

## Application of Case Teaching Method in the New Course "Traditional Chinese Medicine Communication"

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**Abstract.** Under the background of internationalization of traditional Chinese medicine, communication of Chinese medicine and its culture, as a new subject combining Chinese medicine culture and communication science has gradually attracted the attention of educators in major Chinese medical colleges and universities. As a teaching method widely used in the field of communication, case teaching method can also provide rich experience for Chinese medicine culture communication. However, since the course has its own characteristics, the teaching method cannot be completely copied and should be improved in combination with the characteristics of the course itself.

### Case Teaching Method

Case teaching method is a heuristic teaching method based on case, which is essentially a dilemma of education. There is no specific solution, and the teacher plays the role of designer and motivator in teaching and encourages students to actively participate in the discussion. It is an extension and innovation of the traditional teaching method. It carries out teaching through cases, which can fully mobilize the initiative of students' learning, and is conducive to cultivating students' ability to innovate and connect theory with practice. At the same time, it also helps to improve the teachers themselves[1].

The case teaching method is the most basic and widely used teaching method in the discipline of communication. "Traditional Chinese Medicine Communication" is a theoretically strong course, and the importance of implementing case teaching methods is self-evident. As a teaching method, the basic function of case teaching lies in the connection between theory and practice, providing empirical evidence for theoretical teaching, stimulating students' interest in learning, creating a friendly teaching environment, and promoting "effective teaching" [2].

The core concept of learning in the new era lies in the learner-centered, focusing on students actively constructing knowledge reflection behaviors and actively investing in learning activities. Student-centered learning paradigms mean that teachers, textbooks, media, teaching, situations, and activities revolve around students[3]. Case teaching encourages students to think independently. Traditional teaching only tells students how to do it, and its content may not be practical in practice. But no one in the case teaching will tell you what to do, but to think and create by yourself, making the boring and lively, and at the later stage of the case teaching, each student will present his own opinions and exchange with others. Through the exchange of this experience. Students can learn how to complement each other and promote the improvement of interpersonal communication skills. Moreover, it also serves as an incentive mechanism. Secondly, students can be guided to become knowledge-oriented and pay more attention to two-way communication. The traditional teaching methods are mainly "teaching" by teachers, rather than "learning" by students. Teachers don't know how well the students have studied until the final test. In the case teaching, after the students get the case, they must first digest, and then consult the various theoretical knowledge that he thinks is necessary. This has invisibly deepened the understanding of knowledge and is actively carried out.

### Chinese Medicine Culture Communication

The TCM culture communication has a long history and far-reaching influence: it was first recorded at the beginning of the Western Zhou Dynasty. In the subsequent 2,000 years of exchange development, the spread ranged from neighboring countries to Europe and the United States. After the 21st century, there are more than 3,000 international students studying Chinese medicine from all over the world. In addition, the overseas "Confucius Institute of Chinese Medicine" has also been greatly welcomed[4].

Under the "One Belt, One Road" strategy, the status and role of Chinese medicine culture in the strategy of Chinese culture going global has been greatly enhanced and affirmed. At the same time, the spread of TCM culture also faces some dilemmas: the content of the communication is not comprehensive enough, the degree of communication is not deep enough, the communication area is not wide enough, and the cultural awareness is not clear enough.

Zhang Qicheng, a professor at Beijing University of Chinese Medicine, proposed to establish a "National Center for Chinese Medicine Culture Communication" under the leadership of the State Administration of Traditional Chinese Medicine, relying on national research institutes or universities to establish a national media culture platform for all Chinese medicine culture, from policies, funds and talents. In addition, it has increased its support for the development of media integration, and pointed out that "the top-level design of the whole media communication of Chinese medicine culture and Chinese medicine health service" was completed. In 2016, Mao Jialing scholars published the report on the development of Chinese medicine culture communication (2016). However, many Chinese medicine colleges do not

currently offer Chinese medicine communication studies, nor do they have courses related to Chinese Medicine Culture Communication. If we wish to promote Chinese medicine to abroad better, we must study Chinese medicine culture from the perspective of communication. Therefore, it is very important and urgent to explore the course of building Chinese medicine communication and "Chinese medicine culture communication".

The first Chinese medicine culture communication textbook "Chinese Medicine Culture Communication" compiled by the Center for Chinese Medicine Culture Research and Communication of Beijing University of Chinese Medicine was published by China Traditional Chinese Medicine Press. The director of the center, Mao Jialing, is the editor-in-chief. More than 10 experts from Chinese medicine universities, Chinese medicine research institutions and other relevant departments participated in the preparation. The textbook is listed as the "Science Popularization and Communication Pilot Project of University" by the China Association for Science and Technology and the Ministry of Education and the Beijing Research Center for Chinese Medicine Culture Communication. The publication of "Traditional Chinese Medicine Communication" fills the blank of textbook construction in the research and spread of Chinese medicine culture, and will become a necessary knowledge reader and practical work guide for Chinese medicine culture research and communication workers.

### **The Application of Case Teaching Method in "Traditional Chinese Medicine Communication"**

First, the choice of case: we should carefully selected a representative, typical and cutting-edge case as a teaching material, under the guidance of teachers, using a variety of ways to inspire students to think independently, the objective provided by the case facts and problems are analyzed and studied, and a theoretical and practical teaching method for making judgments and decisions is made[4]. In the actual teaching of "Introduction to TCM Culture Communication", each chapter involves a number of concepts and theories. If you simply interpret it, students will feel boring and incomprehensible, and they will be afraid of the course and even get tired of it. The explanation of knowledge is very important.

Second, the case explanation: the use of suspense to introduce the fine selection of sublimation cases is the basis, in order to achieve better communication results in the class, in addition to the case itself is typical, attractive, popular, on the case Narrative skills are also worth studying. Vivid classroom teaching should be immersed in the teaching content by teachers and students. To achieve this ideal effect, the skills of teacher storytelling in case teaching are very important.

### **Summary**

As a teacher who wants to organize in class, he must be fully prepared before class. It is best to build a case library for a long time. In the class, he should learn the strategy of case introduction and organize it with suspenseful narrative strategy. Teaching cases need to be rich and diverse, to be typical and recent cases coexist, but also to achieve localization and globalization of case mergers. On this basis, it is necessary to be able to use the case to stimulate the enthusiasm of the students to discuss, to guide students to the correct understanding of the society, so as to achieve the desired classroom teaching effect.

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