

Research on the Application of BOPPPS Blended Teaching Model Integrating Ideological and Political Education in Postgraduate Public Pedagogy

Ping Fu¹, Shanping Li², Jiaxin Ma³, Yanhong Liu⁴

1. School of Educational Sciences, Guangdong Polytechnic Normal University, Guangzhou, Guangdong, 510665, China;

2. Shanwei Vocational and Technical School, Shanwei, Guangdong, 516600, China;

3. GuangZhou Vocational School Of Finance and Business, Guangzhou, Guangdong, 510665, China;

4. Guangdong Industry Polytechnic, Guangzhou, Guangdong, 510665, China

ABSTRACT

The course of ideological and political education in the curriculum serves as an important task for universities to implement the goal of cultivating students' moral character and shaping their worldviews, life perspectives, and values. However, in the current teaching process of public education for postgraduate students, there are issues such as insufficient integration of ideological and political education and the lack of an established mechanism for integrating and upgrading ideological and political education. In order to promote innovative ideological and political education in the curriculum of postgraduate students majoring in public education, this study proposes a blended teaching model called BOPPPS, which incorporates ideological and political education. The model focuses on six aspects: Bridge-in, Pre-assessment, Participatory Learning, Post-assessment, and Summary. The study explores the practical application of the BOPPPS blended teaching model in the curriculum of postgraduate students majoring in public education.

KEYWORDS

Postgraduate Public Pedagogy; Ideological and Political Education in the Curriculum; BOPPPS Blended Teaching Model

1 Introduction

In recent years, the fundamental issue in talent cultivation for ideological and political work in higher education has been focused on "what kind of people to cultivate, how to cultivate them, and for whom to cultivate them." In October 2016, General Secretary Xi Jinping emphasized at the National Conference on Ideological and Political Work in Colleges and Universities, "We must adhere to the central task of fostering moral integrity and cultivating people, integrate ideological and political work throughout the entire process of education and teaching, achieve all-round and comprehensive education, and strive to create a new situation for the development of China's higher education." He also pointed out, "We should make good use of classroom teaching as the main channel, with various courses moving forward in the same direction as ideological and political theory courses to form a synergistic effect." Based on this, in May 2020, the Ministry of Education issued the "Guiding Outline for the Construction of Ideological and Political Education in Curriculum at Institutions of Higher Learning" (hereinafter referred to as the "Outline"), which stated, "Comprehensively promoting the construction of ideological and political education in curriculum

aims to integrate value guidance, knowledge transmission, and ability cultivation, helping students establish correct world views, life views, and values."

Curriculum-based ideological and political education is an educational philosophy specifically referring to the integration of ideological and political education into various courses other than ideological and political theory courses (hereinafter referred to as "ideological and political courses"), making each course have an educational function. The proposal of this philosophy has pointed out the reform ideas and development direction for the construction of specialized courses in various universities. Universities should adhere to the basic requirements of comprehensive, all-round, and lifelong education, fulfill the fundamental task of fostering moral integrity and cultivating people, give full play to the role of classroom teaching as the main channel in educating people, focus on integrating ideological and political education throughout the entire process of school education and teaching, and implementing education and teaching in the main channel of classroom teaching. Good curriculum-based ideological and political education construction should give full play to the collaborative educational function of specialized courses. The excavation and integration of curriculum-based ideological and political education resources are prerequisites and focal points. Universities should reorganize and analyze the content of professional courses, excavate the political values, professional concepts, cultural traditions, and humanistic feelings contained in them, optimize and integrate them into typical cases and materials, and naturally integrate them into various professional knowledge points using diversified teaching methods and means. This will achieve the ultimate results of ideological and political awareness in teaching content, ideological and political elements in teaching resources, and ideological and political content infiltrated in teaching plans, while embodying the goal of ideological and political value in teaching outcomes.

As a core course in teacher education specifically designed for teacher candidates, the public course "Principles of Education" provides a theoretical foundation and normative guidance for students to further study educational theory and participate in educational practice. This course is offered in the first year of the Master of Education program and has a wide audience. It is crucial for shaping teacher candidates with solid educational basic knowledge, concepts, and skills. At the same time, it also helps them maintain rationality when facing educational issues, recognize the value of education and its professional characteristics, thereby enhancing their teaching beliefs and the sense of purpose for professional growth. Therefore, public education courses in universities require a teaching philosophy that is strongly adaptive to the times and modernized. The scientific application of teaching models and the deep integration of curriculum-based ideological and political education in education courses are extremely beneficial to the ideological and political construction of the public course "Principles of Education," as well as the innovation and reform of education courses, thereby enhancing the effectiveness of postgraduate teacher education.

