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Article

Principles of biomolecular migration and diffusion in education and teaching reform: Exploration and practice of interdisciplinary research

Zhaohua Wang

Shanghai Sipo Polytechnic, Shanghai 201300, China; wangzhaohua1818@gmail.com

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Abstract: With the rapid development of science and technology and the continuous progress of society, the traditional educational and teaching model of single subjects can hardly meet the needs of future talent cultivation. As an emerging research paradigm that breaks disciplinary barriers, integrates multidisciplinary knowledge, and solves complex problems, interdisciplinary research is gradually becoming an important direction of educational and teaching reform. This research integrates the biomolecular migration and diffusion principles into interdisciplinary education reform. By setting up an experimental group and a control group of students, a series of teaching activities were carried out. Finally, the teaching effectiveness was evaluated through statistical analysis of students' test scores and other relevant data. The results show that under the interdisciplinary teaching model combined with biomolecular migration and diffusion principles, students' innovative thinking, problem-solving abilities, and comprehensive qualities have all been improved. This study provides references for educational and teaching reform.

Keywords: educational and teaching reform; interdisciplinary research; molecular biology; migration and diffusion; innovative thinking; comprehensive quality

1. Introduction

At present, there is an unprecedented scientific and technological revolution and industrial transformation in the world. Knowledge renewal is accelerating, and interdisciplinary integration is advancing at a fast speed. Thus, it is necessary to develop more talents who have diversified knowledge. However, the traditional educational and teaching model, which mainly focuses on the imparting of disciplinary knowledge, can hardly satisfy the future society's needs for innovative and interdisciplinary talents. Therefore, it has become a common trend in global education development to deepen educational and teaching reform, innovate the talent cultivation model, break down disciplinary barriers, and promote interdisciplinary research [1,2].

The term "interdisciplinarity" first came into being in the 1920s. It was the Columbia psychologist Robert S. Woodworth who first employed this concept. In actuality, the incipient origin of interdisciplinarity can be traced back to the enactment of the Morrill Act in 1862. The promulgation of this act spurred the advancement of agriculture and mechanical arts, and it also inaugurated the precedent of large-scale federal government intervention in the development of higher education. This, in turn, provided a fundamental basis for subsequent interdisciplinary research and the cultivation of interdisciplinary talents. Interdisciplinary research demonstrates remarkable advantages and profound value in educational and teaching reforms. It breaks down the barriers between traditional disciplines. By integrating knowledge and methods from different fields, it helps students establish a systematic cognitive framework and cultivate their multidimensional thinking abilities. It enables them to better address complex problems in the real world [3–6]. For instance, in 1998, the "Integrative Graduate Education and Research Traineeship Program" was launched by the National Science Foundation of the United States. This program advocates for significant innovation in the postgraduate training model, strengthening scientific research training during the interdisciplinary research process, and cultivating high-quality talents with interdisciplinary literacy to solve technological and social challenges in complex realities [7].

Interdisciplinary teaching has the potential to stimulate students' innovative potential. Through integration models such as "science + art" and "data + humanities", students can experience the internal connections of knowledge during exploration, enhancing their critical thinking and creative problem-solving abilities. Meanwhile, this teaching model promotes teamwork among teachers and facilitates the iterative upgrading of curriculum design [8,9]. For example, integrating engineering thinking, social surveys, and ethical reflections into project-based learning makes education more relevant to the needs of the times. In the "Framework for K-12 Science Education" released by the United States, interdisciplinary concepts are regarded as important concepts that repeatedly emerge across disciplinary boundaries in science, mathematics, and technology, and seven interdisciplinary concepts are listed [10].

Interdisciplinary education mainly involves traditional natural sciences, including biology, chemistry, physics, and earth sciences. By integrating multiple disciplines and establishing connections through common knowledge among them, interdisciplinary education broadens the scope of knowledge and addresses comprehensive problems. Based on the following laws of educational development, it integrates knowledge from different disciplines to carry out interdisciplinary teaching, which is a teaching activity aimed at cultivating innovative talents [1,10,11].

More importantly, interdisciplinary practice conforms to the global trend of cross-integration of science, technology, and industries. It cultivates compound talents with both professional depth and cross-border perspectives, providing a practical path for the transformation of the education evaluation system from a single-score-oriented approach to a diversified literacy assessment.

