

Curriculum Teaching Reform of Health Law Based on Formative Evaluation

Tao Wu^{1st}, Juan Song^{2nd}, Li Jiang^{3rd} and Shanshan Mei *

School of Health Services Management, Xi'an Medical University, Xi'an, Shaanxi Province,
710021

Keywords: Health regulations; Course; Formative evaluation

Abstract: Traditional summative evaluation can no longer meet the teaching needs of *health law* for undergraduate clinical medicine major. Compared with the traditional summative evaluation, the characteristics and advantages of formative evaluation have been proved in teaching practice. Although there are some challenges in the process of carrying out formative evaluation, the broad application prospects are still worth exploring and expecting.

1. Introduction

According to *the standards for undergraduate medical education -- clinical medicine major* promulgated and implemented in China in 2016, one of the basic training objectives for clinical medicine undergraduates is “to enable them to understand and abide by basic laws, regulations and professional ethic”. Health law courses in medical universities are set based on this requirement. This paper will take the health law course of a medical school as an example to discuss the development and optimization of the teaching of this subject.

According to the teaching requirements of clinical medicine undergraduate course and the main goal of cultivating compound and applied talents, the theoretical teaching outline of *health law* of the university pointed out that the course mainly introduced the basic theories and main systems of health law in China. The course focuses on the prevention and treatment system of infectious diseases, the legal system for practicing health technicians, the system for medical practitioners, the system for handling medical accidents, etc.

The outline clearly points out that through the study of this course, students should correctly master the basic theoretical knowledge of health law and be familiar with the relevant specific legal system. The purpose is to cultivate students' ability to analyze and solve problems according to the knowledge they have learned to enable students to correctly master the basic theoretical knowledge of health laws and regulations, and learn how to combine theoretical knowledge with practical work, so as to solve practical problems in the field of health.

However, in the teaching practice, it is found that the implementation of *health law* is faced with the following problems.

2. Problems

2.1. The Teaching Content is Numerous and Disorderly, and the Correlation Degree between All Parts of the Textbook is not Obvious and Lacks Depth.

The teaching materials used in the course are the unified textbook of *health law* compiled by people's medical publishing house, with 26 chapters in total. In addition to the first five chapters, which are the foundation of law, the other 21 chapters are composed of separate chapters, covering the legal system for the prevention of infectious diseases, the legal system for the prevention of occupational diseases, the legal system for food and medicine, and the legal system for the management of medical institutions. The entire textbook can almost be seen as a compilation of health laws and regulations. As a result, students find the course content messy and lack of systematical learning. At the same time, when teaching this course, due to the limited personal research field, teachers' teaching effect in the chapter content of non-specialized field is not good.

2.2. The Teaching Method Needs to be Improved.

The traditional teaching of health law is mainly centered on teachers. This spoon-feeding teaching method focuses on the explanation of the basic laws and regulations of health law in books, and lacks the link to inspire students to think deeply and discuss, let alone to guide students to analyze and deal with specific events with the knowledge they have learned. In addition, the implementation of practical teaching is still not complete, only relying on case analysis and explanation can not achieve the ideal effect of practical teaching.

2.3. Teaching Evaluation Methods are not Good.

This course adopts the traditional method of teaching effectiveness evaluation, that is, the examination method is mainly based on the final exam, which does not achieve the expected assessment effect. More standardized questions, which account for the most part in the test questions, assess students' mastery of knowledge points, but fail to effectively assess their ability to use knowledge. At the same time, the existing evaluation methods lack the assessment of students' performance in class, learning attitude, learning ability and other comprehensive qualities and abilities. In addition, the traditional summative evaluation method cannot provide effective feedback to the evaluation results. After the end of the final exam, it is difficult for teachers and students to have contact and communication, so there is no effective feedback on the problems found in the assessment.

3. Formative Evaluation

In the face of the above shortcomings, we should try to improve the teaching of *health law* with the help of new teaching ideas and means.

To sum up, the improvement of teaching materials needs more time and more complex procedures. The school itself does not have the conditions for improvement. Teaching method and teaching effect evaluation are exactly two links closely related. This is because the use of various teaching methods and the development of teaching activities are closely around the realization of teaching purposes. If the evaluation method of teaching effect is improved, it will undoubtedly promote the adjustment and improvement of each teaching link. Combined with literature and practice, it can be found that the formative evaluation concept proposed and advocated by American scholar M. Scriven in 1967 has been widely applied in recent years and achieved remarkable results. The so-called formative evaluation is to guide the correct development of teaching process, dynamically improve teaching activities, and dynamically evaluate students' learning results and teachers' teaching effect. This requires teachers to continuously observe, record and reflect on the whole process of students' learning, and finally complete the developmental evaluation.

