks are always bored students at ordinary times, less chance to other classmates.

b) **Teachers:** For the first time, there are many tasks in the construction of learning courses, and the workload is too large, which increases the extra work burden of teachers. Due to the large number of parallel classes, the teaching task itself is too heavy, and the learning activities released by teachers through the learning pass, such as topic discussion, homework, etc., need to be reviewed by teachers, which intangibly increases too much workload and affects the management and monitoring of students' learning activities by teachers.

Improvement Measures

a) **Students:** First the course teaching evaluation adopts diversified evaluation, pay attention to process evaluation, semester first class proportion of elaborate courses to students, and students of all learning activities as one of grades into the student course examination result, embodies the fairness, set up in the study on performance management every learning activity ratio, And tell students how to get the corresponding results, so as to improve the attention of students; Students who do not complete the learning tasks in time should be given early warning and urged to complete the learning tasks.

b) **Teachers:** When arranging teaching tasks, the college should consider teachers' workload as much as possible and assign multiple teachers to complete the courses with many parallel classes, so that they can work together to complete the related learning task management and homework marking in the learning general construction period or teaching. The establishment of a better teaching team is conducive to professional development and curriculum construction. It can also promote the rapid growth of young teachers through mentoring, which reflects that teaching benefits teaching; Show and evaluate the homework of the students who have finished the homework well to promote students' mutual learning and communication.

References

1. Wang Jili (2020) Discussion on the application of rain classroom in obstetrics and Gynecology nursing teaching reform. China Education Technology and Equipment 8: 54-55+58.
2. Ji Xiujia, Wang Yanbo, Cui Yuhong (2019) Application of hybrid Teaching Mode based on "Internet + Dual classroom" in obstetrics and Gynecology Nursing. Chinese Higher Medical Education 12: 56-57.
3. (On-the-spot record) Government work report. Xinhuanet.
4. Liu Meng Research on medical imaging education reform under "Internet +" [C]. Fujian Commerce and Trade Association. Fujian Commerce and Trade Association: Fujian Commerce and Trade Association, 209: 335-339.
5. <https://baike.baidu.com/item/%E4%BA%92%E8%81%94%E7%BD%91+/12277003>
6. What does "Internet + Education" mean? Zhangzhou Education Bureau.
7. Internet + education pushes China's education towards the era of 4.0. China Daily.
8. The study on the public - the answer search topic query helper.
9. Guo Shurong (2017) Research and Practice of Hybrid Teaching Mode based on "Internet + Paired Classroom" [J]. Heilongjiang Education (Theory and Practice) 3: 39-41.
10. Wang Jingjing, LIU Guiping, LIU Nana, Zhao Wei (2010) Application and analysis of reflective diary in community nursing practice teaching. Chinese journal of modern nursing 7(16).
11. Zheng Haiyan, Shi Xiaohui (2019) Chinese Journal of Modern Nursing 14: 1823-1826.



This work is licensed under Creative Commons Attribution 4.0 License

To Submit Your Article Click Here:

[Submit Article](#)

DOI: [10.32474/IGWHC.2022.05.000210](https://doi.org/10.32474/IGWHC.2022.05.000210)



Interventions in Gynecology and Women's Healthcare

Assets of Publishing with us

- Global archiving of articles
- Immediate, unrestricted online access
- Rigorous Peer Review Process
- Authors Retain Copyrights
- Unique DOI for all articles