

# Application of BOPPPS teaching method combined with online teaching in community nursing (Higher Vocational) teaching

Han Zhao

(Shanghai Lida University, Shanghai 201600)

**Abstract:** BACKGROUND: in order to deal with the problems existing in the current community nursing teaching, the teaching design of BOPPPS teaching method combined with online teaching was explored. Research methods: with 2021 nursing students as the experimental group and 20 corresponding professional students as the control group, the BOPPPS teaching mode combined with online teaching was implemented in the theoretical teaching of the experimental group, and the final examination scores and questionnaires were taken as the research results, and the scores were compared with those of grade 20. Results: the final score of the experimental group and students' professional recognition of community nurses were significantly higher than those of the teaching control group. Conclusion: the implementation of BOPPPS online hybrid teaching mode in the teaching of community nursing course can effectively guide students' learning and obtain students' recognition.

**Key words:** BOPPPS teaching mode; Community nursing; Online teaching; curriculum design

## Background

In order to respond to the growing multi-level and diversified health needs of the people, continuously improve the quality and level of health services in China, and promote the construction of China's health service system, especially the construction of integrated health service system and national fitness public service system, are important supports to improve China's health service capacity. The reform of community health service is the key step to promote the health reform in China, and the reform of community health service needs a steady flow of high-quality nursing talents. Improving the teaching quality of community nursing from the education stage is one of the keys to cultivate community nursing professionals in line with national conditions.

As a new teaching mode in line with the teaching curve theory, BOPPPS teaching mode emphasizes students' participation, interaction and feedback in the process of classroom teaching, and is famous for effective teaching. It is of great significance to explore the teaching design of this teaching mode in the online classroom of community nursing to improve students' learning interest and learning quality. This study aims to use the above six links to organize a set of BOPPPS teaching mode combined with online teaching, and scientifically guide the teaching process of community nursing.

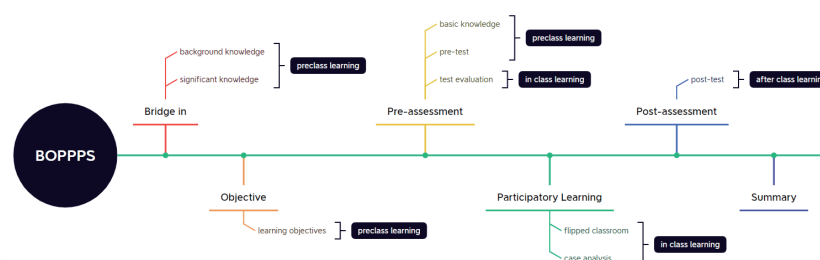
## 1. Research method

The subjects were grade 20 and grade 21 students of Nursing College of Shanghai Lida University. The course of community nursing was opened in the second academic year. When it was opened, the subjects had systematically studied public courses such as human anatomy and physiology; He has also studied basic nursing, internal medicine nursing, surgical nursing and other professional courses.

The teaching plan of the course of community nursing is 16 class hours (theoretical). The fourth edition of the textbook of community nursing, published by the people's Health Publishing House and edited by xuguohui, is adopted. The control group used the traditional teaching mode; The experimental group adopted the BOPPPS teaching mode combined with online teaching.

Two classes of grade 20 nursing in Shanghai Lida University were randomly selected as the control group and taught online according to the traditional teaching methods; In addition, two classes of grade 21 were selected as the experimental group for BOPPPS teaching. The teaching process uses a unified syllabus and follows a unified teaching schedule.

For the teaching of the experimental group, according to the six stages of the BOPPPS teaching module, we made the following arrangements (as shown in Figure 1):



In the link of bridge in, we mainly review the pre and background knowledge of this course (the content learned in the previous lesson or other relevant knowledge points) and focus on the knowledge to be learned in this course. The above content is recorded as an online class video and uploaded to cloud class and other software for students' pre class learning.

The objective link is to clarify the actual objectives of this course and introduce the role and status of this course in the course and the

actual community nursing work to students. This content forms a word file and is uploaded through the same channel.

After completing the two steps of introduction and learning objectives, the pre-assessment link is the link to test the pre-test basic knowledge of students. Students complete the pre-test questionnaire before class, and the teacher checks and evaluates it in time.

In the process of participatory learning, in order to stimulate students' learning initiative, the teaching methods used include flipped classroom, PBL teaching, case analysis, etc. In this link, the teacher released the cases related to the course content in advance, such as the family health records and family chart in the teaching of Chapter 8 community family nursing, requiring students to assess the situation of the family and make arrangements for family visits according to the group in class, and asking students to report on the analysis process of this group, Other students and teachers made comments.

In order to get the feedback of students' learning situation, in the post assessment link, we use offline group discussion, online release of test questions, case discussion and report after class. The evaluation methods include self-evaluation, mutual evaluation, teacher evaluation and so on. We can test and understand the students' learning situation and actual learning effect in this class from multiple angles, dimensions and levels. For example, in the post test link of Chapter 10, community prevention and management of chronic and infectious diseases, students design emergency plans for public health emergencies and report and display them. This link also uses questionnaire star, cloud class and other tools to establish a questionnaire.