As an interdisciplinary field focused on investigating the structure-function relationships of biological macromolecules, biomolecular mechanics provides a distinctive lens through which to decipher the fundamental mechanisms of life phenomena. The integration of rigorous molecular dynamics theories into pedagogical frameworks offers students a transformative learning paradigm that organically synthesizes principles and methodologies from physics, chemistry, and biology. This approach elucidates biological processes at molecular resolutions while systematically revealing the operational principles governing life activities. Building on this foundation, the principles of biomolecular migration and diffusion—a key concept in molecular biology that describes the dynamic movement and interaction of molecules within biological systems—can be leveraged to further enhance educational models. By applying these principles to pedagogy, educators can create learning environments where knowledge flows organically across disciplinary boundaries, mirroring the natural processes of molecular diffusion and migration. This innovative approach fosters deeper understanding, interdisciplinary integration, and improved learning outcomes.

Additionally, the incorporation of biomolecular mechanics into educational reforms serves multifaceted objectives. Beyond enriching curricular content and stimulating student engagement, its paramount value lies in cultivating interdisciplinary cognition and innovative competencies—critical attributes for fostering future leaders in life sciences. Through pedagogical strategies emphasizing experimental design, data analytics, and model construction, students develop a profound understanding of the intrinsic connections between biological knowledge and molecular dynamics fundamentals. Such methodologies not only nurture scientific reasoning and creative problem-solving aptitudes but also equip learners with practical mastery of scientific inquiry techniques. By integrating the principles of biomolecular migration and diffusion, educators can design learning experiences that emphasize the dynamic and interconnected nature of knowledge, promoting a holistic understanding of complex systems.

Like molecules migrate and diffuse to achieve equilibrium in biological systems, students can engage in learning activities that promote the seamless integration of knowledge across disciplines. This approach aligns with the natural cognitive processes of learning, where ideas and concepts diffuse and interact to form a cohesive understanding. Research has shown that such integrative teaching models significantly enhance students' motivation and academic performance by making learning more engaging and relevant to real-world applications [12–20]. Furthermore, this pedagogical transformation establishes a robust foundation for lifelong learning and exploratory scientific practice, equipping students with the skills and mindset needed to thrive in an increasingly interdisciplinary and rapidly evolving world.

2. Theoretical foundations of educational reform and interdisciplinary research

The infusion of biomolecular mechanics theory into educational reform is a strategic move that unfolds a two-pronged value proposition. On one hand, it offers students a fresh and transformative cognitive framework for learning. Biomolecular mechanics, with its intricate understanding of how molecules interact and function at the biological level, presents a unique lens through which students can view and interpret various educational concepts. On the other hand, this integration provides critical theoretical underpinnings for interdisciplinary scientific inquiry. In an era where real-world problems often transcend the boundaries of single disciplines, interdisciplinary research has become increasingly crucial. Biomolecular mechanics serves as a bridge between biology and other fields such as physics, chemistry, and mathematics. By introducing this theory into education, we encourage students to think across disciplinary lines. For example, in analyzing biological processes from a biomolecular mechanics perspective, students need to apply mathematical models to describe molecular interactions, draw on physical principles to understand the forces at play, and utilize chemical knowledge to explain the reactions involved. When explaining the principle of biomolecular diffusion, we designed an experimental teaching case to simulate the transmembrane transport of cell substances. In class, the teacher prepared solutions of different concentrations to simulate the internal and external environment of the cell, and asked students to observe and record the diffusion process of small molecules (such as glucose). Through personal experience, students not only understood the concept of biomolecular diffusion, but also used mathematical knowledge to calculate the diffusion rate and used physical knowledge to explain the source of diffusion power. In this process, students' group collaboration and problem-solving abilities were exercised. In the physics discipline, the Brownian motion in the diffusion process of biomolecules is related to the thermal motion of molecules in physics. We introduced an experiment to observe the Brownian motion of pollen in water under a microscope to help students understand the microscopic mechanism of biomolecule diffusion. In the chemistry discipline, we took the reversible reaction in chemical equilibrium as an example and compared it with the dynamic equilibrium process of biomolecular binding and dissociation to deepen students' understanding of the principles of chemical reactions and biomolecular interactions. In the engineering discipline, we introduced the design principles of biosensors, which use the specific binding characteristics of biomolecules to convert biological signals into electrical or optical signals, which involves multidisciplinary knowledge such as biomolecular recognition, materials science, and electronic engineering.

