

Application of Task-driven and Discussion-based Method in the Teaching of Undergraduate Program “Communicable Diseases Nursing”*

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Abstract—Influenced by the current reform of education system, the background of medical education has also undergone profound changes. Therefore, in this context, for medical universities and their medical educators, how to find a breakthrough to deepen education in order to promote the quality of teaching has become a focus of attention. In recent years, with the continuous intake of scientific research, some scholars pointed out in the experimental study that task-driven and discussion-based teaching method, as a new teaching method, is of great value in the clinical teaching practice of infectious disease nursing. In view of this, the author especially explores the application value of task-driven and discussion-based teaching methods in the teaching of infectious disease nursing for undergraduates. The purpose of this study is to provide theoretical reference value for educators who are striving in clinical frontline teaching.

Keywords—Communicable Diseases Nursing; task-driven teaching method; discussion-based teaching method

I. INTRODUCTION

For medical students, nursing is a course that they must contact in the course of learning. It is also an important link to devote their theoretical knowledge to practice and summarize and sublimate it in practice. It is also the first step for medical students to make progress towards doctors. Compared with other courses, the course of Communicable Disease Nursing is more practical and theoretical. Therefore, it is particularly important for teachers to deepen students' understanding of theoretical knowledge through clinical teaching and to establish and construct correct clinical thinking. In recent years, task-driven and discussion-based teaching method, as a new teaching mode, has gradually appeared in clinical teaching. Moreover, it has been widely used in the teaching practice of infectious disease nursing, which have achieved good results.

II. OVERVIEW OF TASK-DRIVEN TEACHING METHODS AND DISCUSSION-BASED TEACHING METHODS

A. Overview of Task-driven Teaching Methods

The so-called "task-driven approach" mainly refers to that in the whole learning process, students are guided by teachers, closely centered on a specific learning task, and motivated by clear and strong tasks to actively use all available learning resources, in order to complete specific tasks assigned by teachers in a specified time, and develop an practical teaching and learning method in an autonomous and interactive way. "Task-driven" is a new teaching method which derives, transforms and develops from the premise of subjective teaching. The practical teaching under this mode pays more attention to the creation of the actual teaching situation, so that students can find ways and means to solve problems and complete the learning with tasks in the real tasks. In this whole learning process, students will continue to harvest a sense of satisfaction and achievement, which will stimulate their desire for knowledge to the greatest extent, gradually forming a perceptive, benign and rising cycle of mental activities. Then, to a certain extent, it is helpful to promote students to form a pioneering and independent character, advancing them to learn more independently and effectively.

B. Overview of Discussion-based Teaching Approach

The so-called discussion-based teaching mainly refers to inspiring students' personal opinions on a specific problem or topic in order to achieve a specific teaching goal based on careful preparation, design and guidance of teachers and with the help of teaching preparation designed and made before the beginning of teaching, so as to promote the enhancement of students' innovative spirit. At present, the frequency of using this teaching method at home and abroad is obviously higher. In the actual teaching process, the position occupied is relatively important. With the help of this way, to complete the teaching work, the role of teachers in the whole link shall be "director", responsible for guiding and inspiring students, while students are to carry out exploratory thinking activities of strong consciousness under the active guidance of teachers. For students, the whole learning link is wandering in a benign, positive and upward learning state of

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"problem-thinking-exploration-answer". Different students have different opinions on a relative problem. Accordingly, they also express different opinions on problems, tasks, concepts and their connotations from different perspectives and sides on the basis of personal cognitive level. And then, they are sure to find out the different solutions and means to solve the problem. If teachers organize students to carry out fierce defense and exploration according to their different viewpoints, students will have different degrees of intense stimulation from the outside. This stronger stimulation will, to a certain extent, make students' interest in learning, enthusiasm and attention fully mobilized, then allowing them to produce more autonomous learning ability and assimilative learning for questions and tasks in a way of deep inquiry.

III. THE APPLICATION PROCESS OF TASK-DRIVEN AND DISCUSSION-BASED TEACHING METHODS IN THE TEACHING OF UNDERGRADUATE PROGRAM "COMMUNICABLE DISEASE NURSING"

A. Teaching Preparation Phase for Task-driven and Discussion-based Teaching Approach

Situational design and preparation of medical cases: (1) Teachers to design teaching objectives, content, key and difficult points, to discuss issues, and to write situational teaching plans. Situational case selection should be based on teaching materials and syllabus. What's more, it shall pay attention to its enlightenment, representativeness and authenticity. It's necessary for the designed situation to conform to clinical reality as far as possible, so that students can solve real problems in real cases, environment and roles. (2) Teachers to choose typical cases on the basis of teaching content and purpose, and the difficulty of medical cases shall be based on students' actual situation. When editing the medical cases, the presentation of them can be written, electronic documents or multimedia ways.

