

Analysis of Online Team Learning Method in the Teaching of Hospital Management

Weiwei Zhang

Sir Run Run Hospital Nanjing Medical University, Nanjing City, Jiangsu Province 211166

Abstract: Team learning method refers to a learning mode based on a team, aiming at solving problems and focus on the process of problem solving. In order to adapt to the current development of medical education and the transformation of the training of professional talents, and improve the comprehensive quality of students, teachers should actively combine the team learning method with online teaching, apply the online team learning method to the teaching of "hospital management", and promote the continuous improvement of teaching efficiency.

Keywords: Online mode; Team learning method; Hospital management; Teaching application

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1. Introduction

The continuous reform of educational informatization promotes the change of the traditional experiential medical teaching method. The online teaching mode in the network technology is widely used in teaching. In the teaching of "hospital management", the online team learning method is welcomed by everyone. In this teaching mode, students have changed from the original recipients of knowledge to the masters of learning, which not only greatly improves the learning efficiency, but also improves the comprehensive quality.

2. Overview of Team Teaching Method

Team teaching method is a kind of curriculum design and learning method with team cooperation as the main form. In the process of learning, students work

About the author: Weiwei Zhang, Nanjing City, Jiangsu Province, master student, Office of the Sir Run Run Hospital Affiliated to Nanjing Medical University, research direction: hospital management.

together to complete the tasks set by teachers through unity and cooperation. In the process of completing the task, the students' sense of teamwork, responsibility and problem-solving ability can be better developed. Team learning is a special learning mode. It forms a perfect learning motivation mode by setting specific individual or group learning tasks and real-time feedback sequences. In this learning mode, students are full of interest in learning, can actively prepare for class, and actively participate in class discussions. As early as 2000, the team learning method has been concerned by the medical education community. At that time, medical colleges in other countries took the initiative to apply the team learning method to medical teaching. The team teaching method follows the student-centered educational principle, actively carries out team building in the teaching process, attaches importance to work preparation and teacher feedback, encourages students to participate in the solution of classroom problems and the application and discussion of concepts, improves students' participation in the classroom to the greatest extent, and greatly develops students' team cooperation ability. The team teaching method will also expand students' learning space in the form of activity creation, so that students can complete their learning objectives through cooperative activities with team members before learning, and teachers will evaluate students' learning achievements in class, so as to fully exercise students' independent learning ability and practical ability.

3. The Application of Team Teaching Method of Traditional Mode in the Teaching of Medical Management

Medical Management is one of the core courses to consolidate the specialty of health management because of its practical characteristics. Teachers using the team learning method to carry out the teaching of "medical management" can smoothly solve the drawbacks of traditional teaching models, weaken the leading role of teachers in teaching activities, and highlight the students' learning subjectivity. In the teamwork learning mode, students' self-thinking consciousness is stimulated, they can actively and actively explore various problems, and use their knowledge to solve various problems flexibly. Each team consists of five to seven students, and the team is permanent and diverse. The tasks of the preparation phase are usually to collect materials for students to read books, watch corresponding video resources, or complete activities designed by teachers. Before the outbreak of the COVID-19, the team learning method under the traditional teaching mode showed a good learning effect, but after the outbreak of the epidemic, the teaching gradually changed from offline to online, and the online mode of team learning method gradually became popular in the teaching of "medical management".

4. The Application of Team Teaching Method of Online Mode in the Teaching of Medical Management

Team approach was originally applied to the online model of Medical Management to better integrate with online courses. Many elements of team learning are usually adjusted for about three to five days. With the continuous development of information technology, online learning methods are more advanced today. Students and teachers can communicate with each other at any time and anywhere by synchronizing distributed courses and implementing expanded courses. Team learning is also better applied to the online mode of "medical management" teaching, which improves students' participation in classroom activities, and enables students to actively participate in the course of analysis and discussion, and express their own ideas and opinions. Therefore, in the whole teaching activity, the interaction between teachers and students is high-quality and efficient, and students' enthusiasm for learning is high. Every issue raised by teachers is actively discussed with team members, and online teaching efficiency has been greatly improved. In the implementation of online teamwork teaching mode, teachers should list the list of each module and unit to ensure that students can clearly define the deadline for each task and complete the task within the specified time frame. Research shows that students perform better in online team learning activities than they do offline, while their sense of cooperation and dependence on the team in online activities are significantly lower than offline activities.

Team learning in online mode usually requires three times as much module preparation time as offline teaching. However, team learning in online mode is still a viable alternative to offline team learning. After the module is ready, the teacher will ask the students to check the preparation materials and objectives through the learning management system before starting the teaching. The students will use the materials and contents provided by the teachers to prepare accordingly. After the beginning of the course, the questions asked by the teachers in the class are in accordance with the materials and objectives prepared earlier, which effectively reduces the difficulty of students' understanding of knowledge and enables students to enter the learning state smoothly. Teacher-designed questions need to be combined with the actual situation of the students. It should not be too difficult to ensure that the students can get the answer smoothly after the team discussion. Throughout the course, teachers can design five to twenty questions, and each team uploads the results of the discussions to submit and gets immediate feedback from the teachers. The teacher evaluates the students' performance in class through their answers, explains the content of the course according to their knowledge, and gives each team one week to understand and digest the knowledge in the course. Online

Team Learning has a similar discussion mode as offline. Teams have different group discussion rooms for teachers. Each team enters a group discussion room to discuss the problem. After all the team discussions are completed, the group's answers are reported to the teachers. Finally, with the help of the classroom, the groups achieve cross-team discussions.

The online team learning method enables students to practice early and shorten the gap between students' learning and future jobs. This learning method can better stimulate students' internal motivation. Teachers need to help students understand the online team learning mode when they implement it, so that students can adapt to and like it, and make the online team learning method succeed. In addition, teachers should fully recognize that students are the main body of learning activities. Teachers need to create conditions for students to actively learn, so that students can understand the learning purpose, have space for self-expression and play, stimulate students' internal learning motivation, and make online team learning method achieve better results.

Teachers teach the course Hospital Management in online team learning mode, which can create a good online discussion space for students with the help of corresponding audio and video resources and convenient distance education technology. For the first time, teachers should consider the similarity between online and offline operations and make adjustments for the first time. The online "Hospital Management" course publishes new learning content once a week. Teachers explain the requirements and standards for setting up discussion teams. Students then answer questionnaires designed by teachers. Each group can enter a virtual classroom under classroom supervision and have discussions with its members for less than 45 minutes. After determining the results, students return to large virtual classrooms. When answering teachers' questions and answers, students have two ways of expressing themselves: simulated and real cases. Through the implementation of this online teamwork learning mode, students' motivation has been fully mobilized, and at the same time, students' critical thinking has been better trained.

5. Conclusion

Through some attempts, the online team learning method has achieved remarkable results in the teaching of "hospital management". The students are more suitable to this learning mode, and their learning enthusiasm is higher. Teachers have also obtained a lot of beneficial teaching experience in this mode. At present, there are some prominent problems in the application of online team teaching method in the teaching of "hospital management", such as network carton, cumbersome preparatory steps, long preparation time and so on. Teachers should

continuously explore and innovate, optimize and perfect online team learning method, and ensure that this new teaching mode can play a more valuable role in the field of medical education.

References

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