

The Application of Flipped Classroom Teaching Model in Nursing Teaching

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Abstract: How to cultivate students' innovative thinking, develop their ability to analyze and solve problems, and become high-quality practical nursing talents with solid theoretical knowledge and strong practicality is the focus of nursing teaching. With the continuous progress of education reform in our country, educational informatization has attracted more and more attention. With the rapid development of multimedia technology, the flipped classroom teaching model supported by information technology has gradually attracted people's attention. This article elaborates on the concept of flipped classroom, analyzes the advantages of flipped classroom teaching mode in nursing education, and explores the application of flipped classroom teaching mode in nursing teaching, in order to better use flipped classroom to promote innovative development in nursing education and promote the cultivation of nursing talents.

Keywords: Flipped Classroom; Nursing; Medical Education.

1. Introduction

The training goal of nursing talents in our country is to enable students to fully grasp the basic theoretical knowledge and practical operational skills of their major, have emergency response capabilities for common diseases, frequent diseases, and critical illnesses, and proficiently master nursing skills and ward management knowledge. At present, the teaching of nursing is still mainly based on traditional teaching models, mainly manifested in the teacher's demonstration and teaching as the main body in the classroom, while students gradually imitate the teacher's operating techniques and demonstration steps. This process often emphasizes the imparting of knowledge, and students are in a passive reception process, which is not conducive to cultivating their ability to independently analyze and solve problems, hindering the expression of individual differences and the cultivation of innovative thinking among students. Flipped classroom is a reversal of the traditional teaching model where teachers impart knowledge in class and students complete homework outside of class. Before class, students complete self-directed learning by watching teaching videos, searching for teaching materials, and other means. Teachers use classroom time to communicate and assist students, guiding them to ask questions, learn to analyze problems, and solve problems, creating a more efficient learning environment centered on students. With the continuous development of information technology education, flipped classroom has become a hot topic in educational research in recent years due to its unique teaching methods and good teaching effects. This article analyzes and explores the application of flipped classroom teaching mode in basic nursing teaching.

2. Overview of Flipped Classroom

Flipped classroom, also known as flipped teaching, originated from Forest Park High School in the United States. The establishment of the Khan Academy in 2011 made flipped classroom widely known. Flipped classroom

transforms the traditional teaching model of "teachers teaching and operating in class while students passively learn and imitate" into a student-centered multi-directional interaction model of "students learning before class, teachers and students exploring in class, and students providing feedback after class". Students are no longer passively imparted knowledge, but actively explore knowledge, which is conducive to the cultivation of critical thinking in students. The main idea of flipped classroom is to guide students to use multimedia information technology to obtain learning materials and complete the learning of knowledge points before class in the rapidly developing internet environment. Teachers use classroom time to communicate and discuss with students, guide them to raise questions, analyze problems, and finally independently solve problems, and complete the structure of the knowledge system.

3. Application of Flipped Classroom Teaching Methods

Before classroom teaching, the teacher first assigns the content that needs to be mastered in the next class, and at the same time, assigns and guides the key points that students need to understand. The online teaching of related topics is shared on the teaching unit, allowing students to have a detailed understanding of the basic content of the teaching before classroom teaching, and sorting out the points that require students to self-learn. The teaching content should not only include theoretical knowledge, but also practical parts of hands-on operations, so that students can better understand the application steps of theoretical knowledge in practical operations and improve the effectiveness of learning in the classroom. At the same time, teachers should also guide students to actively use the Internet, search for relevant information on the problems they encounter in video learning outside of class, and enhance their self-learning ability. During classroom teaching, teachers communicate with students in the form of questioning, allowing them to better connect and master the important knowledge points of the course. At the same time, teachers should also give students

full initiative, guide students to explore, and timely solve problems in learning. In addition, the cultivation of practical operation ability is also one of the key points in the teaching process of nursing majors. Compared to traditional classroom teaching, in the process of flipped classroom teaching, teachers should organically combine theoretical knowledge teaching with practical operation classroom teaching. On the basis of mastering relevant theoretical knowledge, they should arrange practical operation courses to help them understand theoretical knowledge in the practical process. At the same time, on the basis of mastering theoretical knowledge, they should make the operation process more standardized, Promote their overall mastery of the course. After the course ends, Teachers should guide students in their learning strategies after class based on the problems they face in the classroom, help them adopt appropriate methods, and organize the learning content for the next class.

4. Analysis Method of the Application Effect of Flipped Classroom in Internal Medicine Nursing Teaching

The teaching effect of flipped classroom is judged by statistical analysis of the assessment scores of two teaching units. After the completion of the course teaching, the teacher conducts a unified assessment of students who use traditional teaching methods and flipped classroom teaching methods. The assessment mainly includes two aspects: theoretical knowledge and practical operation, and the assessment content is unified. In addition, for the assessment of actual operations, the same group of assessment teachers should be arranged to score according to a unified standard, to avoid significant errors in the evaluation process due to subjective reasons. Based on the assessment results, teachers will use appropriate statistical analysis models to analyze their scores and see if there are significant differences in the analysis results. The results of statistical analysis of the assessment scores of two groups of students in our school show that the students who use flipped classrooms for teaching have significantly higher abilities in theoretical knowledge and practical operations compared to those who use traditional teaching methods for classroom teaching.

