

An Investigation on the Application of Online and Offline Hybrid Teaching in Local Anatomy Course of Acupuncture and Moxibustion Specialty

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Abstract: The purpose of this paper is to explore the application of online and offline blended teaching in local anatomy courses of acupuncture specialty. It introduces the concept and characteristics of blended teaching mode and analyzes the respective advantages of online and offline teaching as well as the advantages and application prospects of blended teaching mode. The teaching status quo of local anatomy courses in acupuncture and moxibustion is analyzed, pointing out the problems of the traditional teaching mode and the application prospect of the blended teaching mode. In the practical part, the preparation and design of online teaching resources, the design of offline practical teaching sessions, and the evaluation methods of teaching effect are introduced in detail. This study aims to provide new teaching modes and ideas for teaching acupuncture and moxibustion and promote the improvement of teaching quality.

Keywords: Localized demyelination; Online and offline; Acupuncture specialty; Blended teaching

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1. Introduction

Acupuncture and moxibustion, as an ancient and uniquely fascinating traditional medical discipline, still receive much attention and importance in today's society. In the teaching of acupuncture and moxibustion, local anatomy is a basic and important course, which plays a crucial role in students' mastery of human body structure and anatomical knowledge. However, the traditional teaching mode has revealed some problems and deficiencies when facing the challenges of modern educational needs and technological development. With the continuous development and popularization of information technology, online teaching has gradually become a new teaching mode, bringing new possibilities for traditional teaching. Meanwhile, offline practical teaching is still an important part of student's learning, which can help students combine theoretical knowledge with practical operation^[1]. Therefore, the combination of online teaching and offline practice and the adoption of online + offline hybrid teaching mode has become a hot topic in the current education field. The purpose of this review study is to explore the application of online-offline blended teaching in the local anatomy course of acupuncture and moxibustion, to explore how to better promote students' understanding and mastery of

anatomical knowledge, and to improve the teaching effect and learning experience through the blended teaching mode. This paper aims to offer new ideas and methods for teaching acupuncture and moxibustion, thereby promoting continuous improvement in teaching quality and contributing to the cultivation of exceptional medical professionals in the field.

2. Overview of online and offline hybrid teaching mode

2.1. Characteristics and advantages of online teaching

Online teaching, as an emerging teaching mode, has many unique features and advantages. Online teaching has the flexibility of time and space, and students can choose to study according to their own schedule and location without the limitation of time and location ^[2]. Moreover, online teaching resources are rich and diverse, students can obtain various forms of learning resources through the network, such as videos, documents, online courses, etc., to help them better understand and master knowledge. In addition, online teaching can also provide a personalized learning experience, through an intelligent learning system and a personalized learning path design, to meet the learning needs of different students and improve learning efficiency. Overall, the features and advantages of online teaching lie in flexibility, resource richness, and personalized learning experience, providing students with a more convenient and effective way of learning.

2.2. Characteristics and advantages of offline teaching

Compared with online teaching, offline teaching also has its unique features and advantages in the teaching process. Offline teaching can provide face-to-face interaction and communication opportunities, and teachers and students can have real-time interactive discussions to promote the collision and exchange of student thinking. Offline teaching can also provide opportunities for practical operation, and students can consolidate and apply what they have learned through practical operation to deepen their understanding and mastery of knowledge ^[3]. In addition, offline teaching can also promote the cultivation of students' teamwork and social skills, and cultivate students' sense of teamwork and communication skills through group discussions and cooperative projects. Overall, offline teaching is characterized and advantaged by interactivity, practicability, and teamwork, providing students with a more comprehensive and in-depth learning experience ^[4].

2.3. Introduction to blended teaching mode

The blended teaching mode combines online and offline teaching, gives full play to the advantages of both, makes up for the shortcomings of each other, and provides a more comprehensive and effective teaching experience. In the blended teaching mode, online teaching can be used to teach theoretical knowledge and basic concepts and provide rich learning resources; while offline teaching can be used for practical operation and interactive discussion to strengthen students' practical ability and teamwork ability. Through the blended teaching mode, students can acquire knowledge in a flexible learning environment, while consolidating and applying what they have learned in practice to achieve better learning results. The introduction of the blended teaching mode provides new possibilities for teaching and a richer and more diverse learning experience for students ^[5].

3. Analysis of the current status of teaching local anatomy courses in acupuncture and moxibustion majors

3.1. Characteristics of local anatomy course for acupuncture majors

The local anatomy course for acupuncture majors is the basis for students to learn acupuncture knowledge

and has the following characteristics: Firstly, anatomy is an important part of acupuncture learning, and through learning anatomy, students can gain a deeper understanding of the structure of the human body and the distribution of organs and lay a solid foundation for the subsequent practice of acupuncture. Secondly, anatomy courses for acupuncture majors usually focus on teaching anatomical knowledge of special structures of the human body, such as acupuncture points and meridians, and require students to master the location, function, and interrelationship of these special structures ^[6]. In addition, the anatomy courses of acupuncture majors also emphasize practical operations, requiring students to deepen their understanding and mastery of anatomical knowledge through actual operations. In general, the local anatomy course of the acupuncture profession is characterized by the combination of theory and practice, the emphasis on special structural anatomy, and the emphasis on practical operation.

