

Application of Internet + Offline Hybrid Teaching in Nursing Skill Training

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Abstract: Objective: To explore the application of Internet + offline Hybrid Teaching in nursing skill training. Methods: 60 nursing interns of grade 2021 were randomly selected, 30 as the experimental group and 30 as the control group. The Internet + offline hybrid teaching method and traditional teaching method are respectively used for teaching. After learning, the basic theory and practical skills are evaluated and the core competence are compared, and the evaluation results and teaching effects are compared. Results: the scores of basic theory and practical skills in the experimental group were better than those in the control group ($P < 0.05$). The core competence of the experimental group was better than that of the control group ($P < 0.05$). Conclusion: the application of Internet + offline Hybrid Teaching in nursing skill training has achieved good results, can improve the clinical ability of students, and is worthy of further promotion.

Keywords: Internet + offline hybrid teaching, Core competence, Nursing skill training.

1. Introduction

In recent years, the Internet industry has developed rapidly, and traditional industries are gradually affected by the Internet industry. The "13th five year plan" for the development of national education puts forward "the general direction of the development of 'Internet + education'," encouraging teachers to innovate teaching models, such as mixed learning, using flipped classroom and other teaching methods ". Hybrid teaching is a teaching method that combines online education with offline teaching. By uploading online training courses for students before and after class to facilitate their preview and review, more time in offline teaching can be used to solve difficult problems, on-site discussions, on-site exercises, etc. it has been popularized in teaching in various professional fields [1-2]. This study studied the application of Internet + offline Hybrid Teaching in nursing skills training, and gained a lot. The report is as follows:

2. Object and Method

2.1. Research Object

60 nursing interns who entered the Affiliated Hospital in 2021 were randomly selected, 30 as the experimental group and 30 as the control group. There was no significant difference between the two groups in terms of age, gender, learning basis and other related pre medical courses ($P > 0.05$).

2.2. Teaching Methods

The control group was taught by traditional clinical teaching mode. The teachers give theoretical lectures to the nursing students, organize them to watch teaching videos, carry out teaching rounds, explain and demonstrate the operation by the teachers, then the nursing students have group discussions, and finally the teachers summarize the main points of the teaching content. The experimental group carried out online and offline mixed teaching. During the teaching process, various teaching methods such as Internet + were used. Before class, learning materials, courseware,

training videos and other learning materials will be released to students online. Students can use fragmented time to watch and study repeatedly without being limited by time and place, and can ask questions online. Teachers can also answer questions online, and give corresponding personalized guidance according to the situation of each student. After the online learning is completed, the offline time will be used to carry out centralized discussion, teaching, question answering or unified evaluation. The teaching of the two groups will be completed by the same batch of teaching teachers. The teaching content and progress will be consistent, unified evaluation will be conducted, and the results will be given.

2.3. Observation Indexes and Evaluation Criteria

The results of basic theory, practical skills, psychological ability of medical personnel and teaching satisfaction of the two groups were compared. The results of basic theory are evaluated by closed book examination, with a full score of 100 points and a score of > 90 points as excellent; 70 points ≤ 90 points are good, 60 points ≤ 69 points are pass, and < 60 points are fail. Practice skill score: 10 common clinical skill operation questions designed by non teaching teachers, students randomly. Select 2 of them to answer. Take the average score as the final score, and the full score is 100 points. The core competence of medical personnel of the two groups of students was assessed by the self-made medical personnel core competence assessment scale, including interpersonal communication ability, problem-solving ability, independent learning ability, clinical nursing thinking ability and theory practice ability. The full score of each item was 20 points. The higher the score, the stronger the ability.

2.4. Statistical Methods

SPSS 19.0 statistical software was used for data analysis. The measurement data are expressed by $(\bar{x} \pm s)$ and compared by t test; The counting data is expressed in (%) and used for comparison χ^2 test, $P < 0.05$ means the difference is statistically significant.

