RESEARCH ARTICLE

A PRACTICAL STUDY ON THE CONSTRUCTION OF HIGH-QUALITY MEDICAL HUMANITIES GOLD COURSE UNDER INTERNET BACKGROUND

Tongkun Shi^a, Chengyi Li^a, Xuhuan Zhang^b, Xiaomei Cui^c, Fenghua Wang^{a*}^a Jiaxing University Medical College^b The Jiangnan Hospital of Zhejiang Province^c Jiaxing Maternal and Child Health Hospital

*Corresponding Author Email: 7867373@qq.com

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ABSTRACT

With the development of the Internet, modern educational technology has brought about great changes in educational ideas and methods. Medical humanities course is an important part of medical curriculum. How to give full play to the advantages of the Internet and promote the quality of medical humanities courses is related to the training quality of modern medical talents. From the perspective of the advantages of Internet background, teaching design and teaching form, this paper discusses how to build internet medical humanities course, which aims to improve the quality of medical humanities course construction.

KEYWORDS

Medical Humanities, Internet background, courses construction.

1. INTRODUCTION

With changes of the time, the Internet plays a more and more important role in our life. It brings various changes to our life. At the same time, Internet has also entered education and brought great changes (Ya et al., 2017). By sharing knowledge and information free of charge, mobile learning and SNS technology have become the mainstream of teaching development in the new century. Under the background of Internet, how to convert the traditional experience teaching to Internet education, how to improve the effectiveness of classroom teaching, how to build internet courses are all the problems we will face.

21 June 2018, Chinese Education Minister Chen Baosheng put forward for the first time at the National Conference on undergraduate Education in Colleges and Universities in the New era. Which is how to effectively increase the burden for college students. Which includes improving the academic challenge of college students, increasing course difficulty, expanding course depth, expanding the optional nature of the curriculum. It aimed to really turn the "water lesson" into a deep, difficult, challenging "gold lesson". Then in August, The Education Ministry issued a *special circular on the implementation of the spirit of the National Conference on undergraduate Education in Colleges and Universities in the New era* (letter of Education (2018) No .8). It put forward that colleges and universities should comprehensively comb the teaching contents of each course.

The main object is eliminating "water lessons", creating "gold lessons". It aims at improving the quality of course teaching. This is the first official use of the concept of "gold lessons" in Education Ministry documents (Yan,

2018). For the first time, eliminate water courses and build gold courses, was formally written in the document of Education Ministry. It is helpful to rectify the teaching order of institutions of higher learning in China. Medical humanities education is the important part of medical education. How to build medical humanities gold course under the background of Internet? It is also a problem worth pondering thinking of medical humanities educators.

2. ADVANTAGES OF CONSTRUCTION OF MEDICAL HUMANITIES GOLD COURSE UNDER INTERNET BACKGROUND

2.1 The course teaching resources are abundant

2012 is known as the "MOOC first year". Massive Open Online Courses (MOOC) is based on online courses to attract learners from different regions to participate in a common learning community and to construct knowledge in different time and space through the network (Xiulin et al., 2014). In 2017, China launched the first batch of 490 national fine online open courses, and will eventually launch 3000 national fine online open courses. With the construction of large-scale online courses, a large number of teaching resources have been formed.

2.2 Facilitating the sharing of quality curriculum resources

All the online courses supplied plenty of resources to educators nationwide. China state encourages the cross-school sharing of online open courses, and also realizes the equalization of curriculum resources, especially for the underdeveloped areas with shortage of teachers. At

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present, the number of online courses in China has reached more than 8000, the number of college students and social learners has exceeded 140 million, the number of college students who have received credit has exceeded 43 million, and the number of courses available for western colleges and universities is more than 65000.

2.3 Improved quality of curriculum construction

The developed Internet also provides rich resources for curriculum construction. Many medical humanities theories have a certain height, but it is to abstract to understand for students. The Internet provides rich materials for curriculum construction. For instance, "Doctor-Patient Communication" curriculum construction of the writer's University used many video resources, such as the film and television works such as Shengmen, Emergency Room Story, Surgery Fengyun and Emergency Doctor. The theoretical knowledge becomes vivid. There are a large number of real cases between doctors and patients on internet forum. It provided case materials for the course construction. Some netizens express the contradiction between doctors and patients in a humorous and profound way. The above resources are integrated into the construction of course video teaching, which makes the course well received by the students and social personnel.