2 Several issues in the implementation of ideological and political education in the "Public Pedagogy" course in the new era

2.1 The problem of "two separate skins" between professional education and ideological and political education has not been effectively resolved

Although teachers have recognized the importance of ideological and political education in courses, due to factors such as inappropriate teaching methods and insufficient excavation of ideological and political resources in courses, the level of integration between professional education and ideological and political education is not high, and it even becomes a mere formality. The high integration of professional education and ideological and political education implies the

comprehensive improvement of knowledge, ability, and quality. However, in the actual teaching process, some teachers focus too much on explaining professional theoretical knowledge, thereby neglecting the importance of integrating ideological and political teaching elements into the course teaching.

2.2 There are deficiencies in the integration method of ideological and political elements and professional knowledge

Teachers have not established a unique teaching style. Most professional teachers use traditional teaching methods, and the learning and teaching process is relatively lazy. There is a lack of close connection between ideological and political elements and professional knowledge, and they fail to effectively use modern teaching technology, leading to students' superficial understanding of knowledge. In addition, due to insufficient understanding of these issues, the goal positioning of ideological and political education is also unclear, which makes the integration between ideological and political factors and professional knowledge insufficient, thus realizing the separation of professional course education and ideological and political education.

2.3 The evaluation system for ideological and political education in courses is not yet sound

It is difficult to measure the teaching effect of ideological and political education in courses, and there is a lack of a complete evaluation system, making it difficult to establish an iterative upgrading mechanism for the integration of professional education and ideological and political education. From the perspective of course construction, there is no effective method to evaluate ideological and political education in courses, and an effective indicator system for evaluating teaching performance has not been formed. As for students' mastery of knowledge, traditional educational assessment methods mainly rely on end-of-semester test results, which are monotonous and lack continuous assessment links. However, ideological and political elements in education often have a subtle influence, making it more difficult to objectively and fairly assess this influence. Therefore, we must consider how to incorporate the effectiveness of ideological and political education into the scoring of professional subjects.

3 Exploration of the application of BOPPPS model in ideological and political education in public pedagogy courses

In recent years, there have been numerous innovations in teaching models, with scholars conducting research on blended learning, O2O teaching, SPOC teaching, inquiry-based teaching, BOPPPS teaching, flipped classroom and other teaching models. Xu Jiansong, 2018; Zhang Zizhen et al., 2020; Lu Wenying, 2022; Sun Qingyao, Liu Ziyu, 2023. Among them, the BOPPPS participatory teaching model developed and promoted by the Canadian Teaching Skills Development Workshop ISW has the characteristics of organic combination of goal orientation and process control, prominent student subjectivity, high student participation and enthusiasm, and significant teaching practice effectiveness. Domestic theories on its research are in the ascendant, and the number of core journals published on CNKI with related topics has increased by 90.91% compared to previous years. Liu Jinjun, Chen Daichun, 2021; Zheng Yanlin, Ma Yun, 2022; Jin Xin et al., 2022; Yuan Jianqin et al., 2023.

The BOPPPS teaching model emphasizes the active participation of students, values the

guidance of teachers to students, and encourages them to actively participate in the classroom, highlighting the dominant role of teachers. It is regarded as a means to support moral education, integrating moral elements of ideological and political education and public pedagogy, transforming predetermined goals such as socialist core values, all-round development of human beings, and correct political views into specific and vivid teaching interaction and reflective circular feedback structures, strengthening the directionality and regulation of ideological and political education in the curriculum. Compared with traditional classrooms, the BOPPPS teaching model changes the traditional teaching of knowledge, with the main features of engaging, exploratory and personalized classroom teaching, which is more in line with the current requirements of connotative development of education.

The BOPPPS teaching model mainly divides classroom teaching into six parts, including the introduction of B, Bridge-in, the teaching objective O, Objective, the pre-assessment P, the participatory learning P, the post-assessment P, Post-assessment, and the summary S, Summary. Based on the BOPPPS teaching model, professional subject teaching plans are developed and diversified as well as informational teaching methods are used to achieve full-scale participatory classroom interaction. It guides students to explore independently and establish their own knowledge framework, which has a good solution for many problems in current university education and has practical significance for improving the teaching status quo of higher education institutions.