Finally, according to the students' actual post-test results, teachers judge the completion of teaching objectives, form teaching guidance, and reflect on the failure of learning objectives. At the same time, teachers actively adjust the teaching methods, improve the teaching effect, and adjust the course structure of the next class, that is, the summary link. After the teaching of community nursing, the satisfaction and teaching effect of the two groups of students were compared to determine the teaching effect.

1. teaching effect evaluation method

Teaching effect evaluation includes two parts: teaching effect and student satisfaction. By comparing the final exam scores of the two groups of students, the differences between the BOPPPS teaching mode and the traditional teaching mode in teaching effect were evaluated; At the same time, an open questionnaire was designed to investigate the satisfaction and professional recognition of students in the process of learning community nursing course.

2. statistical methods

SPSS 19.0 software was selected for statistical analysis.

The teaching effect research collected the final score data of students, and used the rank based nonparametric test to compare between groups. The statistical method was two groups of independent sample t-test, and compared the differences between groups, with  $p < 0.05$  as the difference, which was statistically significant. The study of students' satisfaction applies frequency analysis.

This study attempts to apply the BOPPPS teaching method combined with online teaching, which is student-centered, stimulates students' subjective initiative in learning, improves learning interest and motivation, and finally completes the knowledge belief practice learning mode. In the teaching process, the BOPPPS teaching method combined with online teaching can effectively promote the teaching reform with teachers as the leading and students as the main body, improve students' innovative thinking, and cultivate students' ability to use information means for autonomous learning. Based on the six elements of BOPPPS teaching method, this study refined each teaching link, in order to provide new directions and ideas for the development of community nursing teaching.

2. Result

1. quantitative comparison of teaching effect between the two groups

Comparing the total scores of the two groups of students in the final exam, the analysis results are shown in Table 1 and table 2. The students in the "traditional teaching control group" have poor scores and their distribution is not scientific. The results of the "BOPPPS teaching method combined with online teaching experimental group" were significantly higher than those of the "teaching control group", and the data were different ( $p < 0.05$ ), indicating that the teaching effect of the BOPPPS teaching method combined with online teaching in the experimental group was better than that of the traditional teaching mode.

Table1 group statistics

	grade	Number of cases	average value	Standard deviation	Mean value of standard error
Total score	20	83	59.74	9.199	1.403
	21	81	77.20	5.173	.808

Table 2 independent sample test

F		Levin variance equivalence test		Mean equivalence t-test						
		Significance	T	degree of freedom	Sig(double tailed)	Mean difference	Standard error difference	95% confidence interval of difference		
								lower limit	upper limit	
Total score	Assumed equal variance	9.868	.002	-10.646	82	.000	-17.451	1.639	-20.712	-14.190
	Do not assume equal variance			-10.780	66.768	.000	-17.451	1.619	-20.682	-14.219

## 2. comparison of teaching satisfaction between the two groups

A questionnaire was designed to investigate the influence of students' learning satisfaction and professional recognition. The results showed that compared with the "traditional teaching control group", "BOPPPS teaching method experimental group combined with online teaching" accounted for 89.3% of the students' recognition of community nursing work after learning, and had high satisfaction. The students who accepted the traditional teaching mode had lower professional recognition of community nurses than the teaching experimental group, indicating that the BOPPPS teaching method combined with online teaching can be more recognized by students.

## 3. Discuss

According to the analysis of the results of this study, the use of BOPPPS teaching method combined with online teaching for community nursing course teaching is in line with the law of cognitive development of higher vocational students.

In the link of introduction and learning objectives, students can clarify the key points of learning, and then stimulate their interest in learning. The subsequent pre-test ensures that teachers accurately grasp the actual learning situation of students and analyze their learning situation, so as to adjust teaching methods and teaching progress. Compared with the traditional teaching methods, participatory learning ensures that students can truly become the masters of the classroom and develop students' creativity, systematic thinking ability and independent problem-solving ability; At the same time, the widespread problems of teacher-student interaction and less practical learning in online teaching have also been solved. Participatory learning improves students' sense of curriculum participation. The diversified and multi-dimensional evaluation of the post test link ensures the accurate disclosure of the teaching effect, and the summary link reminds teachers to adjust the course structure of the next lesson at any time, helping students to clearly understand the key and difficult points of teaching, and better build a systematic knowledge framework.

To sum up, the BOPPPS teaching method combined with online teaching is conducive to enhancing students' interest in learning, improving students' ability to solve problems, promoting students' recognition of community nursing work, and cultivating students' professionalism. Therefore, the application of BOPPPS teaching method combined with online teaching in community nursing teaching can meet the needs of the development of the current era and better promote the cultivation of community nursing talents.

## Conclusion

This study explored the implementation of BOPPPS online hybrid teaching mode for community nursing course teaching methods. This mode can effectively guide students to clarify the context of knowledge, establish a nursing system thinking mode and theoretical method in line with community nursing, improve the teaching effect, students' moral education level and critical thinking ability, and obtain students' recognition. However, due to the limitation of limited class hours, students may not have enough time to express their views in class discussion; Due to the large amount of preparation work before teaching, the teaching of some chapters was a little rushed, and some students with weak understanding ability were difficult to master the feedback knowledge points. The students' comprehensive application ability still needs to be improved.

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