The Effect of Blended Learning Mode on the Learning Effect of Health Qigong Courses for Foreign Students

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Abstract: TCM Health Qigong course is a compulsory course of Anhui Medical University. It has been widely recognized by international students since it was opened. However, the cultural generation gap and language bottleneck in teaching have become key factors affecting the teaching effect. This research hopes to build a hybrid teaching model through the integration of Internet technology and traditional teaching, thereby effectively improving students' learning experience, learning effectiveness and deep learning. Here, we build a hybrid learning ecological chain of Health Qigong based on a smart campus environment, and use the hybrid teaching model to influence the deep learning behavior of international students, thereby effectively improving the teaching effect.

Keywords: blended learning; international students; health qigong; learning effect

1. Introduction

With the implementation of my country's "One Belt, One Road" policy, the number of Chinese colleges and universities recruiting international students is increasing. Among them, medicine has become the second most popular major to study in China after linguistics. [1] International medical students come to China to study medicine, in addition to language communication barriers, there are also greater barriers to cross-cultural adaptation. Therefore, in addition to compulsory professional courses for international students, various universities also offer colorful and colorful minor courses with traditional Chinese cultural characteristics, such as tea culture, Chinese dialects, Tai Chi, and introduction to traditional Chinese medicine. [2] The opening of this series of courses has greatly enriched the vision of the second classroom for international students in China, and has also contributed to the spread of traditional Chinese culture after their return to China. On the other hand, it plays a subtle role in the language learning and cultural integration of foreign students in school. Anhui Medical University and Anhui University of Traditional Chinese Medicine are the medical universities with the largest number of international medical students in Anhui Province. The second classroom minor courses are also increasingly enriched, including soft pen calligraphy, Chinese dance, Chinese instrumental music and traditional sports. Starting in 2018, Health Qigong courses have been offered to teachers and students throughout the school. Because of its graceful and simple movements and certain fitness and health effects, it has attracted the attention and love of Chinese and international students since it was opened.

For international students of Western medicine, Health Qigong courses not only help them to master traditional Chinese medical culture and a fitness exercise skill, but also help them cultivate their inclusive clinical diagnosis and treatment thinking. At present, the teaching mode of medical-related courses for international students has certain limitations and particularities. The key point is that the Chinese teachers' habit of teaching in the classroom is the same as that of Chinese students' teaching, and different growth backgrounds and thinking modes are not adapted to the traditional Chinese teaching mode, leading to the effectiveness of teaching effects and students' deep learning. Its autonomy is greatly reduced. [3,4]

In today's relatively mature Internet environment, concepts such as smart learning and smart campus have gradually merged with traditional teaching models, making "teaching and learning" gradually breaking through traditional time and space restrictions and thinking barriers. This research attempts to use smart teaching as the main line, build a mixed teaching and learning model of multi-mode integration, and apply it to the Chinese medicine introductory course of medical students abroad, to explore the structure, practicality and effectiveness of the learning ecological chain. Western medicine foreign teaching provides new teaching programs.

2. Analysis of Blended Learning Ecological Environment

The bottleneck problems encountered by international medical students in the course of Chinese Medicine Guidance Courses are as follows: 1. The conformity of

Chinese medicine theory and western medicine theory. In addition to the inherent study and living habits before coming to study in China, foreign students of Western medicine also have a different thinking mode from Chinese medicine. How to teach the tendons, acupoints, and time in the guidance of Chinese medicine through effective lines, so that they can be understood and used is the difficult point; Second, the integration of fitness and health concepts is not possible between the East and the West. Western medicine international students usually have a deep experience and deep-rooted ideas about Western fitness concepts. The timeliness and intuitiveness of traditional Chinese medicine-guided exercises are different from those of Western fitness models. How to guide Chinese medicine through offline learning. The second difficulty is that the movement mode of body and mind is accepted and used by western medicine students; third, the obstacle of language communication and cultural adaptation is overcome. Take MBBS international students from Anhui Medical University and Anhui University of Traditional Chinese Medicine as examples. These international students include Russia, the United Kingdom, India, Arabia, and Latin America. Although English is the main communication language of their study abroad life, the integration of different group cultures and language habits makes the single Chinese and English offline classroom teaching environment a little more complicated, and cross-cultural adaptation needs to be taken into account when taking into account their expression habits. Therefore, how to effectively break through language and cultural barriers in learning is the third difficulty.