In order to achieve innovation in ideological and political education in the postgraduate public education curriculum, a BOPPPS hybrid teaching model that integrates ideological and political education in the postgraduate public education curriculum has been constructed, as shown in Figure 1. This strategy incorporates three key elements: pre-class preparation, classroom activities, and post-class review. It also integrates specific planning and ideological and political education elements in each of these links using the BOPPPS model to form an ideological and political education reform plan for the postgraduate public education curriculum. This increases students' participation when having class and learning depth, promotes good interaction between teachers and students, and achieves the goal of cultivating talents.

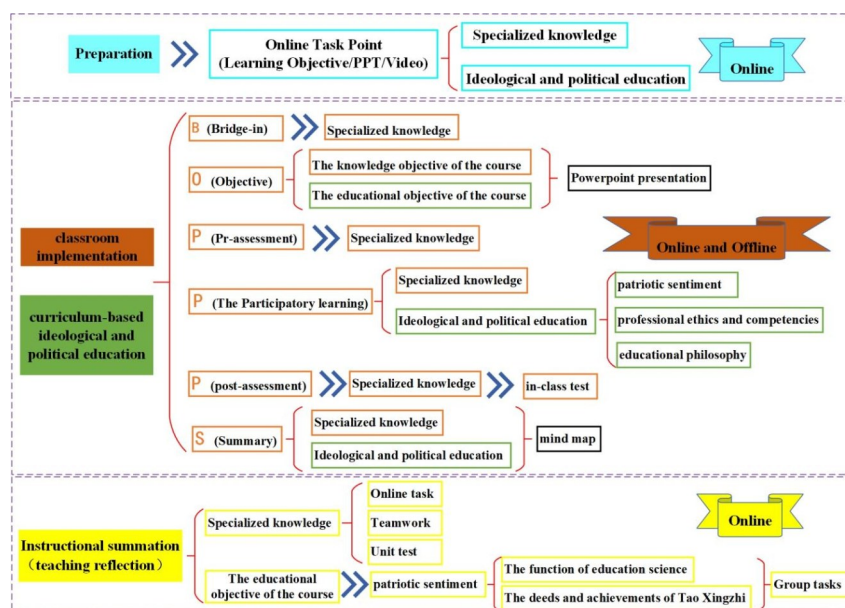


Figure 1 BOPPPS hybrid teaching model

3.1 Prepare for class using a blended learning platform

Before starting the class, the teacher needs to emphasize the significance of this class. They can use online education tools such as playing videos or presenting PowerPoint, and start the class by telling some interesting stories, hot events, or unique facts about key subject content to stimulate students' attention and enthusiasm for learning, so that they can focus more on the key topics to be covered in the following class. For example, in the course of learning the principles of education, they can introduce it with cases or current hot news in the education sector, such as the attitude of head teachers in film and television towards underachievers, or introduce a classroom teaching case to stimulate students' interest in learning this course. At the same time, they can collect students' thoughts and ideas on this course on online platforms to prepare for ideological and political education during the class.

3.2 Classroom introduction

The teacher used practical cases and questions and exchanges to guide students to think deeply about "what is the definition of education" and "what is the theoretical basis of education", gradually introducing the main topics of learning and stimulating students' desire for knowledge. When selecting appropriate examples, they should be closely linked to current social issues and meet the educational needs of ideological and political courses.

3.2.1 Teaching objective design

The teacher briefly explained the purpose of this lesson and conveyed the educational goals, emphasizing key knowledge points and their learning significance. Students were informed of the cognitive or skill acquisition they could gain from it, so that they could clearly know the direction of their learning. For example, in the lesson on Teachers, the job characteristics and professional qualities of teachers are considered as important topics. We can combine professional knowledge with their future employment prospects and deeply consider the three-dimensional goal setting. To enhance the effectiveness of the design, the following specific considerations can be incorporated:

(1) Constructing the perception of teachers. In order to foster a comprehensive understanding of the teaching profession, it is essential to explore the origin, role, and influence of teachers' work. Students can engage in studying the development process of a teacher's career, identifying key stages that reveal the evolving nature of teacher responsibilities. Through this exploration, students can develop a clear definition of teachers and establish rational teacher beliefs.

(2) Implementing case-based teaching. Utilizing examples of exemplary teaching activities, students can gain a deeper comprehension of the distinct characteristics of effective teaching. By analyzing how these traits manifest in real educational scenarios, students can grasp the specific professional competencies they should possess. This process enables students to evaluate their own progress in relation to professional standards and empowers them to determine a personalized path of growth and improvement.

