

Enhancing Classroom Efficiency by Integrating Ideological and Political Education into the Blended Teaching of General Courses in Traditional Chinese Medicine

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Abstract: Traditional Chinese Medicine (TCM) is a precious traditional culture of our country. General courses in TCM colleges have always been popular among students and received their support. However, due to the limitation of class hours and students' knowledge base, there is always a sense of regret in the study of these courses. Blended teaching has expanded the dimensions of student learning during the teaching process. The introduction of ideological and political education has further improved the efficiency of general courses in TCM.

Keywords: Traditional Chinese Medicine, General Courses, Ideological and Political Education, Blended Teaching.

1. Introduction

Wu Yan, Minister of the Higher Education Department, pointed out at the 2020 National Higher Education Director's Meeting and the Higher Education Teaching Guidance Committee's Working Meeting: "We cannot and should not return to the state of teaching and learning before the outbreak of the epidemic." Blended teaching is a new teaching method that poses more complex requirements for teachers' abilities and responsibilities [1, 2]. The Report of the Task Force on General Education from Harvard University states: "The ideal of the general education program described in our report is to enable students to learn from all their studies inside and outside the Harvard classroom within the vision of what they will become and what kind of life they will lead after graduation." In the context of building a "three-complete education" system and comprehensively promoting curriculum construction, general education courses are an important position for cultivating students' humanistic sentiments [3].

The integration of ideological and political education into general courses is a new measure for colleges and universities to implement the fundamental task of fostering virtue through education and to infiltrate ideological education into various courses during the deepening of reforms [4]. Wang Xuejian pointed out that the ideological and political education in the new era has many characteristics, and grasping these characteristics can help us better understand what ideological and political education is, thus more effectively promoting its construction in practice [5].

The advantage of traditional teaching is that the teacher's leading role is fully played, and teachers' knowledge transfer emphasizes systematic methods, hence teachers have strong control over the teaching process. However, the student's subjective status is weakened, and their self-learning ability is not strong. The blended teaching model, with the help of the internet and cloud platforms, combines the advantages of online teaching and traditional teaching, which is conducive to improving teaching efficiency, enhancing teaching interactivity, cultivating students' self-learning ability,

optimizing teaching resources, and improving teaching levels; it is also beneficial for increasing student engagement, course satisfaction, teacher-student affinity, and teacher happiness. The integration of ideological and political education into the blended teaching of TCM general courses, which are closely related to real life, aims to promote the culture of our country, enhance cultural and national confidence, establish correct biomedical views for students, and at the same time, perfect students' outlook on life and values, cultivating their humanistic sentiments.

In the current "Internet Plus" background, blended teaching promotes the integration of ideological and political education into TCM general courses. Linking ideological and political elements with theoretical knowledge not only increases students' interest in learning but also eliminates time constraints, allowing students to gain a deeper understanding of the knowledge through online platforms.

2. Methodology

2.1. Reconstructing and Redesigning the Curriculum and Classroom with Blended Teaching

The blended teaching approach fundamentally restructures and designs the curriculum and classroom, altering the structure, pathways, and temporal organization of teaching and learning. This creates an assessment ecosystem of "alignment of objectives, instruction, and assessment." By integrating ideological and political elements into the teaching, the curriculum content and course ideology are seamlessly blended, subtly guiding students to master knowledge, learn proper conduct, and appreciate national sentiment.

Due to the weak foundational knowledge of students enrolled in general courses and insufficient attention, the output of professional knowledge sometimes does not achieve the desired learning and understanding outcomes. Blended teaching broadens the temporal and spatial scope, and the integration of ideological and political elements improves the efficiency of lectures, helping to address these issues.

2.2. Focusing on Hot Topics

One method of integrating course ideology is to combine the general courses in traditional Chinese medicine with current medical hot topics and significant events, selectively conducting related online and offline course discussions. For example, in the summer of 2021, Mrs. Mao, the only one who did not obey the regulation during the pandemic period, placed the whole nation in a semi-closed state again, leading to a discussion on the limitations of vaccines and let students think about the question: while enjoying our rights, should we shoulder obligations as citizens? Discussing hot topics or significant events encourages students to think more deeply about ideological and political issues, fostering empathy.

2.3. Practical Teaching

Given the limited class hours of general courses, it is impossible to conduct a systematic experimental process.