With the rapid development of interconnection technology, blended learning has gradually evolved from pure online and offline blending in the traditional sense to multi-mode blended learning. Its main characteristics are mainly reflected in the combination of personalized learning style and appropriate teaching technology. [5] In the smart teaching environment, in the process of teaching and learning, professors and learners optimize skills and refine goals in different classroom forms, thereby forming two learning and teaching pathways that can influence each other, and In this pathway, various teaching and learning elements are organically integrated. [6,7] In view of the above difficulties, we need to use the smart teaching environment to optimize the configuration of online and offline learning environments, expand the physical space, and also integrate mobile media technologies. Anhui Medical University has completed the construction of a smart campus environment. Its main functions include: intensive wireless coverage of campus, sharing and seamless connection of teaching resources inside and outside campus, operation of virtual simulation teaching platform and MOOC platform, campus teaching for teachers and students Data processing and intelligent response of activities. At the same time, the settings of a series of external environments such as handheld mobile media and shared virtual classrooms for international students have laid a foundation for the creation of an optimized smart teaching environment.

3. Construction of a Blended Learning Model of Health Qigong for International Students

The construction of an ecological chain of blended learning in the guided Chinese medicine course for international students mainly includes two modules: multi-mode online learning and experiential offline learning. The online learning of blended learning is based on students' independent learning and extracurricular learning. In this module, individual learning, group learning, and inter-group mutual aid learning form a two-way mechanism. At this level, we form a study group composed of a mixture of Chinese and foreign students to form a social learning environment. In the individual learning session, students use E-learning, micro-video and PPT courseware to access the concepts of human body meridians, acupoints, blood gas, etc. through the online learning tasks issued by the teacher, and then pass the staged test in each learning session. To test its learning effect, such as the assessment of the position and function of Yunmen Point, Ren Vessel. Through feedback in the group, conduct mutual evaluation among students and online teacher evaluation. After receiving the teacher’s online evaluation, students review their early learning status and prepare to enter the mutual-aided learning link; in the mutual-aided learning link, through the learning micro-community to conduct discussion and exchange of key issues. In this link, social communication is the main focus, and the exchange of emotions and cognitive views of the learners in the group is conducive to offline (in-class) learning. Basically, for example, the movement of climbing feet with both hands to strengthen the kidney and waist in Baduanjin can have a targeted rehabilitation effect on those meridians and acupoints of the human body and which diseases.

In offline learning, the key issues in online learning are explained in the form of face-to-face experience. For example, the creators of Wu Qin Opera and their related cultural backgrounds communicate in Chinese and English; the method of massaging the internal organs of the Xiong Opera. Why does this movement have an effect on the flexibility and balance of the lower limbs? How to practice is correct? Through thematic and project-based learning to improve the physical perception and cognition of Chinese medicine-guided exercises for foreign students. At the same time, when performing corresponding thematic action exercises, Chinese students’ Chinese and foreign students’ English will infiltrate each other. The noon level of international students and the English level of Chinese students have improved greatly. The game session and cultural talks include interesting and interactive content such as knowledge response, debate, outdoor icebreaking, and physical competition. In this part, the exchange between Chinese and foreign students and the mutual integration of cultural knowledge play a quiet role in moisturizing things.

After online and offline blended learning, each group needs to organize mind maps and academic files after class, optimize after teachers' comments, and plan the next stage of learning. Finally, combine the actions learned in each lesson with text and micro-videos to combine actual cases. For example, the analysis of correct and wrong movements, the mechanism of the correct and wrong movements of the hands in the Ba Duan Jin in the triple focus, what effect will it have on the body, and what kind of people are suitable for this kind of guidance method? This module can improve students' self-inspection of learning efficiency and the experience of self-learning engagement.

4. The Influence of Blended Learning Mode on the Degree of Foreign Students' Learning Engagement in the Guided Course of Chinese Medicine

4.1. Research Purpose

This study takes the "Guide to Traditional Chinese Medicine and Health Care" course for international students of Anhui Medical University as an example to explore the impact of the construction and implementation of the blended learning ecological chain on the degree of investment of MBBS international students in the course and analysis of related factors.

4.2. Research Objects

This study took 40 MBBS international students from Anhui Medical University and Anhui University of Traditional Chinese Medicine as the research objects, including 18 males and 22 females. In the study, teachers used online and offline teaching environments to build a blended learning ecological chain, and conducted a one-semester teaching, and a comparative analysis of learning engagement before and after implementation.

4.3. Measuring Tools

In the process of this research, the questionnaire survey of "Investment in TCM Guidance and Health-preserving Learning by Blended Learning Ecological Chain" was used. The survey results used SPSS21.0 to conduct statistics and analysis of independent sample T-test data on foreign students' classroom investment.

