

Research and Practice of Blended Teaching of Ideological and Political Education Based on BOPPPS

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Abstract

With the continuous deepening of higher education reform, ideological and political education in courses has become an important direction for teaching reform in universities. The BOPPPS teaching model provides an effective teaching structure for ideological and political education courses through a student-centered instructional design concept. This article aims to explore the application of BOPPPS model in ideological and political education, analyze its effectiveness in improving students' ideological and political qualities and professional learning abilities, and propose corresponding teaching strategies and practical cases.

Keywords

Ideological and political education; BOPPPS; Instructional design.

1. Introduction

The BOPPPS teaching model is a teaching goal oriented approach that emphasizes student-centered learning and focuses on the systematic and full process design of teaching. Through six stages: introduction, goals, pre-test, participatory learning, post test, and summary, it improves students' participation and interactivity, stimulates their interest in learning, enhances learning outcomes, and helps to improve teaching quality and students' learning outcomes. And ideological and political education in the curriculum is the fundamental means and important measure to implement moral education[1]. Therefore, to accurately grasp the connotation of moral education in the curriculum, it is necessary to first accurately grasp the connotation of moral education. While imparting professional knowledge, the content of ideological and political education should be naturally integrated into the teaching process, achieving the unity of knowledge imparting and value guidance[2].

This article aims to adopt the BOPPPS blended teaching method of ideological and political education in courses, forming a teaching mode based on interdisciplinary integration practice teaching cases as clues. Through online Q&A, assessment, preview and review, offline systematic lectures, detailed lectures, and practical verification, the course teaching content is reasonably planned, teaching activity links are designed, students' interest in course learning is stimulated, learning enthusiasm is improved, students' teamwork, innovative thinking and self-learning ability are cultivated, which helps to improve teaching quality and cultivate applied talents.

2. Related Work

2.1. Introduction to BOPPPS Model

The BOPPPS teaching model is a student-centered teaching design model that emphasizes participatory learning and feedback[3]. It originated in Canada, created by the Instructional

Skills Workshop (ISW), and has been implemented by multiple universities and training institutions worldwide[4,5]. This model is based on constructivism and communicative approach, and clearly divides the classroom teaching process into six stages.

Bridge-in: By attracting students' attention, establish connections between new and old knowledge, and lay the foundation for learning new content.

Objective: Clearly inform students of the learning objectives of this lesson, so that they have a clear understanding and expectations of the content to be learned.

Pre-assessment: By evaluating students' prior knowledge, understanding their mastery of the upcoming learning content, and providing a basis for subsequent teaching.

Participatory Learning: Through group discussions, case studies, role-playing, and other activities, students' interest in learning and enthusiasm for participation are stimulated.

Post-assessment: Testing or other forms of evaluation to assess students' mastery of teaching content and adjust teaching strategies in a timely manner.

Summary: Summarize the teaching content to help students organize their knowledge structure and consolidate their learning outcomes.

The implementation of the BOPPPS model requires teachers to have a high level of teaching design ability and classroom management skills. Teachers need to flexibly use this model according to specific teaching objectives and contents to ensure that students can achieve in-depth learning in the classroom.

2.2. The Connotation of Ideological and Political Education

Curriculum based ideological and political education is the fundamental means and important measure to implement moral education and talent cultivation[6]. It combines ideological and political education with professional curriculum teaching, aiming to achieve the organic unity of knowledge transmission and value guidance through curriculum teaching[7,8]. The core of ideological and political education in courses lies in cultivating students' comprehensive qualities, so that they can form correct worldviews, outlooks on life, and values while mastering professional knowledge, and become socialist builders and successors with both morality and talent.

The goal of ideological and political education in the curriculum is to guide students to establish correct values, enhance their sense of social responsibility and historical mission; Cultivate students' critical thinking ability, innovation ability, and practical ability; Integrating ideological and political education with professional knowledge teaching to achieve the organic unity of knowledge and value.

The implementation of ideological and political education in the curriculum requires teachers not only to have solid professional knowledge, but also to have high ideological and political literacy, and to be able to flexibly apply various teaching methods and means in the teaching process to achieve the goals of ideological and political education in the curriculum.

3. Instructional Design

3.1. Overall Design Concept

The course of "Fundamentals of Computer" adheres to the principle of "student-centered and teaching led", follows the implementation process of course project teaching, follows the laws of education and student growth, and has different focuses at different stages. It integrates ideological and political education throughout the entire process of "pre class, in class, and post class" teaching. In instructional design, emphasis is placed on starting from a professional perspective, paying attention to current technological hotspots and public opinion environments, finding the "touchpoints" between teaching content and ideological and political

elements, using events or cases that are close to students' cognition as entry points, enhancing teacher-student interaction, improving teaching feedback, and making the classroom lively.