Compared with traditional summative evaluation, formative evaluation is characterized by more diverse and reasonable forms. First, it can evaluate students' performance in daily life. Students' comprehensive performance in the learning process includes attendance rate, class activity, project discussion and group study participation. Secondly, it can evaluate homework after class. After students finish several written assignments, they are evaluated according to the quality of their completion. Finally, periodic evaluation can be implemented. Based on the number of class hours and the major, the teacher can carry out a series of tests, such as papers, case studies and so on. This is also based on the student completion of the evaluation. Of course, the final exam must still be conducted, but the final exam must be summarized with the result of formative assessment according to a certain weighting coefficient, so as to form the final score of students.

It should be emphasized that with the help of increasingly developed and popular smart phone terminals, formative evaluation can realize seamless connection between teachers and students in the whole process. That is to say, teachers and students can communicate and interact with each other at any time before, during and after class. They can talk, explain, ask questions, answer questions and discuss about the course content. In particular, compared with the previous situation, after the end of the semester, teachers can still make feedback on the evaluation results of the whole

semester with the help of relevant apps, so as to make up for the deficiency of the summative evaluation.

It can be seen that formative evaluation has several characteristics. First, it focuses on cultivating students' study habits and abilities, so the evaluation results are more comprehensive, reasonable and scientific. Second, formative evaluation focuses on discovering and finding the problems existing in the teaching of *health law*, determining the direction for future improvement, adjusting and even modifying teaching activities in a timely manner, with the ultimate goal of achieving teaching objectives and tasks. Thirdly, formative evaluation in teaching activities to understand and grasp students' learning activities dynamically so that teachers can adjust teaching activities in time. Therefore, this can effectively stimulate and promote teachers to receive teaching feedback more actively, so as to improve their teaching quality. Fourthly, the implementation of formative evaluation weakens the final impact of final examination on students' evaluation and enables students to focus more on the learning process. No matter it is the knowledge and mastery of health laws and regulations or the analysis and disposal of specific cases, it can train students' learning ability and the ability to deal with practical affairs. This is more conducive to the realization of educational objectives.

While introducing formative assessment into the curriculum of *health law*, the following two issues need to be clarified. On the one hand, the introduction of formative evaluation does not overturn the basic teaching method of teachers' lectures, so the former is only a supplementary form of the latter. The premise and foundation of formative evaluation is still teachers' explanation of professional knowledge. Otherwise, students cannot have in-depth understanding, discussion and even doubt of unknown knowledge, let alone make flexible use of it. On the other hand, attention must be paid to the timeliness of feedback and correction. After the teacher assigns the homework, needs to read the student homework carefully. The problems should be reported to the students as soon as possible, so that the teaching effect can be effectively guaranteed. For general problems, it is necessary to explain or even discuss them again for all students in class.

Of course, everything has two sides. Teachers also encounter many difficulties and challenges in the implementation of formative evaluation, which are mainly reflected in the following aspects. First, the formative evaluation of *health law* lacks uniform and normative guiding standards. Schools and teachers are still figuring it out. They all agree that the establishment of formative evaluation criteria is urgent. Second, the implementation of formative assessment has the greatest impact on teachers' workload. The previous one-time summative evaluation became the daily regular evaluation. In addition, the timeliness of the feedback of evaluation results is also very strict. Teachers need to quickly correct and complete the feedback in the first time. In this way, under the condition of a certain number of teachers, the workload increases exponentially, which is a severe challenge to teachers. At present, *health law* is not a required course in our school and other colleges, so the resources that the school can invest in this course are still very limited in the foreseeable future. Thirdly, the introduction of formative evaluation needs to adapt to the situation of China and universities. Generally speaking, formative assessment needs to be carried out in combination with PBL, CBL and other teaching methods. However, these new teaching methods need to be carried out either by means of specially modified information-based classrooms, which are expensive, or by means of small-class teaching, such as PBL model, which has a maximum class size of less than 30 students. However, the class size of ordinary local medical colleges and universities in China is about 50 people, so how to carry out new teaching activities on the basis of large classes really needs to adapt and reform.

4. Conclusion

In the foreseeable future, formative evaluation, including the process evaluation derived from it, is a teaching reform model with great development potential. The basic characteristics of formative evaluation itself can be used for reference regardless of the difference in conditions of different colleges and universities.

Acknowledgements

Project Information: Xi'an Medical University's Curriculum Evaluation Innovation Action Plan Teaching Reform Research Project

No.: 121619022 Name: Health Regulations Curriculum Evaluation Innovation Action Implementation Plan

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