3.2. Problems of traditional teaching mode

The traditional teaching mode focuses on theoretical explanations and lacks sufficient practical operation links, which leads to students' insufficient understanding and mastery of anatomical knowledge. Secondly, the traditional teaching mode is limited by time and space, students can only receive knowledge transfer in the classroom, lacking flexibility and a personalized learning experience ^[7]. In addition, the interaction and communication between students and teachers are limited in the traditional teaching mode, and students' learning motivation and participation are low. Taken together, the traditional teaching mode in the teaching of local anatomy courses for acupuncture majors suffers from the problems of disconnection between theory and practice, single learning mode, and insufficient interaction ^[8].

3.3. Prospects for the application of blended teaching mode in the teaching of acupuncture and moxibustion specialty

Through online teaching, students can be provided with rich anatomical knowledge resources, such as videos, animations, etc., to help students better understand and master anatomical knowledge. Secondly, through offline practical teaching, students can carry out practical operations to deepen their understanding of anatomical knowledge and application ability. The blended teaching mode can fully utilize the advantages of online and offline teaching to provide a more comprehensive and effective learning experience ^[9]. In addition, the blended teaching mode can also promote interaction and cooperation among students and cultivate their teamwork spirit and communication ability. Taken together, the application of blended teaching mode in the local anatomy course for acupuncture majors is promising and helps to improve the teaching effect and student learning experience.

4. The application practice of online and offline blended teaching in the local anatomy course of acupuncture and moxibustion specialty

4.1. Preparation and design of online teaching resources

In the local anatomy course of acupuncture specialty, the preparation and design of online teaching resources are crucial. Teachers can prepare rich and diverse online teaching resources such as anatomy videos, animations, and virtual labs so that students can understand anatomy knowledge more intuitively through visual and auditory ways. Teachers can design online courses and handouts to break down the course content into modularized learning units so that students can learn at their own pace. In addition, teachers can set up online discussion forums or forums to promote communication and discussion among students and improve learning effects ^[10]. By carefully preparing and designing online teaching resources, students can be provided with rich and diverse learning experiences to help them better master anatomy knowledge ^[11].

4.2. Design of offline practical teaching sessions

Teachers can design the course content of practical operations including anatomy experiments and simulated surgery so that students can deepen their understanding and mastery of anatomical knowledge through practical operations. At the same time, teachers can organize group discussions and cooperative projects, so that students can learn in teamwork and cultivate their teamwork spirit and communication skills. In addition, teachers can also set up assessment sessions of practical operation to assess students' practical ability and application ability. Carefully designing offline practical teaching sessions can help students combine theoretical knowledge with practical operation and improve their learning effect and practical ability ^[12].

4.3. Teaching effect evaluation methods

In the local anatomy course of acupuncture specialty, the assessment of the teaching effect is a multifaceted and multifaceted process. In addition to the traditional test scores, classroom performance, and practical operation scores, teachers can also assess teaching effectiveness in other ways. For example, student self-assessment and peer assessment can be designed to allow students to reflect on and evaluate their own learning, as well as to learn about students' learning from the perspective of their peers. In addition, teachers can observe students' classroom participation and learning attitudes, and assess students' learning through classroom interactions and discussions. This way can be more intuitive to understand the student's learning situation, discover problems, and make adjustments in time. In addition, teachers can also utilize modern technological tools to assess teaching effectiveness ^[13]. For example, online questionnaire tools can be used to design questionnaires to collect students' feedback on course content, teaching methods, and teaching resources, thereby understanding students' learning experiences and needs. At the same time, teachers can also use platforms such as learning management systems (LMS) to collect students' learning data, such as completion of online assignments and participation in discussions, thereby analyzing students' learning and learning progress ^[14]. In addition, organizing regular teaching assessment meetings is also an important way to assess teaching effectiveness. In the assessment meeting, teachers can share their teaching experience with peer teachers, exchange teaching methods and teaching resources, and jointly discuss ways to improve teaching. Through exchanges and cooperation with peers, the quality of teaching can be continuously improved and the level of teaching can be promoted.

5. Conclusion

In practice, the blended teaching model brings many advantages to the local anatomy course for acupuncture majors, such as flexibility, resource richness, and personalized learning experience. By carefully designing online teaching resources and offline practical teaching sessions, students can have a more comprehensive and effective learning experience in a learning environment that combines theory and practice. However, the blended teaching mode may face some challenges and difficulties in the process of application, such as problems in the preparation of teaching resources and evaluation of teaching effectiveness. Therefore, it is essential to continuously explore and improve the teaching methods and the quality of teaching, thereby making a greater contribution to the cultivation of excellent acupuncture and moxibustion medical talents. In conclusion, the online-offline blended teaching mode has a broad application prospect in the local anatomy course of acupuncture and moxibustion specialty, which helps to improve the teaching effect and students' learning experience. It is hoped that this study can provide new ideas and methods for the teaching of acupuncture and moxibustion specialty, and promote the continuous innovation and development of education and teaching.

Disclosure statement

The author declares no conflict of interest.

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