(3) Integrating ideological and political elements. By integrating the study of teacher job characteristics and professional standards, students can develop accurate and well-informed perspectives on the teaching profession. Additionally, highlighting the remarkable achievements of exceptional teachers within the case studies can enhance students' respect for and desire to pursue a career in teaching. It is crucial for students to not only master basic theories but also to recognize the gap between their current abilities and the requirements of the teaching profession. By setting clear goals for their efforts and drawing inspiration from examples of excellent teachers, students can cultivate a deeper admiration and yearning for the teaching profession. These goals should be

set in a manner that allows them to overcome the challenges associated with overly ambitious emotional aspirations.

3.2.2 Pre-testing

After determining the learning objectives, we use methods such as question and answer or testing to evaluate students' early online learning outcomes to accurately grasp their basic knowledge level. At the same time, we will adjust the teaching strategy according to the needs of the teaching objectives and the actual situation of the students. For example, we can design some questions about "how to understand the definition of education", "what role teachers play in society" and "what characteristics are there in teachers' educational and teaching work" to stimulate students' new thinking about the deep meaning of education. In this way, students can change their perception of education from intuitive to rational.

3.2.3 Participatory Learning

The BOPPPS learning approach emphasizes participatory education, which requires teachers to fully utilize various information technology tools and online educational resources to promote students' interactive learning process. This method aims to stimulate students' enthusiasm for learning and enable them to deeply engage with teaching activities, thus achieving better expected learning outcomes and completing the tasks of classroom education. In addition, this section is also the main link in implementing curriculum ideological and political education, integrating ideological and political elements into knowledge points through lectures to carry out curriculum ideological and political education. For example, when teaching the course named "Principles of Educational Teaching," teachers should guide students to understand China's educational development process and the efforts of specific historical stages, so that they can not only master professional theories but also have a better understanding of China's educational progress, which will inspire their national pride, enhance their sense of respect and responsibility towards society, and actively engage in the study of "Principles of Educational Teaching." Integrating ideological and political elements into the teaching process of "Principles of Educational Teaching" can effectively combine the two teaching contents, maximize the use of various disciplines' professional expertise, and build an efficient collaborative teaching system.

3.2.4 Post-test

At the end of the course, we should abandon relying solely on written evaluation methods and adopt a diversified scoring strategy to better understand the educational values of professional knowledge contained in the public education courses. This will help clarify students' core roles as learners and incorporate their practical experiences into the final consideration. At the same time, we should set relevant problem-solving and test questions based on the final results to test and evaluate students' learning status, track their situation in real time, and confirm whether they can achieve expected teaching outcomes in this class.

3.2.5 Summary

At the end of the class, students summarize the teaching content and key points of the class. Teachers use simple and easy-to-remember language or mind maps to build the knowledge system of the course for students, emphasizing the learning objectives of the class and further consolidating the learning outcomes. Through integrating curriculum ideological and political

education into the BOPPPS mixed teaching model, it has changed the teacher-centered curriculum ideological and political design, stimulated students' active participation in classroom learning, restructured the content of the course, implemented the goal of cultivating high-level thinking through ideological and political education, and achieved effective communication between teachers and students.

4 Conclusion

With the rapid advancement of information-based education and its integration into daily educational practices, we have actively embraced a blended teaching model that combines online and offline learning, rooted in the BOPPPS theoretical framework. This model proves beneficial in extending students' learning opportunities beyond traditional boundaries, fostering meaningful interactions between teachers and students within the classroom, refining the specificity of teaching objectives, and enhancing the efficacy of teaching methods. Furthermore, the application of this innovative thinking model in reforming the "Principles of Educational Teaching" course for graduate students has demonstrated its capacity to provide teachers with a clear and comprehensible framework of content knowledge. This framework enables a better grasp of the crucial elements within the textbook and the associated conceptual structures, empowering teachers to develop targeted teaching strategies that yield optimal outcomes.

Moreover, the implementation of BOPPPS methods prompts teachers to think innovatively about utilizing diverse strategies to impart ideological and political values to students, fostering their ability to derive valuable spiritual enrichment from these teachings. By adopting a fresh perspective, this approach effectively enhances students' acquisition of meaningful spiritual nourishment. Additionally, blended teaching design empowers teachers to harness the full potential of information technology, facilitating classroom digital transformation and enabling a more profound communication of ideological and political values within the learning environment.

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About the Author

Ping Fu is a Ph.D., an associate professor, whose research directions include vocational education, measurement, and evaluation.