This cross-disciplinary approach not only deepens students' understanding of individual disciplines but also cultivates their ability to integrate knowledge from multiple sources, which is essential for conducting high-quality interdisciplinary research. **Figure 1** illustrates the idea of integrating interdisciplinarity into a new educational and teaching model. As an emerging educational paradigm, interdisciplinary research derives its theoretical foundations primarily from the following dimensions:

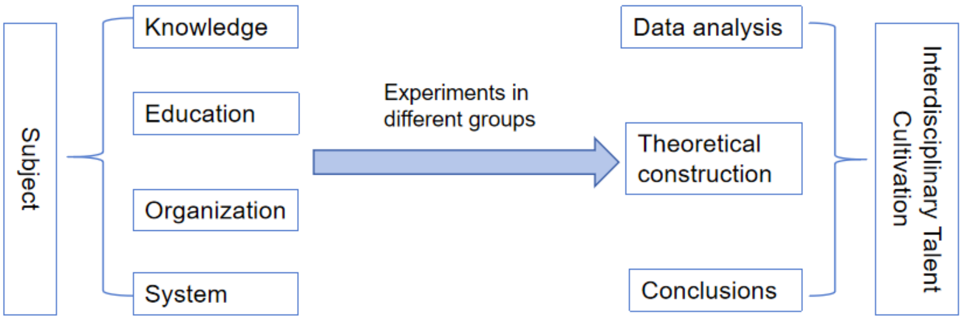

Figure 1. Scheme of the research processes.

2.1. Interdisciplinary research framework

Interdisciplinary research stands at the forefront of modern educational innovation, underscoring the synergistic integration that transcends traditional disciplinary boundaries. It weaves together a rich tapestry of knowledge, with its theoretical roots deeply embedded in educational psychology, cognitive science, and systems theory. When we specifically incorporate biomolecular mechanics into this interdisciplinary framework, it further enriches the educational landscape, offering novel perspectives and analytical tools. For example, the international educational psychology community has posited that interdisciplinary research can aid students in fostering critical thinking, innovative consciousness, and the capacity to solve problems across disciplinary boundaries. When students engage in interdisciplinary research that includes biomolecular mechanics, they are exposed to the complex yet fascinating world of molecular interactions in biological systems. This exposure can stimulate their cognitive processes in unique ways. The international educational psychology community has long recognized that interdisciplinary research, especially when biomolecular mechanics is involved, can significantly aid students in fostering critical thinking. In addition to critical thinking, interdisciplinary research in the context of biomolecular mechanics can also cultivate innovative consciousness. Biomolecular mechanics often presents novel problems that require creative solutions. By integrating knowledge from other disciplines such as physics and mathematics, students can develop new ways of approaching these problems. These theories have furnished new guiding tenets for educational and pedagogical reform. At present, scholarship conceptualizes interdisciplinary approaches through dual analytical lenses: Epistemological-Instructional Perspective: (1) This conceptualization positions interdisciplinarity as both a knowledge paradigm and curricular methodology, employing multi-domain analytical tools to investigate complex phenomena [21]. As Zhang posits [22], interdisciplinarity represents the integration of different disciplines and serves as an epistemology and methodology for interactive construction, collaborative exploration, and disciplinary inquiry; (2) interdisciplinarity is regarded as a means developed to tackle problems that cannot be resolved by a single discipline. Through the interaction of multiple disciplines, new breakthrough points are unearthed, thereby enabling innovation in technology and knowledge [23]. Students learn to draw on the expertise of different disciplines, developing a more comprehensive approach to problem-solving. These contributions from interdisciplinary research, with biomolecular mechanics as a key component, have furnished new guiding tenets for educational and pedagogical reform. They challenge traditional teaching methods that often isolate disciplines from one another and instead advocate for a more integrated and holistic approach to education.

2.2. Practical applications of interdisciplinary research in education and teaching

The integration of pedagogical approaches—including experimental design, data analytics, and model construction—introduces transformative learning paradigms. Empirical studies demonstrate that embedding biomolecular mechanics theories within biology curricula significantly enhances students' comprehension of intrinsic connections between biological principles and molecular dynamics. This methodology effectively cultivates scientific reasoning, systemic thinking, and innovation capabilities. Notably, Xu et al. [24] developed a theory-aligned interdisciplinary curriculum framework, demonstrating a dual achievement: successful stimulation of cross-disciplinary awareness and identification of discipline-specific engagement patterns through quantitative analysis. These findings provide actionable insights for optimizing interdisciplinary course architectures.