5. Analysis of the Advantages of Applying the Flipped Classroom Teaching Model in Nursing Education

5.1. Flipped Classroom Can Achieve Personalized Learning for Students and Enhance Their Nursing Learning Experience

Flipped classroom conveys the concept of information and networked teaching to nursing education. Teachers share abundant and high-quality teaching resources with students, freeing nursing teaching from the limitations of traditional classroom teaching, freeing students from the constraints of time and space for nursing learning, and making the nursing learning experience more flexible. Students can combine their knowledge base and time to arrange and control their learning progress, targeting the difficulty and ease of content. Choose to fast forward or watch repeatedly. In addition, teachers can provide targeted and personalized guidance to students based

on their different levels of knowledge mastery and understanding abilities. Students can also communicate with other students during the process of self-directed learning, which is conducive to accelerating the internalization process of nursing knowledge content.

5.2. Flipped Classroom Can Enrich and Optimize Nursing Teaching Forms

Teachers upload teaching videos, PPTs, and other materials to information exchange platforms through the internet for students to learn. During the process of learning before class, students can not only acquire the knowledge they have learned, but also improve their self-learning ability. Moreover, in the classroom, each member of the group can raise their own doubts or insights during the discussion process, and their ability to analyze problems, cooperate and explore, communicate, and practice will be exercised. In addition, students can obtain nursing learning content through information technology, and learn about the latest achievements in nursing research by searching and searching for references. Their critical thinking ability will also be improved. The flipped classroom teaching mode can create a relatively pleasant and relaxed atmosphere for students' nursing learning. Through an acquisition based learning approach, students can learn nursing knowledge in a targeted manner, deepen their impression of the knowledge they have learned, and improve their learning efficiency and effectiveness.

5.3. Flipped Classroom Can Effectively Improve Students' Nursing Learning Performance

Flipped classroom can stimulate students' interest and enthusiasm in learning nursing knowledge, and provide them with the dynamic information they need. Flipped classroom can provide students with sufficient pre class preparation and enable them to repeatedly learn teaching videos outside of class, which can effectively compensate for the limited teaching time in the classroom. Especially for nursing education, the transmission of nursing knowledge includes training in nursing theory and skills. If students watch and learn teaching content before class, teachers can leave more time in the classroom for students to practice practical skills and provide real-time guidance on their practice. This is beneficial for students to combine theoretical learning with practical operation, deepen their understanding of nursing knowledge, improve nursing skills, and naturally improve their academic performance. If students improve their academic performance, they will gain more motivation to learn.

5.4. Flipped Classroom Can Enhance Interaction between Teachers and Students, and Help Establish Good Teacher-Student Relationships

Flipped classroom enables students to receive knowledge impartation before class, and enables interaction, communication, and discussion of difficult issues between teachers and students, as well as between students and students, through media such as WeChat groups and QQ groups. In nursing teaching classrooms, teachers and students can communicate and discuss with each other, express their opinions, and cultivate a collaborative spirit among

classmates in classroom teaching activities, enhance emotional communication between each other, and at the same time, have a deeper and more thorough understanding of the knowledge learned. In this way, teachers can not only spread knowledge, but also help students understand the key and difficult points through organizing classroom activities, attach importance to the development of students' thinking, and enable them to experience the joy of learning. At the same time, students will also actively listen to the class, ask questions, and take notes. Flipped classroom can change the original teacher-student relationship, promote interaction, respect, and trust between teachers and students, and establish and maintain a new type of equal and friendly teacher-student relationship.

6. Existing Problems and Challenges

6.1. The Challenge of Changing the Roles of Teachers and Students and Reallocating Learning Time

In the flipped classroom teaching mode, the role of the teacher changes from being the leader of the classroom and the transmitter of knowledge to being the guide of student learning. Teachers need to think about how to better mobilize students' initiative in learning, how to better diverge their creative thinking, and create a more efficient and easy to communicate learning environment for students. The role of students has shifted from being passive recipients of knowledge to being the masters of the classroom, being active explorers of knowledge. Students need to use various multimedia technologies to acquire knowledge, screen and internalize the acquired knowledge. The transition of learning time from in class to before class presents a significant challenge to students' self-control and self-management abilities due to the large number of learning tasks. In the classroom, between teachers and students, learning communication and discussion among students are the main focus of class, but some students with average grades and who do not like to talk have poor participation and enthusiasm, making it difficult to achieve the effect of deep interaction in a flipped classroom mode. So, when applying flipped classroom, teachers should tailor their teaching to students of different levels and levels, allowing them to better integrate into the classroom.

6.2. Challenges of Information Technology Support

The classroom teaching mode is a perfect combination of education and information multimedia technology. The production of teaching videos and courseware, online guidance from teachers, and tracking and evaluating students

all rely on the support of information technology. However, due to the short development time of online teaching, some teaching teachers are not yet proficient in using multimedia technology, and are not familiar with the production of videos and the processing procedures of learning materials, which to some extent affects the development of flipped classrooms. Therefore, we should increase investment in information technology construction and provide support for teaching teachers in the production of teaching videos and multimedia applications

7. Conclusion

Starting from the actual clinical needs, the classroom teaching mode integrates the patient-centered modern nursing concept into teaching, emphasizes the cultivation of students' professional qualities and clinical innovative thinking, adapts to the development of the Internet era, and is a reflection of the deep integration of information technology and educational teaching practice. Based on the current characteristics of nursing teaching in China, the flipped classroom teaching model is conducive to further deepening and expanding nursing related knowledge, and is worth promoting in future nursing basic education.

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