3. EDUCATIONAL DESIGN OF MEDICAL HUMANITIES GOLD COURSE UNDER INTERNET BACKGROUND

3.1 Internet education means improve teaching effect

At present, medical humanities course in colleges and universities are mainly in the form of traditional teaching. The teachers speak, and students listen. Far away from the study and life of medical students, so that medical students are not interested in the study of humanities education (Zehui and Xiaohua, 2009). It is difficult to arouse empathy, thus causing a sense of behavioral weakness (Wenshi et al., 2015). The teaching outside classroom can give students more opportunities practice, do more service for patients and society, and experience more experiences. However, the activities are mostly organized spontaneously by students, and have not yet formed a direct connection with the traditional teaching, and have not formed a complete practice system. Internet resources can greatly increase students' participation in the classroom by using various forms, such as screen bullet, rushing to answer, discuss on line etc. After school time, students can post their own views in the forum, can also raise their questions, increase the interaction between teachers and students, and help students to expand learning efficiency. Through video, audio, subjective discussion and other forms of teaching means, enrich students' learning methods and increase the interest of learning.

3.2 Design Principles of Medical Humanities Gold Course

Medical humanities education, like moral education curriculum, should take the teaching of experience as the theme, and include a lot of experience and practice in teaching design. Therefore, in the classroom teaching design, we should increase the students' sense of participation, which is also the most important part of the construction of gold lessons. Participation emphasizes that through teachers and students to build a harmonious and democratic classroom atmosphere, all students in the classroom can participate in the course-related learning events. Whether students can effectively participate in the continuous development and evolution of the learning process is the first consideration in the design of gold lessons. Therefore, in the design process, the design students can participate in the activities as the carrier, whether to mobilize learners' interest and enthusiasm for learning, whether to cause them to produce new ideas in communication and collision, in the behavior of subtle changes as the evaluation criteria.

3.3 Design of medical humanities course under the Internet background

Both the curriculum resources of teaching teachers and the curriculum resources shared by other colleges and universities cover the important knowledge points of the curriculum. Students can use fragmented time to complete the study of important knowledge points, including pre-class

preview, after-class review. This can save a lot of classroom time for practical practice. Classroom teaching takes experiential teaching method as the main way. Take our school "doctor-patient communication" course as an example. Students through self-study micro-video-class "language communication". They understand the important skills before class. The classroom carried out "disease explanation", transposition thinking, and other knowledge points of experience practice. Each student can participate in the classroom, after class by looking back at the knowledge points, after practical practice, more impressed.

4. CONSTRUCTION METHOD OF MEDICAL HUMANITIES GOLD COURSE UNDER THE INTERNET BACKGROUND

4.1 A mixed teaching model combining online and offline

At present, the construction of gold lessons is mainly divided into three main forms in China: online gold lessons, offline gold lessons, online and offline mixed gold lessons. In the Handbook of Mixed Learning, Professor Curtis Bunk of Indiana University defines mixed learning as a combination of face-to-face and computer-aided online learning (Zehui and Xiaohua, 2009). Mixed teaching not only plays a leading role in guiding, enlightening and monitoring the teaching process, but also fully embodies the initiative, enthusiasm and creativity of students as the main body of learning. Teachers, as teaching organizers, carry out more individualized teaching design according to their own curriculum characteristics. For students, mixed teaching can realize student-centered learning system, which is conducive to cultivating students' learning autonomy, enthusiasm and self-study ability. From the nature of medical humanities curriculum, it is difficult for students to understand and experience the relevant knowledge points and become empty theories, while the simple offline curriculum is easy to become the traditional classroom for teachers to speak and students to listen to. Which is not conducive to the exertion of students' subjective initiative. The combination of online and offline teaching mode effectively solves the disadvantages of medical humanities curriculum.

4.2 Curriculum Construction Model of Medical Humanities Curriculum Group

The highest proportion of humanities courses in medical colleges and universities in China is 9.3%, the lowest proportion is 4.6%, the majority is between 7.0% and 8.0%, the average proportion is 7.5% (Department of higher education, 2007). The types of medical humanity courses include basic courses in humanities and social sciences, comprehensive courses, applied courses. It includes medical psychology, medical ethics, health law, medical sociology, doctor-patient communication, medical philosophy, medical history, etc. Therefore, the construction mode and overall layout of curriculum group can not only take into account the relevance of curriculum content, but also avoid the repetition of curriculum content.

4.3 Combining school and hospital to build teaching team

Teachers are the soul of curriculum teaching, and the quality of teaching team is an important guarantee of talent training quality. The ultimate goal of medical humanistic education is to train clinical medical workers with medical humanistic spirit and humanistic care ability. Medical humanities education, which is divorced from clinical practice, is only on paper and difficult to practice. The teaching team composed of full-time teachers and clinical medical personnel of medical humanities education in schools can give full play to the resource advantages of interdisciplinary, make up for the deficiency of professional teachers' practice and the lack of theoretical knowledge of clinical teachers.

To sum up, medical humanities quality education is an indispensable and important part of medical education. Giving full play to modern educational means, making full use of the advantages of Internet background, and building medical humanities gold courses are not only an important stage in the development of medical humanities education, but also an important means of realization. In the future medical humanities education, it is necessary to constantly explore and innovate, integrate humanistic spirit into medical education, realize the coordination and complementarity of humanistic education and medical knowledge and

skills, and train modern medical talents with noble medical ethics, exquisite medical skills and physical and mental health.

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