2.3. Catalytic role of interdisciplinary research in educational innovation

Interdisciplinary research fundamentally reconfigures educational reform through its theoretical capacity to bridge traditional disciplines with technological advancements and societal challenges. This integration enhances experiential learning while fostering innovation competence. Some studies reveal substantial pedagogical gains when combining biomolecular mechanics theories with scientific inquiry methods across experimental design, data interpretation, and computational modeling phases, systematically strengthening intellectual agility and conceptual mastery. Zhao's doctoral research [13] operationalizes this framework through life science education interventions. Multi-method assessments—incorporating performance metrics, behavioral observations, and qualitative interviews (N = 327)—yielded two critical findings: Interdisciplinary pedagogy elevates learning motivation (+28% vs. control) and advances higher-order cognitive strategies; it enables knowledge systematization across fragmented domains, facilitating deep learning frameworks that amplify students' life-related conceptual frameworks by 35%–42%. Complementary work by Yang [14] through longitudinal tracking of STEM graduates (2016–2022, n = 415) further corroborates these outcomes. They also revealed the promoting effect of interdisciplinary education on talent cultivation.

3. Integration of biomolecular mechanics and interdisciplinarity in education and teaching

3.1. Biomolecular mechanics in the learning process

3.1.1. Knowledge acquisition and molecular binding

The neurobiological mechanisms underlying the learning process involve a multi-layered molecular regulatory network, which collectively influences memory consolidation, information integration, and emotional processing through synaptic plasticity, neurotransmitter regulation, and epigenetic modifications. In the learning process, the acquisition of knowledge can be conceptualized as the "binding" of new information to pre-existing cognitive frameworks. The student's existing cognitive structure can be likened to a molecular scaffold, while new knowledge acts as interacting molecules that integrate into this framework through complementary cognitive "binding sites," thereby enabling effective knowledge acquisition. This process bears a striking resemblance to the phenomenon of "molecular docking" in cognitive frameworks: when new information semantically aligns with existing schemas, the prefrontal cortex coordinates theta oscillations in the hippocampus to facilitate pattern separation and pattern completion, leading to hierarchical integration of knowledge. For instance, when students learn the concept of mathematical functions, if they already possess foundational knowledge of equations, they can draw analogies between functions and equations to achieve a deeper understanding of the concept.

Information processing is dynamically regulated by the dopaminergic system. When students successfully establish analogical relationships, such as between equations and functions, dopamine release in the nucleus accumbens can peak at 150% above baseline levels. This reward prediction error signal reinforces cognitive reorganization and consolidation. This analogy process mirrors the specific recognition and binding of molecules, where successful integration depends on the "fit" between the interacting entities. In middle school biology education, for example, when teaching cellular respiration, students who have prior knowledge of cell structure and energy concepts can better comprehend the oxidative breakdown of glucose to release energy, akin to specific molecules binding to a cellular "molecular scaffold" to undergo reactions. Teachers can guide students to establish these connections, facilitating a deeper understanding of the process and principles of cellular respiration.

Emotion regulation is mediated by the amygdala-prefrontal neural circuitry. When teachers employ contextualized teaching strategies to explain cellular respiration, serotonin (5-HT) activates the mTOR pathway, promoting dendritic remodeling in amygdala neurons. This process enables the co-encoding of emotional tagging with cognitive content, enhancing learning retention and understanding.

By integrating these neurobiological and molecular principles into pedagogical approaches, educators can create learning experiences that not only deepen students' understanding but also foster emotional engagement and cognitive resilience. This interdisciplinary perspective bridges the gap between neuroscience and education, offering a robust framework for enhancing teaching effectiveness and student outcomes.