3. Results

3.1. Comparison of Basic Theory and Practical Skills Between The Two Groups

The results of basic theory and practical skills of the

experimental group were significantly higher than those of the control group. The difference between the two groups was statistically significant ($P < 0.05$). See Table 1.

Table 1. Comparison of basic theory and practical skills between the two groups ($\bar{x} \pm s$, score)

Group	Basic theory	Practical skills
Experimental group	89.56±18.25	85.25±13.47
Control group	65.45±11.56	60.3756±9.1435
T value	8.177	6.966
P value	<0.05	<0.05

3.2. Comparison of Core Competencies Between Two Groups

The scores of interpersonal communication ability, problem-solving ability, autonomous learning ability, clinical

nursing thinking ability, theory and practice ability and comprehensive ability of the experimental group were significantly better than those of the control group. The difference between the two groups was statistically significant ($P < 0.05$). See Table 2.

Table 2. Comparison of core competencies between the two groups ($\bar{x} \pm s$, points)

Group	interpersonal communication	solve the problem	Autonomous Learning	clinical nursing	integrate theory with practice	Comprehensive ability
Control group	10.35±1.26	9.85±1.25	9.47±2.25	9.26±2.36	9.42±1.48	65.56±6.25
Experimental group	14.45±3.45	15.71±3.36	17.25±3.36	14.67±3.14	17.69±4.25	96.36±7.78
T value	7.196	7.325	7.345	6.825	7.147	9.836
P value	0.001	0.001	0.001	0.001	0.001	0.001

4. Discussion

4.1. Background of Internet + offline Hybrid Teaching

With the rapid development of the Internet, the field of education is undergoing tremendous changes. The outline of the national medium and long term education reform and development plan (2010-2020) clearly states that "information technology has a revolutionary impact on the development of education". In 2015, the State Council issued the "guiding opinions of the State Council on actively promoting the" Internet + "action", and extended the "Internet + " action plan to the national strategy. The traditional teaching mode takes teachers as the center and classroom teaching as the main form. This kind of indoctrination teaching is easy to ignore students' learning needs and limit their subjective initiative, which is not conducive to cultivating students' self-learning ability and ability to analyze and solve problems [3-4]. The mixed teaching mode has realized the full expansion of the teaching platform, opened up the communication channel between online and offline teaching with the help of information technology, and given students great independent choice and decision-making power. In the process of using network technology to explore knowledge, students realize divergent thinking, improve their understanding of nursing knowledge and exploration interest, further stimulate their enthusiasm for independent exploration, and develop good learning habits, so as to achieve the goal of cultivating their independent learning ability

mode of nursing skills training under the internet background has greatly improved the students' interest in learning. Students can use mobile phones and fragmented time to learn, and the decision-making power of learning is in the hands of students. Teachers can detect the learning status of each student through the learning situation analysis of the learning platform and carry out targeted guide and guide students' online self-learning, and cultivate students' self-learning ability. Students can use the Internet. The library collects materials, inquires information, and cultivates independent learning ability. From the feedback and evaluation of the background of learning link, it can be seen that students think that the mixed teaching mode is conducive to clarifying the teaching objectives before class. It can help them actively learn relevant knowledge, promote students' initiative thinking before class, improve their ability to discover and explore problems, promote the improvement of their ability, and improve students' ability to use nursing procedures. It also promotes the application of critical thinking in clinical practice teaching [5].

4.2. Advantages of Internet + offline Hybrid Teaching

The application of the online and offline mixed teaching

5. Conclusions

In short, the Internet + offline hybrid teaching is conducive to improving students' academic performance, enhancing students' core abilities, and realizing the interaction between teaching and learning. It is an ideal course teaching method. But at the same time, it also puts forward higher requirements for teachers' information-based teaching ability and students' autonomous learning ability. Therefore, teachers need to better learn and use information technology, fully mobilize students' interest in independent learning before and during the course, and always emphasize and adhere to "student-centered". In the later stage, the integration of teaching elements and information technology and how to maintain

learning interest need further improvement, research and improvement, so as to better improve the teaching effect.

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