B. Teaching Implementation Phase of Task-driven and Discussion-based Approach

- Teachers to introduce task-driven teaching in detail and offer the presupposed situation followed by putting forward tasks according to the situation, drawing out the knowledge points needed to learn.
- Medical cases display. Teachers should display medical cases to students and review basic knowledge based on the content of the cases, such as basic concepts in the cases, imaging findings and physiological changes. It's better for teachers to make video demonstrations by collecting clinical data on weekdays.
- Asking questions. Based on the content of the medical case and the teaching syllabus, problems should be abstracted in various forms characterized by vividness, in order to promote students' interest in learning, and cultivate their thinking and ability to independently acquire knowledge.

- It's wise to collaborate with students to organize seminars, allowing them to raise questions layer by layer, guiding them to acquire knowledge and information through knowledge review, clinical observation and practice; it's a good idea to organize knowledge exchange meetings, which helps to centrally check the completeness and accuracy of students' knowledge preparation. The acquired knowledge and information are used to formulate solutions in different contexts.
- Discussing and questioning. Teachers can recommend student representatives to make speeches. In this link, the value and role of teachers is to guide and organize. After listening to students' speeches, teachers should timely make guidance and supplementary. In discussion and analysis, the cases shall always be the focus and the deeper levels and breadth in the process of guidance should be achieved.

C. Summary and Sublimation of the Task-driven and Discussion-based Approach

- Assessment and concise lecture: teachers should summarize and evaluate students' speeches, striving to systematize knowledge and outline key points. In addition to summarizing and commenting on students' views, they shall also focus on guiding students to show the basic principles and theories of medical records in a concise way. It's wise to leave more time for students, letting them operate personally.
- After students' discussion and debate, teachers should summarize and encourage individuals and teams from different perspectives according to teaching purposes followed by combing the relevant knowledge again, and commenting on team cohesion, member participation, and work efficiency, the actual situation of completing various tasks, cooperation ability, communication ability, authenticity, fluency and effect of situational performance.

IV. THE APPLICATION VALUE OF TASK-DRIVEN AND DISCUSSION-BASED METHOD IN THE TEACHING OF UNDERGRADUATE PROGRAM "COMMUNICABLE DISEASES NURSING"

The application of task-driven and discussion-based teaching method is a beneficial attempt to improve the teaching quality at the present stage. Its main advantage and innovation lies in the thorough change of the teacher-centered method in the past. Using this teaching mode to carry out teaching activities is helpful to make students change from passive acceptance to active learning. In recent years, the teaching mode has been widely used in the teaching of major medical colleges and universities, and has been praised by many students and teachers.

The advantages of task-driven and discussion-based teaching method in the teaching of Communicable Disease Nursing are as follows: (1) Students can think and learn with

questions and specific tasks, which is significant to stimulate their interest in learning, and can completely rescue students from the traditional indoctrination teaching mode. This is of great value to the improvement of students' learning efficiency. (2) Task-driven and discussion-based teaching methods require students to preview what they are going to learn before the formal beginning of classroom learning. On the one hand, it helps students actively raise questions and solve problems in class, and promotes their self-confidence. On the other hand, teachers can timely supplement and revise the questions answered by students in order to deepen their understanding and cognition of what they are going to learn. (3) For medical workers, the spirit of solidarity and cooperation is even more needed. In the whole process of implementation, task-driven and discussion-based teaching methods require students to cooperate in the division of labor and complete the collection of data. Finally, the data collected by each student will be gathered and sorted out within the group, and discussed in the most internal way. This is a tool for enhancing students' sense of team work and cultivating their sense of division and cooperation. It plays an active role in advancing and cultivating students, so that they can integrate into the work process as quickly as possible in the future. (4) In task-driven and discussion-based teaching method, students are the main body of teaching. For students, if they want to solve problems better, they must learn to make comprehensive use of all kinds of information in order to find solutions to problems. In the actual teaching process, the author find that at first, the students tend to only confined themselves to the content of books in the process of collecting data. But with the increasing use of this kind of teaching method, instead of just confiding themselves to the knowledge in books, they have learned to collect and organize the required information by various means and methods. Those students with strong learning ability will even refer to the NGGN Diagnosis and Treatment Guidelines and incorporate relevant knowledge into the discussion. Thus, students' ability of literature review and summary has been significantly improved.

V. CONCLUSION

In summary, task-driven and discussion-based teaching methods, as a new method and way, has completely subverted the traditional teacher-based teaching philosophy by regarding students as the main body in the teaching process. The teacher is only playing the role of guiding, correcting and adjusting, indicating the correct direction for the students, and promoting the improvement of students' logic and expression ability. Therefore, it is feasible to apply it to the clinical teaching practice of "Communicable Diseases Nursing". It is worthy of promotion and application in a wide range due to its effectiveness. By right of good practical value, it has been highly praised and enthusiastically sought after by many medical colleges and educators and students.

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