3.1.2. Learning transfer and molecular diffusion

Molecular diffusion refers to the spontaneous movement of molecules in space from an area of high concentration to an area of low concentration to achieve a uniform concentration distribution. In education and teaching, learning transfer refers to students' ability to apply the knowledge, skills, and attitudes learned in one situation to another. Learning transfer can be analogized to molecular diffusion. The knowledge and skills that students acquire in one learning situation form a certain "concentration" in their cognitive structure. When students face a new learning situation, this knowledge and these skills, like molecules, will diffuse from the existing high-concentration area (the area of mastered knowledge) to the new low-concentration area (the new learning area), thus helping students solve problems and acquire new knowledge in the new situation. It is shown as **Figure 2**. For example, after students learn the knowledge of mechanics in physics, when learning engineering mechanics, they can transfer and apply the previously learned mechanical principles and analysis methods to the new learning, achieving effective diffusion and application of knowledge. In a project on ecosystem research, students actively communicate in a harmonious atmosphere, and each student can freely express their views, just as molecules fully exert their activity in a stable environment. In this environment, students not only have a more solid grasp of ecosystem knowledge but also improve their teamwork and problem-solving abilities.

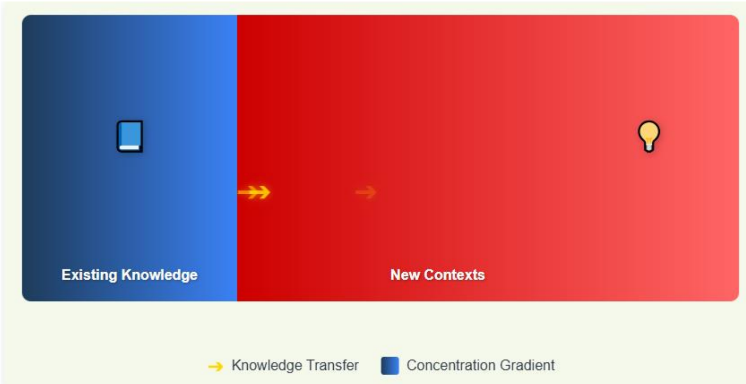

Figure 2. Schematic diagram of knowledge transfer and diffusion.

Based on the principles of molecular environment optimization in biomolecular mechanics, the following strategies for enhancing the teaching environment are proposed. Firstly, teachers need to re-evaluate their role. Instead of being mere purveyors of knowledge in the traditional sense, they should transform into facilitators and guides for students' learning journeys. By forging positive interactions with students, teachers can foster a vibrant and motivating learning atmosphere. This is comparable to introducing a suitable catalyst within a molecular system, which effectively promotes reactions and interactions among molecules, thus facilitating the learning "process" at a metaphorical level. Secondly, the design of teaching content must be systematic and cohesive. Just as constructing a stable molecular structure requires careful arrangement of its components, well-designed teaching content should enable students to methodically build a comprehensive knowledge system. Simultaneously, teaching methods should be diverse. Given the variety of teaching content and students' distinct learning styles, appropriate teaching approaches such as the lecture method, discussion method, and hands-on practice method should be judiciously selected. This ensures that students' diverse learning needs are met, thereby significantly improving teaching efficacy. Moreover, due attention should be paid to the integration and utilization of teaching resources. By equipping students with rich learning materials, similar to providing an ample supply of reaction substrates for molecules in a chemical reaction, students' learning and growth can be effectively promoted.

Existing research shows that only 30% of teachers have a relatively in-depth understanding of interdisciplinary education. This clearly indicates that teachers also require targeted training to fully grasp the concepts and implications of interdisciplinary education and to expand their knowledge in other disciplines [10]. The training content includes the theoretical basis of interdisciplinary education, such as theories on interdisciplinary learning in learning science and educational psychology; relevant knowledge of biomolecular mechanics to ensure that teachers master the core content of subject integration; interdisciplinary teaching design methods, such as design skills for project-based learning and problem-based learning. The training adopts a combination of online and offline methods. Online, theoretical courses and case analysis are provided through the learning platform, and offline workshops are organized. Teachers are divided into groups to practice teaching design, and experts are invited to provide on-site guidance and comments. After the training, teachers need to submit an interdisciplinary teaching design plan as an assessment.

4. Practical exploration of interdisciplinary research

To transcend the boundaries of traditional academic disciplines, it is essential to introduce interdisciplinary courses such as bioinformatics, biostatistics, and computational biology, which integrate biological knowledge with mathematics, computer science, and other related fields. Additionally, innovative teaching methodologies are required to enhance learners' ability to solve multidimensional problems within biological contexts. The following experiment was carried out to verify it.

4.1. Experimental design

4.1.1. Participants

Sample size: 110 students from the seventh grade (ages 12–13) will be recruited.