Pre-class: Focus on cultivating students' ability for self-directed learning and independent thinking. With the help of online resources and teaching platforms, teachers release course related videos, current affairs and other ideological and political topics, set discussion topics, and guide the upcoming teaching content.

Inclass: Using the BOPPPS teaching model, design in detail the ideological and political elements contained in knowledge or skill points, and collect typical materials. Based on the course objectives, throw out questions that students may easily confuse for a pre-test to arouse their interest in learning. Flexibly use project-based, group discussion, flipped classroom and other methods to integrate ideological and political activities into professional learning, establish ideological and political connections with students, provide ideological and political guidance, and finally summarize.

After-class: Expand learning resources through teaching platforms, implement communication and discussion, and form teaching feedback. At the same time, teachers act as spiritual mentors for students, helping them to guide their psychology, answer questions, and convey positive energy.

3.2. Teaching Implementation

Taking the course "Fundamentals of Computer" as an example, this article demonstrates the implementation strategy of designing ideological and political education courses using the BOPPPS teaching model.

Bridge in: During the introduction phase of the course "Fundamentals of Computer", students can stimulate their national pride and patriotism by introducing the development history of computer technology in China, particularly emphasizing major breakthroughs in domestic computer technology such as the development of the "Galaxy" series supercomputers, as well as China's independent innovation capabilities in the field of information technology. This kind of introduction can not only attract students' attention, but also lay a foundation for subsequent ideological and political education content.

Objective: Clearly inform students of the learning objectives of this course, which include not only mastering basic computer knowledge and skills, but also cultivating teamwork ability, innovative spirit, and social responsibility. By setting these goals, students can understand that studying "Fundamentals of Computer" is not only for personal skill improvement, but also for better serving the development of society and the country.

Pre-assessment: Prior to the start of the course, an online questionnaire or classroom questioning is used to assess students' mastery of "Fundamentals of Computer" and their understanding of the country's computer development. This helps teachers adjust their teaching strategies in a timely manner, better integrate ideological and political elements, and also provides baseline data for evaluating students' learning progress.

Participatory Learning: In this stage, teachers design activities such as group discussions, case studies, and brainstorming to encourage students to learn through participation. For example, by analyzing the application cases of Chinese computer technology in different fields, students can discuss the impact of technological progress on society and how to contribute as future computer professionals.

Post-assessment: After the course ends, a classroom test is conducted to assess students' mastery of the teaching content, especially their understanding of ideological and political education. This can help teachers understand teaching effectiveness and adjust subsequent teaching strategies in a timely manner.

Summary: In the final stage of the course, the teacher guides students to reflect and integrate the knowledge they have learned, emphasizes the achievement of learning objectives, and summarizes the ideological and political elements involved in the course. Assigning homework helps students consolidate their learning outcomes and internalize ideological and political education content as their own values.

3.3. Teaching Evaluation

The course construction of "Fundamentals of Computer" is based on the BOPPPS model and integrates ideological and political education into the curriculum. It fully utilizes the main channel of course teaching, integrates ideological and political education elements into the process of students' professional knowledge education, realizes the diversified unity of knowledge imparting, value shaping, and ability cultivation, improves the level of teachers' ideological and political literacy and ideological and political education professional literacy, and effectively guides students to learn independently. Through curriculum reform and construction, students have been able to recognize, abide by, and consciously practice the core socialist values, enhancing their patriotism and forming excellent qualities such as being down-to-earth, rigorous, patient, focused, hardworking, and pursuing excellence.

4. Conclusion

The comprehensive implementation of ideological and political education in the curriculum has become a consensus in the higher education sector. The "Fundamentals of Computer" based on the BOPPPS teaching model and incorporating ideological and political elements discussed in this article highlights participatory learning, student-centered and teacher led approaches, stimulating students' interest in learning, mobilizing their autonomy in learning, and improving teaching quality. Through scientific planning and rational design of teaching activities, combined with teaching content, exploring ideological and political elements, and constructing the key points of ideological and political education. How to effectively achieve high-quality ideological and political education in courses requires teachers to continue to study and explore, practice and explore.

Acknowledgements

This work was supported by the University level Teaching Quality and Teaching Reform Project of Guangdong University of Science and Technology under Grant No.GKZLGC2021010.

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