Flipped Classroom Practices and Strategies Were Carried out by Nursing Management during Covid-19 Prevention and Control

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Abstract: Under COVID - 19 outbreak, to carry out reverse classroom faces great challenges in this paper, combining with teaching practice, the analysis in the epidemic period of flip the problems existing in the classroom, the teaching design of the teaching form and teaching evaluation etc. Put forward the corresponding countermeasures for most students to turn classroom content and form overall satisfaction, but some deficiencies on the part of the curriculum design, must constantly improve in teaching practice.

1. Introduction

In COVID - 19 epidemic period, the Ministry of Education requires high schools such as delay of school, in the form of online teaching and online learning to carry out teaching activities [1] flip through online classroom refers to the students in the class at the class to prepare and complete knowledge internalization, through group discussion in class the use of case analysis complete knowledge such as role play, its essence is to turn the traditional teaching - learning to master the to learn - teach first line type [2-3] in recent years, chongqing medical university nursing school much exploration and reform of the teaching mode Flip the classroom as an important teaching method in the teaching of the nursing management [4] in the special period of epidemic prevention and control, how to carry out high quality online reverse class is value to ponder questions since mid to late February 2020, nursing tube neo-confucianism with super star, platform (PC) and learning through the APP (mobile) for online teaching more than 1 months, combined with the actual situation of teaching, will turn online conduct classroom are faced with the problem at present stage were analyzed, and put forward corresponding countermeasures.

2. There Are Problems

2.1 Teachers

2.1.1 Teachers Face Double Pressure

Nursing management course group teachers more than 85% for the double, the vast majority of teachers in clinical nursing work, facing the double pressure of online teaching and clinical task by turn to adopt the mode of network teaching in classroom, unlike traditional classroom teachers and students face to face communication, teachers in curriculum design data preparation, the course was recorded, case import, etc, are facing huge challenges, consumption cost more time and energy to teaching design and preparation.

2.1.2 Uneven Online Teaching Ability and Level of Teachers

Due to the influence of age, professional title, teaching experience and other factors, there are differences in teachers' macro control of online teaching, the creation of learning atmosphere, and the guidance of students' enthusiasm. Some teachers expressed that they were not used to the flipped classroom teaching mode and could not correctly grasp the class progress and teaching difficulty. At the same time, teachers have different degrees of familiarity with and application of network platform or teaching software, and the teaching form used in flipped classroom is relatively

simple, lacking interaction, and students' attention is easily divided, which affects the teaching effect.

2.1.3 The Teacher Lacks Confidence in the Effect of Teaching

The vast majority of teachers lack practical experience in online teaching and carry out teaching activities such as course recording and broadcasting and self-photographing micro lessons in constant exploration. They lack confidence in the teaching effect of online flipped classroom and worry about students' knowledge mastery.

2.2 Students

2.2.1 The Teaching Quality is affected by the Regional Network, So It is Not Easy to Form a Learning Atmosphere

Under COVID - 19 outbreak, online teaching method to make teachers and students lose their eyes body language communication, overturning the class group discussion and quality is affected by a larger at the same time, the students learn that occupy the home, the lack of teachers and students, not easy to form the good study atmosphere surrounding [5] in addition, the network speed of electronic equipment is also undermine the quality of teaching.

2.2.2 Students Have Many Subjects and Heavy Learning Tasks

In epidemic prevention and control, school discipline all adopt online and remote teaching way, ask students to finish the test or homework assignments, independent check data questionnaire showed that the vast majority of the students gradually adapt to online learning, 65.2% of the students said that the online learning classroom learning time students learning time than ever for a long time and heavy task to carry out online teaching, after being fresh feeling disappear, students easily fatigue, participation to drop, affect the class effect.

2.2.3 Teaching Evaluation is Not Comprehensive

At present, flipped classroom evaluation system comes from On the teaching platform, the report will be generated according to the students' participation. For some students with poor time management ability, the time allocation is not reasonable, and the system feedback that their online learning time is more, which is correspondingly reduced for other subjects Objective Learning time, so teaching evaluation is not comprehensive.

3. Countermeasures

3.1 Adjust the Curriculum Design in Time

Nursing management is a theoretical strong discipline, in the course design of teaching time form etc have been adjusted in the first place, practice course and theory teaching time adjusted second, closely related to clinical nursing management plan led to protect manage quality management section to online teaching combined with a flip classroom manner, while the rest of the chapters in the form of online teaching, moreover, in order to ensure the flip and effect of classroom teaching quality, on the teachers to choose two aspects of teaching and management experience, give attention to two or more things choose experienced, vice principal as a nurse practitioner and above title teachers to teach, At the same time, it is required to make full preparation before class, after class and after class.

The case design of flipped classroom should be closely related to clinical work or real life. Students should complete independent learning through mobile phones or computers, and at the same time, they should consult relevant literature. According to the teaching design, the teacher selects students and groups them, sets group leaders, and organizes group leaders to hold remote meetings to explain the content design of flipped classroom and assign tasks. The group leader is responsible for organizing and mobilizing the group members for remote discussion, recording the discussion content and the overall conclusion. Members of the team work together to make PPT and

report to the team. Flipped classroom lets each group share in turn through live streaming function or Tencent conference, and teachers make summaries and comments. The two-way interactive flow between teachers and students breaks through the one-way output of online learning, creating more time for interaction and communication for limited online teaching [6], creating a relaxed online learning atmosphere, and cultivating students' thinking ability and expression ability [7].