Group Assignment: Students will be randomly assigned to either the experimental group (n = 55) or the control group (n = 55).

Inclusion criteria: Students should have comparable baseline academic performance, as determined by pre-test scores.

4.1.2. Intervention

Experimental group: Students will be taught using an innovative interdisciplinary teaching model, integrating biology, mathematics, and computer science principles. The model emphasizes active learning, problem-based tasks, and collaborative projects.

Control group: Students will receive traditional lecture-based instruction focused on the same curriculum content.

The intervention will last for 12 weeks, with three sessions per week (60 min per session).

4.2. Data collection

4.2.1. Pre- and post-tests

Academic performance: Standardized tests covering the curriculum content will be administered before and after the intervention to measure knowledge acquisition and retention.

Learning autonomy: A validated questionnaire (the Learning Autonomy Scale) will assess students' ability to self-direct their learning.

Innovative thinking: Creativity and originality will be evaluated using a structured task, such as designing a solution to a novel problem, scored using a rubric.

Problem-solving skills: Students will complete timed problem-solving tasks, with accuracy rates and time taken recorded.

Psychological well-being: Anxiety levels will be measured using a validated scale the State-Trait Anxiety Inventory for Children.

4.2.2. Qualitative data

Focus group interviews will be conducted with students from the experimental group to gather insights into their experiences with the innovative teaching model.

4.3. Data analysis

4.3.1. Quantitative analysis

Descriptive statistics: Mean and standard deviation will be calculated for all variables in pre-test and post-tests for both groups.

Inferential statistics:

Paired *t*-tests will compare pre-test and post-test scores within each group to assess changes over time.

Independent *t*-tests will compare post-test scores between the experimental and control groups to evaluate the effectiveness of the innovative teaching model.

Multivariate analysis of variance (MANOVA) will be used to examine the overall impact of the teaching model on multiple dependent variables (academic performance, autonomy, innovative thinking, problem-solving skills, and anxiety levels).

Each question in the survey was scored on a scale of 1 to 5. An independent samples *t*-test was conducted on the pre-test results of the two groups, yielding the results presented in **Table 1**. Under the assumption of equal variances, the significance value (Sig) was 0.43, which is greater than 0.05, indicating no statistically significant difference in the pre-test questionnaire results between the two groups. This suggests that both groups were at a comparable level of baseline knowledge.

Table 1. Analysis of significant differences in pre-test questionnaire scores.

	N	Average	Standard deviation	*t*	df (degrees of freedom)	Sig (significance)
Control group	55	71.18	11.3	0.5	108	0.43
Experimental group	55	72.37	12.9			

Under the new college entrance examination system, there are two types of scores: assigned scores and raw scores. The data in the tables are raw scores, and the full score for the exam is 100. As shown in **Table 2**, the distribution of students' grade levels in the two groups is relatively uniform, and there is not much difference in their overall performance. Therefore, these two groups can serve as the subjects of this study.

Table 2. Comparison of pre-test scores between the experimental group and the control group.

	N	Average	Standard deviation	SEM	Sig	Result
Control group	55	81.1	7.8	0.98	0.48 (> 0.05)	Significant difference
Experimental group	55	82.7	7.2	0.91		

Note: SEM: Standard error of the mean.

An independent samples *t*-test was conducted on the post-test questionnaire results of the two groups. The results are presented in **Table 3**. With a Sig value of 0.047 (< 0.05), it can be concluded that there is a significant difference in the students' scores between the two classes. As can be seen from **Table 4**, the experimental class outperformed the control class.

Table 3. Analysis of significant differences in post-test questionnaire scores.

	N	Average	Standard deviation	*t*	df	Sig
Control group	55	73.18	8.3	0.95	85.7	0.047
Experimental group	55	74.37	11.9			

Table 4. Comparison of post-test scores between the experimental group and the control group.

	N	Average	Standard deviation	SEM	Sig	Result
Control group	55	83.18	4.56	0.57	0.013 (< 0.05)	Significant difference
Experimental group	55	86.37	5.64	0.72		

4.3.2. Qualitative analysis

In addition to evaluating academic performance, the study collected comprehensive data to assess broader developmental outcomes in both groups. The group interviews were utilized to collect qualitative data, including learning autonomy, innovative thinking, and problem-solving capabilities. Through the delivery of new content and the implementation of structured problem-solving tasks, data were recorded on the time required for knowledge acquisition and task completion, as well as the accuracy rates, to quantitatively evaluate improvements in problem-solving proficiency. Furthermore, from a psychological perspective, the students' anxiety levels were systematically monitored and documented.

