Research on mixed teaching practice of medical immunology

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Abstract: with the rapid development of information technology, hybrid teaching mode is applied. As an important part of basic medicine, medical immunology is relatively abstract. If teachers still use traditional teaching methods, it is difficult to ensure that students understand medical immunology thoroughly. At this time, teachers can use mixed teaching to teach students professional knowledge, which can not only make the teaching atmosphere more interesting, but also ensure that students understand the knowledge points taught by teachers thoroughly, so as to improve the quality of teaching activities. In this regard. This paper studies the mixed teaching practice of medical immunology for reference.

Key words: mixed type; Medical immunity; Teaching; practice

In medical immunology teaching, in order to ensure that students can give consideration to both theoretical knowledge and practical skills. Teachers should give full play to the advantages of information technology and carry out mixed teaching activities according to the teaching objectives and contents of medical immunology. This can not only improve the shortcomings of the traditional teaching mode, but also fully highlight the subjectivity of students in teaching, promote them to actively explore the knowledge of medical immunology, and then effectively improve the efficiency of medical immunology teaching, so as to cultivate high-quality talents required by the industry.

1. Analysis of the characteristics of medical immunology course

Medical immunology, as a pillar, frontier and basic discipline in the medical industry, studies the structure of the human immune system, the occurrence of immune response, and the pathogenesis of diseases caused by abnormal immune function, which is the main content of the discipline. At the same time, it occupies an important position in Basic Medicine. Moreover, the knowledge of medical immunology is relatively abstract, its integrity and logic are relatively strong, and the knowledge coverage is relatively wide, so teachers need to update the teaching content in time. Therefore, the traditional mode has been unable to ensure that the teaching needs can be met. Therefore, teachers need to actively explore and innovate effective teaching methods of medical immunology, and build a teaching mode that is consistent with the characteristics of the subject and the needs of students is the content that teachers need to focus on.

2. Practical significance of mixed teaching of medical immunology

2.1 Conducive to improving students' learning efficiency

Because of the strong abstractness of medical immunology, it is difficult for students who have just been exposed to the content of medical immunology to understand it thoroughly. In addition, because the teaching time is relatively limited, it is difficult for teachers to ensure that students can effectively master the teaching content in the limited class hours. The blended teaching will run through all teaching links, which can break through the limitations of time and space, and encourage students to use fragmented time to carry out learning activities. In addition to previewing the teaching content, it can also consolidate the teaching content explained by teachers in time, and promote their learning efficiency to be significantly improved. In addition, teachers can also use various teaching platforms to timely grasp the learning situation of students through background data, summarize the common problems of students, and focus on solving the common problems of students in classroom teaching, so as to improve the quality of medical immunology teaching, and then cultivate immunology talents really needed by the industry.

2.2 It is conducive to improving the importance of process evaluation

Hybrid Teaching Based on information teaching platform can not only make full use of teaching resources in the network, but also track and record students' online learning, providing data support for teachers to carry out diversified evaluation. In the past teaching evaluation, teaching focused on theoretical evaluation and experimental evaluation. Through the application of hybrid teaching mode, the evaluation form will change significantly, and the process evaluation link will be appropriately increased. The specific proportion is as follows: theoretical evaluation accounts for 60%, experimental evaluation accounts for 15%, and process evaluation accounts for 25%. The process evaluation is mainly based on students' background data, including online task completion, online discussion and online test, and will focus on the evaluation of students' learning process, learning ability and performance. In addition, process evaluation can enhance the diversity and comprehensiveness of evaluation, and then ensure that students' performances can be scientifically and truly reflected.

2.3 Conducive to enhancing the effect of teacher-student interaction

Hybrid teaching can give full play to the advantages of online and offline teaching. Teachers can integrate online teaching resources into offline teaching and optimize offline teaching links on the basis of enriching teaching content. For example, add pre class thinking, online testing, random questions, questionnaire survey and Q & a discussion. Through these links, students' autonomous learning activities can be fully enhanced, and the interaction between teachers and students, students and students can also be enhanced. In the hybrid teaching, teachers can timely grasp the students' performance, and adjust the teaching process according to the actual situation of students, making the teaching of medical immunology more accurate, so as to meet the diversified needs of students. Therefore. In the mixed teaching of medical immunology application, teachers and students can actively participate in teaching activities, so as to effectively enhance the effect of teacher-student interaction.

3. Implementation process of mixed teaching practice in medical immunology

Blended teaching can fully highlight the subjectivity of students in teaching. According to the teaching content of medical immunology, teachers can divide the teaching process into the following stages: pre class preparation, classroom implementation, and after-school evaluation. And reasonably select hybrid teaching platforms (rain class, micro class, MOOC, etc.) to guide students to use these platforms to carry out autonomous learning activities. This can make the teaching atmosphere more interesting and encourage students to actively explore medical immunology knowledge. Details are as follows:

3.1 Pre class preparation

In pre class preparation, teachers can use online teaching platforms (such as rain class) to push high-quality teaching resources and micro class videos to students, and assign corresponding online tasks according to the teaching content, so that students can clarify the learning objectives of this section. However, when setting online tasks, teachers should ensure that online tasks are closely combined with medical immunology content, and introduce some real medical immunology cases to effectively mobilize the enthusiasm of students with the help of real cases, so as to lay a solid foundation for carrying out follow-up teaching activities.