3.2 Mobilize the Participation of Students, Diversified Teaching Forms

During the period of epidemic prevention and control, nursing management course design make full use of academic resources platforms lesson for free and open resource platform, with super star of the system is given priority to, teng - meeting QQ is complementary to carry out online teaching teachers can make full use of the super star of platform function, take live online teaching group discussion form such as case study to live through the network, can make learning atmosphere more kind and true, the candidates, vies to answer first forms are more likely to stimulate student interest and participation enthusiasm at the same time, teachers can also record each group of students, strengthen students' sense of achievement, inspire and enthusiasm. In addition, the class also holds network meetings or group discussions with the help of QQ group of Tencent Conference. In addition, students can punch in, punch in multiple forms, extend the learning time of teaching content, and replay the course video, so that students can learn at wrong peak and avoid network congestion.

3.3 Improve Teachers' Informationized Teaching Level

According to in 2007 under the Ministry of Education of the college teaching basic state database system construction project requirements, the teacher wants to adapt to the requirements of the information age, online teaching and remote teaching methods and skills to improve the teachers' information technology teaching ability, nursing management group to establish a teaching assistant teacher 1, is responsible for the teacher teaching software and platform using training and guidance teachers adroitly, step by promoting the construction of online courses.

3.4 Improve the Curriculum Quality Supervision and Evaluation System

In order to ensure the teaching progress and quality during the epidemic prevention and control period, nursing management adopts a variety of teaching evaluation methods. First of all, the teaching secretary or supervisor will go into the online teaching class, understand the teaching content, and review the teachers' teaching videos. Secondly, super Star platform is used to conduct real-time supervision on the attendance, video watching, chapter testing and classroom interaction of flipped classroom students. Teachers can track the learning status and effect of students, which is conducive to the formation of phased teaching evaluation. Again, the assessment structure will be adjusted, and the overall assessment will be made from two aspects: the usual score (online teaching performance) of 40% and the final written test score of 60%.Among them, online teaching performance is composed of four parts: check-in (10%), video viewing (30%), chapter test (30%) and assignment submission (30%).In addition, teaching assistant teachers will send questionnaires to students after each class to understand students' adaptability to online teaching, teaching feedback and improvement suggestions.

3.5 Strengthen the Review and Consolidation of Classroom Knowledge

Teachers according to the learning objectives, difficult point or students interested in design discussion topic, in the discussion area after class and students together online interactive discussion about answering questions, to facilitate students' knowledge to understand and absorb lessons hall in addition, the students back to school in the early course group plans to send 1 ~ 2 nursing management expert seminar, to comb and review the knowledge and key points, to facilitate students' knowledge to consolidate and internalization.

4. The Teaching Effect

4.1 Student Participation

According to the feedback data platform, students sign in at a rate of 97.9%, participation rate was 82.5%, the chapter test job submission rate was 98. 02% and average of (88.56 4.64) for the student group and positive interactive discussion, speech covers the theory knowledge, case analysis is thorough, and put forward new ideas but can be combined with the actual vies to answer first the participation rate is only 58.3% of college students, may interest is not high, and participation in the title of ease and network and other factors.

4.2 Students Evaluate the Teaching Mode

362 students were given questionnaires through the Super Star platform, 344 of which were recovered, 321 of which were valid, with an effective rate of 93.3%.The questionnaire included students' satisfaction with flipped classroom teaching mode, learning interest, autonomous learning ability and communication and collaboration ability Force and so on. The results showed that 92.9% of the students felt that the flipped classroom could arouse students' interest during the epidemic.90.3% of the students believed that the flipped classroom during the epidemic period was conducive to the improvement of autonomous learning ability, while 86.0% believed that it was conducive to the development of communication and cooperation ability.74% of students are generally satisfied with the content and form of flipped classroom, indicating that flipped classroom is recognized by most students.

4.3 Students' Open Opinions on the Class

68.7% of the students expressed that the flipped classroom during the epidemic situation had a positive effect on knowledge learning. Suggestions for classroom improvement :(1) add clinical case analysis to facilitate the combination of management theory and practice;(2) The key content is presented on the learning platform in the form of videos and texts; (3) To make online teaching more interesting;(4) The interactive time in class should not be too long.

5. Conclusion:

Flipped classroom is an innovative teaching model based on the development of information technology, which transfers the decision-making power of learning from teachers to students .Carry out flipped classroom online, and talk to teachers, facing a huge challenge. Teachers are required not only to have strong information teaching ability, but also to pay attention to the platform information at any time, dynamically monitor students' learning situation, and make adjustments timely according to students' feedback. Due to the large number of students in each class, the time for group report is relatively short. Therefore, teachers should reasonably control the teaching time. For students, online learning will take up time outside the classroom, requiring students to have a strong sense of consciousness and independent learning ability. But for the students with poor self-discipline and lack of love for learning, they can make their attention to the classroom by answering the questions, selecting and answering the questions randomly, and giving affirmation and praise. In addition, the team members can take turns to report, the team evaluation and other ways to stimulate students' sense of participation and teamwork. Studies have reported that the interaction level between teachers and students and the sense of social presence are important factors affecting the quality of online teaching .During the prevention and control of COVID-19, flipped classroom makes up for the deficiency of one-way transmission of online teaching knowledge and insufficient interaction between teachers and students. But at the same time, there are some problems: students' sense of presence is not enough, participation is not high, lack of interest, etc. All these should be explored and improved in the future teaching practice to accumulate valuable experience for the organic integration of online teaching and offline teaching.

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