4.4. Discussion

According to the results above, under the interdisciplinary teaching model, the experimental group exhibited significant improvement in academic performance and reductions in anxiety indices compared to the control group. Notably, the experimental group demonstrated enhanced learning autonomy, as evidenced by their ability to independently navigate new concepts and devise creative solutions to complex problems. Their innovative thinking capacity was also markedly improved, reflected in their ability to approach tasks with originality and adaptability. Additionally, the experimental group achieved more efficient knowledge acquisition, requiring significantly less time to master new material than their counterparts in the control group. These results collectively underscore the efficacy of the interdisciplinary teaching approach in fostering not only cognitive and academic growth but also psychological well-being and self-regulated learning among students.

5. Results and discussion

The exploration and practice of interdisciplinary research have yielded significant advancements in educational and teaching reform, particularly through the integration of principles from biomolecular mechanics such as migration and diffusion. This approach has proven to be a transformative strategy, offering distinct advantages over traditional teaching methods and providing a robust foundation for future educational innovation.

5.1. Enhanced student abilities through biomolecular principles

Innovative thinking and problem-solving skills: By incorporating principles of biomolecular migration and diffusion, students are guided to analyze biological phenomena through the lens of molecular dynamics. This interdisciplinary approach breaks the constraints of traditional disciplinary thinking, fostering a deeper understanding of complex systems and enhancing students' ability to solve multifaceted problems.

Comprehensive scientific literacy: The integration of biomolecular principles broadens students' knowledge base, enabling them to connect biological concepts with physical and chemical principles. This holistic perspective strengthens their comprehensive qualities, equipping them to address the interdisciplinary challenges of modern science and technology. The incorporation of biomolecular migration and diffusion into education fosters the cross-fertilization of biology with fields such as physics, chemistry, and engineering. This synergy not only enriches the biology curriculum but also catalyzes the emergence of new interdisciplinary research areas, such as biophysics and bioengineering, which are critical for technological innovation.

Curriculum and resource development: While the integration of biomolecular principles presents challenges, such as the development of interdisciplinary curricula and teaching resources, it also opens avenues for creating dynamic, project-based learning experiences. For example, hands-on experiments simulating molecular diffusion can make abstract concepts tangible and engaging for students.

5.2. Addressing challenges and future directions

Despite these advancements, the implementation of interdisciplinary approaches in biology education faces hurdles, including the need for robust curriculum frameworks, teacher training, and evaluation systems. Moving forward, it is essential to deepen theoretical research and practical exploration in this area. By refining interdisciplinary talent cultivation systems, educators can better prepare students to become innovative, globally competitive professionals.

6. Conclusion

The integration of biomolecular migration and diffusion principles into educational reform has demonstrated profound benefits. This research represents a significant innovation in the field of education, as it breaks new ground by applying these molecular-level concepts to teaching practices.

Through practical exploration and experimental verification, it has been demonstrated that the remarkable effectiveness of this novel educational model. Students have shown substantial improvements in their ability to understand and tackle complex scientific problems. By leveraging interdisciplinary knowledge from biology, physics, and chemistry, they have developed a more comprehensive and in-depth understanding of scientific concepts. The analogies drawn from molecular interactions and conformational changes have effectively inspired students to think critically and creatively, thereby enhancing their scientific literacy and problem-solving skills.

This research not only enriches the theoretical basis of educational reform but also offers practical and actionable strategies for educators. Integrating biomolecular mechanics into the curriculum has opened up new avenues for cultivating students with comprehensive scientific competencies and innovative mindsets.

In the future, the research will focus on several key areas. First and foremost, aiming to further optimize teaching content and methods. By continuously refining our approach based on the latest advancements in biomolecular mechanics and educational theories, it can ensure that the teaching process is more efficient and effective. Secondly, expanding the application scope of this interdisciplinary model. This includes extending it to different educational levels, from primary education to higher education, as well as integrating it into a wider range of disciplines. By doing so, more extensive and impactful educational reforms can be driven, enabling education to better meet the needs of an increasingly interdisciplinary and innovation-driven world.

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Conflict of interest: The author declares no conflict of interest.

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