5. Results and Analysis

Table 1. Analysis of the degree of investment in blended learning for foreign students

Item		M ± SD	t	sig
Cooperative learning	pre-test	3.55 ±0.510	-5.23	0.000
	Post test	4.17 ±0.526		
Teacher-student interaction	pre-test	3.47 ±0.507	-2.49	0.017*
	Post test	4.07 ±0.492		
Peer interaction	pre-test	3.93 ±0.379	-1.68	0.068
	Post test	4.08 ±0.412		
Surface learning strategy	pre-test	3.55 ±0.480	13.55	0.000***
	Post test	4.14 ±0.395		
Deep learning strategy	pre-test	3.78 ±0.429	-1.79	0.047*
	Post test	4.13 ±0.414		
Enthusiasm for learning	pre-test	3.51 ±0.335	-5.38	0.000***
	Post test	3.98 ±0.511		
Overall investment	pre-test	3.73 ±0.373	-0.21	0.005**
	Post test	4.25 ±0.369		

Note: *P<0.05, ** P<0.01, *** P<0.001

It can be seen from Table 1 that through the learning mode of the mixed learning ecological chain, the overall investment of foreign students is significantly different between the pre-test and post-test groups (P<0.05). At the same time, the post-test value is significantly greater than the pre-test value. The measured value after cooperative learning is greater than the previous measured value, and there is a statistically significant improvement (P<0.001); the measured value after the teacher-student interaction is significantly higher than the previous measured value (P<0.05), indicating a significant improvement, and statistically Significance; in the peer interaction option, the subsequent measurement value was not significantly improved compared to the previous measurement (P>0.05), and there was no statistical significance; the surface learning strategy option after the measurement value was significantly higher than the previous measurement value (P<0.001), statistically significant; the post-test of the deep learning strategy option is significantly higher than the pre-test (P<0.05), which is statistically significant; the learning enthusiasm option is significantly higher than the pre-test after learning in this mode (P<0.001). At the same time, when making descriptive answers, international students' answers to related options also showed obvious changes. For example: Online, I can relax and communicate with my classmates. Although I have language barriers, I am at least not so shy and embarrassed; through online communication, the strangeness between each other is greatly eased, and offline classroom learning When I was

in a group of Chinese students, I had a very pleasant conversation. At the same time, Chinese students were willing to teach me some life languages besides courses, which benefited me a lot. Based on the above, we can see that after learning through the hybrid ecological chain learning model, MBBS international students' enthusiasm for learning Health Qigong courses and their learning commitment have changed significantly.

6. Discussion

The Health Qigong courses for MBBS international students are different from other pure online or offline courses. Its particularities mainly include: language exchange, cultural exchange, physical communication, teacher-student and student-student communication. Therefore, we need to learn from and refer to the commonalities of other professional courses, and at the same time extract some of the characteristics of this course, and make targeted improvements. In this research, with the help of the intelligent teaching environment of the Internet, we have blended a variety of teaching concepts and methods to make classroom communication smoother, and Chinese and foreign students participate more actively and form a virtuous circle.

From the perspective of behavioral input, since the courses of medical students are more and more onerous than those of general majors, they can use fragmented time to conduct pre-school self-preparation. This stage is a warm-up before formal learning. After the resources of the smart classroom are reasonably allocated, students can receive clear learning tasks at the first time, transfer the learning initiative to students, and guide the learning behavior of international students from the beginning. In addition, in the learning process, incorporating entertainment media tools such as WeChat and watermelon videos can greatly increase the entertainment and fun of learning, making international students willing to record their own practice videos and make self-correction.

In terms of cognitive input, online videos and offline practices are used to form a three-dimensional learning experience for international students. For example, online teaching videos can plan self-learning strategies for TCM Daoyin health preservation, and form initial cognition through effective planning, and then through offline practical teaching and case analysis, so that international students can learn about the meridian operation and treatment of TCM Daoyin. The use of methods can be deeply implanted to achieve the effectiveness of the curriculum.

From the perspective of emotional input, due to the addition of Chinese students and online learning links, the entire learning exchange has formed an effective circulation channel. In a diverse learning environment, ecological chain learning provides students with a platform to show themselves and their group. At the same time, they can quickly translate related professional vocabulary through the fast Internet during communication, making the communication barrier-free. Secondly, smooth online and offline classroom interactions and double-sided feedback from teachers make the entire classroom atmosphere relaxed and enjoyable. This also helps international students increase their emotional investment in the course.

7. Conclusion

We should actively use the Internet to build a multi-dimensional and three-dimensional curriculum model for international students. Effectively promoting international students' relevant courses is in line with the development requirements of the times. Based on the above research, we can find that through the construction of a blended learning ecological chain, MBBS international students' investment in the learning of Health Qigong courses can be significantly improved, which is of promotional significance.

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