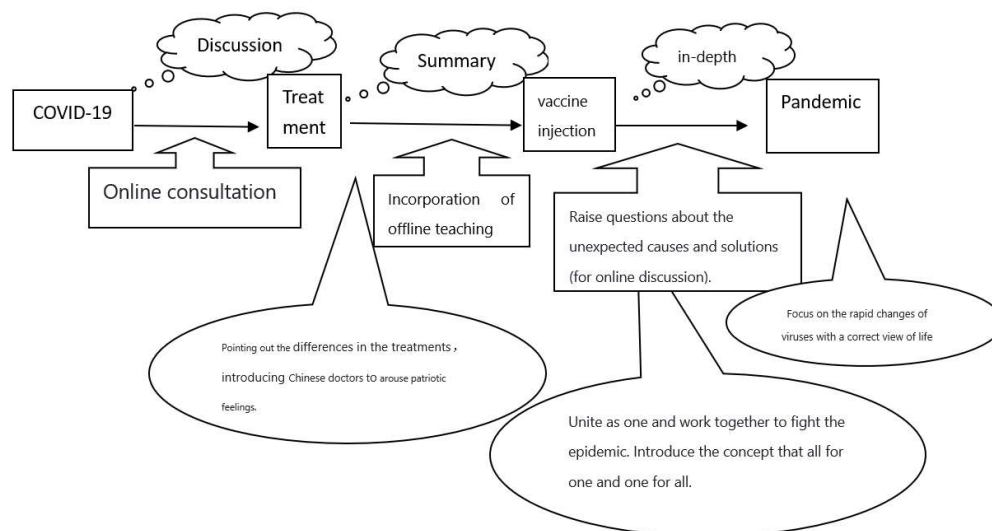


Figure 1. COVID-19 Case Analysis Diagram

2.5. "Storytelling" Instruction

During the course, teachers integrate their own experiences and knowledge, subtly and naturally incorporating ideological and political education into the theoretical teaching by "telling stories." This is one of the main teaching methods applied. For instance, in the chapter on health preservation, the charm of storytelling far surpasses empty preaching. By integrating various humanistic short stories into the explanation of the story's beginning, middle, and ending, a warm classroom atmosphere is created, allowing students to appreciate the nobility of medical and related professions, awakening their inherent good emotions, stirring their empathy, and fostering a humanistic sentiment.

3. Results

The practical research on integrating ideological and political education into the blended teaching of general courses in traditional Chinese medicine actively introduces and promotes smart teaching. After years of exploration, the blended teaching method, through case teaching, transforms dry theoretical knowledge into problem-oriented cases, embedding theory within them. Using the BOPPPS teaching model, supplemented by group discussions and brainstorming sessions, teachers subtly integrate ideological and political

However, the characteristic of traditional Chinese medicine courses is their close connection to daily life. Whether it's the warmth of spring or the chillness of autumn, there are always vibrant organisms being active, each with their own characteristics and charm. Encouraging students to explore and feel during their free time not only helps them learn theoretical knowledge but also cultivates a mind that seeks and discovers beauty.

2.4. Case Analysis

One of the benefits of blended teaching is the ability to present traditional theoretical knowledge through online videos for self-study, allowing more time in the classroom for exercises and case analysis. For instance, students can be divided into groups to discuss the approach and characteristics of traditional Chinese and Western medicine in treating diseases like COVID-19, and summarize the differences between the two in disease treatment, as shown in Figure 1.

elements into the blended teaching, forming the characteristics of traditional Chinese medicine education. The construction of a blended teaching platform with integrated ideological and political education has promotional value for the teaching of applied disciplines.

4. Conclusion

General Secretary Xi Jinping pointed out: "We must use new media and new technologies to vitalize our work, promote the integration of the traditional advantages of ideological and political work with information technology, and enhance the sense of the times and appeal." Blended teaching is a teaching model that adapts to the development of network information technology and the changing demand for talent. In promoting the high-quality development of ideological and political education in colleges and universities today, exploring the development path of blended teaching in colleges and universities' ideological and political education has important theoretical and practical significance. The construction of ideological and political education under the blended teaching model has driven changes in teaching concepts, methods, and content. Blended teaching assesses teachers' ability to use and adapt to network technology and their ability to bridge online and offline teaching methods. Teachers focus on the construction of blended teaching and

ideological and political education in the course of teaching, promoting teaching through research and achieving mutual growth between teaching and research. The course successfully integrates ideological and political education into the teaching of general education courses in traditional Chinese medicine. The professional terminology involved may be complex, so attention is paid to using simple and clear language in the explanation process to ensure that students can fully understand.

To cater to students' varying levels of learning and interests, it is necessary to design more diversified teaching methods and carrier approaches to meet the learning needs of students at different levels. By continuously optimizing teaching methods and carrier approaches, students' interest in learning and teaching effectiveness can be further enhanced. Attention should be given to further increasing student engagement, truly achieving "student-centered" classroom teaching, and ensuring learning efficiency.

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