# Design and Practice of Blended Teaching of Traditional Chinese Medicine Course in Advanced Vocational Education Based on Mobile Teaching Resources

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**ABSTRACT.** *in the course practice of General Technology of Traditional Chinese Medicine in advanced vocational education, the "three-dimensional" mobile high-quality curriculum resources and application platform have been constructed. At the same time, based on mobile resources, a blended teaching pattern characterized by "one center, two lines and two points" has been formed, and a new teaching pattern of "teacher and student" has been formed, which is suitable for the aging society, and the practical problems in teaching have been solved.*

**KEYWORDS:** *advanced vocational teaching; Traditional chinese medicine; Mobile teaching resources; Blended*

## 1. Introduction

At present, under the background of aging society, the demand of TCM talents and the quality of cultivation of TCM talents have formed a prominent contradiction. Both the traditional mode of TCM curriculum in advanced vocational colleges and curriculum resources are unable to meet the demands of aging society, and the main problems are as follows:

### 1.1 The Separation of Thinking and Technology.

Syndrome differentiation is the process of analyzing the clinical maintenance and treatment by the unique philosophical thinking of traditional Chinese medicine, and it is the essence of the curative effect of traditional Chinese medicine technology. Most of the conventional teaching adopts the teaching mode based on memory, indoctrination and imitation. Under the guidance of this mode, learners who have few clinical experience lack reasoning and reflection on what they have learned, coupled with the mechanical replication of operation, it is difficult to establish syndrome differentiation thinking based on experience in limited school

hours, which leads to the separation of TCM syndrome differentiation theory and technology implementation.

### *1.2 The Singleness of Resources and Forms*

The traditional teaching mode characterized by memory, indoctrination and imitation has been adopted for a long time in the teaching of general therapeutic techniques of traditional Chinese medicine. The process of students' feeling, experience and two-way communication and enlightenment is still not enough in the teaching. In addition, students in advanced vocational teaching lack of autonomic learning after class.

In order to meet the needs of society, the reform of traditional Chinese medicine teaching is urgent. Under the background of information age, the inheritance of traditional Chinese medicine needs new ideas, new models and new resources. In essence, blended teaching is learner-centered, according to various needs, characteristics, motivation and will of learners, in the comprehensive use of face-to-face and network learning form, the teaching activities should be carried out reasonably based on curriculum characteristics to improve the teaching effect to the maximum extent. The blended teaching pattern is used to carry out the teaching of traditional Chinese medicine in advanced vocational education, which can not only improve the problems of more contents and fewer hours of traditional Chinese medicine operation teaching to a greater, but also   stimulate students' thinking on problems to form syndrome differentiation thinking habits, so as to improve teaching effect and meet the needs of posts because of the transformation of teaching pattern.

## 2. Design and Implementation of Blended Teaching Concept

### *2.1 Blended Construction of Mobile Curriculum Resources*

In the construction of teaching resources, the teaching team follows the idea of "three-dimensional design and mobile platform carrying"[1-2]. In the construction of curriculum teaching resources, we should not only pay attention to the scientific, systematic and forward-looking structure of curriculum content, but also highlight the matching between resources and mobile learning needs, which should be guided by the professional needs of the pharmaceutical industry. For example, the micro-lesson video in the mobile platform is small and exquisite, including a large amount of information, which facilitates to understand the boring and obscure basic theory of traditional Chinese medicine, and grasp each step of fine common technology.

### 2.2 Constructing a Blended Teaching System to Meet the Needs of Autonomic Learning

According to the frequency of social and clinical needs, the teaching team selected a number of common techniques of traditional Chinese medicine to form a project-based course[3-4]. Based on the typical work task "syndrome differentiation" and "application and treatment" as the framework, the teaching of each project is carried out, and the two typical work tasks are "deconstructed" according to the principle of "structure". Once the learners complete the project course, they would have completed the "structured" learning in syndrome differentiation thinking, and the implementation of all therapeutic techniques is also carried out under the guidance of syndrome differentiation thinking. The structure is as follows:

Filiform Needle Therapy

Syndrome differentiation: construction of constitution knowledge

Diagnose and treatment: fixed acupoint - inserting needle - hand-manipulating needle - retaining needle - withdrawing needle

Naprapathy

Syndrome differentiation: construction of morbidity knowledge

Diagnose and treatment: relax - reduction - hitting acupoint - finishing

Cupping Therapy

Syndrome differentiation: construction of pathogeny knowledge

Diagnose and treatment: preparing - quick cupping - pulling cupping - withdrawing cupping

Moxibustion Therapy

Syndrome differentiation: construction of focus knowledge

Diagnose and treatment: fixed acupoint - inserting needle - hand-manipulating needle - retaining needle - withdrawing needle

Scrapping Therapy

Syndrome differentiation: construction of pathogenesis knowledge

Diagnose and treatment: medium - preparing plate - scrapping - hitting acupoint

Auricular-acupoint Therapy

Syndrome differentiation: construction of constitution knowledge

Diagnose and treatment: searching acupoint - preparing - sticking acupoint - pressing

Traditional Chinese Therapy

Syndrome differentiation: construction of syndrome differentiation knowledge

Diagnose and treatment: combining prescription - brewing medicine - decoction - dosing

### 2.3 blended Teaching Pattern Based on the Concept of Mobile Learning of "One Center, Two Lines, Two Points"

One center is to take the learner as the center, solve the problem as the standard, and pay attention to the cultivation of Learner's ability of syndrome differentiation analysis. The course adopts task driving and so on as the main teaching method. Under the driving of learning task, learners could achieve the teaching goal through the teaching process of "discovering problems, analyzing problems and practical problems", realizing the teaching idea of "students exploring practice and teacher guiding", and gradually establishing the thinking of traditional Chinese medicine in the process of learning.

Two line refers to the the development of students' online and offline learning according to the characteristics of learners and traditional Chinese medicine, and the formation of a learning environment that supports classroom teaching and students' autonomic learning requirements. The offline teaching should be carried out according to the teaching design, while with the promotion of teaching links, learners can obtain teaching assistance resources in time on the mobile learning platform. Meanwhile, teachers also can track the learner's learning trajectory and questions from the mobile learning platform to adjust the teaching and finally evaluate the learning behavior. Online learning based on the construction of mobile learning concept can solve the problem that learners' autonomic learning ability is not good, the teaching reform emphasizes the mobile learning platform and the resource reconstruction classroom, so as to establish a new teaching ecology of the common technical courses of the traditional Chinese medicine, which is beneficial to improving the self-learning state of the Chinese medicine learners, changing the deep-rooted original learning idea of the students, thereby enhancing the self-learning consciousness.

Two points are the effective breakthrough of the key and difficult points in the teaching by using the information teaching environment and resources. The information resources designed and produced in the curriculum do not lie in the formation of the resources themselves, but the supplementary role of the information resources to the conventional teaching under the design of the teaching system. Therefore, learners can consult, download and look back at mobile learning resources on the mobile learning platform.

### 3. Conclusion

The syndrome differentiation thinking of traditional Chinese medicine is the cornerstone of the application of traditional Chinese medicine, and is also the soul of the traditional Chinese medicine. In order to improve the cultivation quality of the applied talents of the traditional Chinese medicine, it is necessary to find an

effective pattern of syndrome differentiation thinking. The blended learning model, which is formed by combining the traditional learning mode and the mobile learning mode, solves the practical problems in the teaching and improves the teaching effect. The traditional Chinese medicine technology mobile learning platform is fast, economical and effective, which could attract learners to use platform micro-class resources for autonomic learning of traditional Chinese medicine technology to the maximum extent.

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