3.2 Classroom implementation

1.Online Autonomous Learning

Teachers release the rain class notice through the rain class platform, and students log in to the rain class platform for autonomous learning after receiving the notice. First, students watch the medical immunology micro video, which can produce an intuitive perception of the teaching content, and then use the obtained content to solve the online task. Finally, the online task results are submitted to the learners to complete the assigned online learning task and submit it. At this time, the teacher can understand the students' learning situation and existing problems through the background data of rain class, so as to clarify the content that offline teaching needs to focus on. In this way, teachers can clearly understand students' Online Autonomous Learning Situation and effectively master students' learning dynamics by carrying out online autonomous learning. They can not only monitor students' learning process in real time, but also use the background data of rain class to carry out students' specific performance, and provide data support for teachers to adjust offline teaching process and carry out learning evaluation.

2.Offline teaching activities

First, teachers carry out targeted teaching according to students' online task completion, and answer questions according to students' online learning. Then the teacher requests the students to design a detailed implementation plan in groups according to the online task. During the discussion, students can use the course knowledge and online materials they have mastered to design a systematic and perfect MCU implementation scheme. The teacher explains according to the scheme designed by the students, points out the students' errors and explains them, so that the students can scientifically and reasonably explain medical immunology cases.

3.Actual operation link

Teachers can use information technology to create relatively real situations and guide students to use the experience they have mastered to elaborate cases. When explaining the chapter of antigen, teachers can use information technology to show the following case scenarios: a community hospital received a child with fever and cough, the doctor initially diagnosed the child as bacterial infection, and injected penicillin into the child without skin test, resulting in acute shock symptoms in the child. Analyze and elaborate the main causes of shock in the child?The introduction of real cases can not only cultivate students' ability to solve the actual situation, but also accurately test their level of knowledge. At the same time, it can also lead students to establish correct values and effectively enhance their sense of responsibility in awe of life.

4.After class knowledge consolidation

After the end of the teaching activities, students need to upload the case analysis results to the learning platform in time, and the teacher should review them in time and give corresponding feedback. At the same time, students whose learning effect is not ideal should be urged to watch the micro video repeatedly; For students with strong learning ability, arrange expansion tasks, guide students to use information technology to find information, or complete expansion tasks in groups, so as to ensure that students at all levels can get corresponding development.

3.3 After class evaluation

In the past teaching of medical immunology, teachers mainly evaluated students' professional achievements, and the subject and method of evaluating students were relatively simple, which failed to truly reflect the situation of students. In mixed teaching, teaching evaluation is no longer limited to students' theoretical achievements, but emphasizes the evaluation of students' performance in the teaching process. Therefore, in the after-school evaluation, teachers need to combine with blended teaching, so as to make the teaching evaluation more diversified, and can objectively and comprehensively evaluate students' performance from multiple dimensions. In addition, teachers need to revise the existing evaluation contents and methods, and build a comprehensive evaluation system of theoretical evaluation, experimental evaluation and process evaluation.

4. Suggestions on mixed teaching of medical immunology

4.1 Increase investment in educational information technology and equipment

In order to ensure the orderly implementation of Hybrid Teaching in medical immunology, colleges and universities need to build a relatively perfect and stable information platform to provide technical support for hybrid teaching. In this regard, colleges and universities need to follow the relevant national policies, increase capital, material and human resources investment, and actively promote the process of informatization teaching construction. At the same time, colleges and universities can jointly build an education information platform with

off campus enterprises. In this way, on the basis of ensuring the sharing of educational resources, colleges and universities can effectively improve the level of information technology, and then effectively enhance the effect of hybrid teaching.

4.2 Strengthen the construction of teaching staff

The implementation effect of blended teaching is directly related to teachers' professional quality, so colleges and universities need to pay attention to improving teachers' professional quality, so that they can flexibly use the blended teaching method. First, colleges and universities need to carry out targeted training activities according to the actual situation of teachers' use of blended teaching; In addition, teachers need to actively learn information technology and frontier knowledge of medical immunology; In addition, colleges and universities can also invite off campus medical immunology talents to concurrently serve as teachers, effectively optimizing the overall structure of the teaching staff.

4.3 Do a good job in the overall development of curriculum resources

The overall development of curriculum resources can not only meet the requirements of education reform, but also fully mobilize students' learning ability, and then effectively implement Hybrid Teaching in medical immunology. And the diversity of curriculum resources is closely related to the enthusiasm of students. In this regard, colleges and universities need to establish special institutions to uniformly manage the resource construction and improve the standardization and rationality of resource development. In addition, universities and off campus enterprises work together to develop curriculum resources, improve the curriculum resource system with the help of off campus resources, and then improve the effect of the overall development of curriculum resources.

Summary:

In a word, the application of Hybrid Teaching in medical immunology teaching can break through the constraints of time and space, and enable students to carry out learning activities anytime and anywhere, which is not only conducive to improving students' learning efficiency, but also improve teachers' attention to process evaluation, and also enhance the effect of teacher-student interaction. Therefore, colleges and universities need to increase investment in educational information technology and equipment, strengthen the construction of teaching staff, and do a good job in the overall development of curriculum resources, so as to ensure that the mixed teaching of medical immunology can be carried out orderly, and then effectively improve the quality of medical immunology teaching, so as to cultivate high-quality medical immunology talents required by the industry, So as to promote the sustainable development of the industry.

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