

# The Application of BOPPPS Teaching Method in the Teacher Education Curriculum

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## Abstract

The teacher education curriculum should guide the future teachers to master the necessary educational knowledge and ability. The teaching reform is the core link of the teacher education curriculum reform. Based on constructivism and communicative approach, the BOPPPS teaching model is a closed-loop teaching process model which emphasizes students' participation and feedback. The BOPPPS teaching model is helpful to realize effective teaching of teacher education courses. The application of the BOPPPS teaching method in the teacher education curriculum is helpful to deepen the theoretical teaching and consolidate the theoretical knowledge of education and teaching.

**Keywords:** the BOPPPS teaching method, the teacher education curriculum, application

## 1. Introduction

### 1.1 Introduce the Problem

The teacher education curriculum should have the practice consciousness and pay attention to the education teaching realistic question, manifests the education teaching practice to the teacher's new request. As a new teaching method, the BOPPPS teaching model pays attention to the students as the main body. It effectively promotes the students to participate in the classroom teaching and enhances the efficiency of study.

The course of educational psychology is one of the compulsory courses in the teacher education. Take the course of educational psychology for example, the teaching design of the course based on the BOPPPS teaching model is helpful to give

full play to the functions of the professional courses of teacher education while realizing effective teaching.

## 2. The Teacher Education Curriculum and the CBL Teaching Method

### 2.1 The Teacher Education Curriculum

The curriculum of teacher education should guide the future teachers to master the necessary educational knowledge and the ability of participate in educational practice. The teaching reform is the core of the curriculum reform of teacher education. The spirit of the curriculum reform of basic education should be carried out in the process of training normal students to improve the ability of new teachers to implement the new curriculum.

The curriculum construction of teacher

education requires the deep integration of general education, professional education and teacher education. The curriculum standards for teacher education mentioned that the teacher education curriculum includes teacher education institutions for the training of kindergarten, primary and secondary school teachers of the public basic courses, subject professional courses and educational courses.

## *2.2 The BOPPPS Teaching Method*

The BOPPPS teaching model originates from the teacher skill training in Canada. It is a new teaching model which is goal-oriented and student-centered. As a kind of closed-loop feedback curriculum design mode which pays attention to teaching interaction and reflection, the BOPPPS teaching model is one of the most effective design modes when teachers carry out teaching design and classroom organization. The BOPPPS teaching model includes six teaching links: Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment and Summary.

At the beginning of the class, the teacher can import by video, animation, stories, questions and hot topics. The introduction method must stress the technique and the method and must be vivid and interesting, can attract the student's attention, causing the student's curiosity and the study interest.

Let students clearly understand the learning objectives of this lesson, so that students can grasp the key points of learning usually by the way of through the board, PPT and other means of presentation.

The purpose of the pre-assessment is to grasp students' training ability, to understand students' interest in the subject and to prepare knowledge. This will allow teachers to adjust the depth and pace of follow-up and make the course more focused. Usually, teachers can use questions and answers, quizzes, group discussions and other ways to find out before class.

Participatory Learning is the core idea of the BOPPPS teaching model, which requires the student-centered teaching idea to be embodied. After explaining the main knowledge points such as concept, key points and difficult points, the students can stimulate their study enthusiasm by means of individual report, group discussion, special topic discussion and case analysis. To Guide students to actively

participate in learning activities to further deepen students' understanding of the content. At the same time, it also strengthens the cultivation of students' expression ability, communication ability and cooperation ability.

The post-assessment is an important link to judge whether the students have reached the expectations. The purpose of this phase is to validate learning outcomes. After class or in the process of teaching, timely evaluation of teaching effect through answering questions, quizzes, doing exercises, operating presentations reports and other ways are used to evaluate the teaching effect. According to the evaluation results, the teaching reform should be reflected and the teaching design should be adjusted in time so as to achieve the teaching goal.

The purpose of the summary is to further deepen students' impression by summing up the knowledge points and clarifying the context of knowledge in this lesson. Different from the traditional teaching model, the BOPPPS teaching model emphasizes the induction and summary of knowledge by the students themselves. In the process of summing up, students should be the main body and teachers play a leading role. Usually, more than one student can make a summary and then the teacher can emphasize the key points or difficult points.

## **3. The Application of BOPPPS Teaching Method in the Teacher Education Curriculum**

As one of the compulsory courses of teacher education, the course of education psychology has many ideological and political resources, adopting the teaching mode of BOPPPS, carefully designing each element according to the teaching goal of each course. The key point in teaching is to carry out participatory teacher-student interaction. Under the requirement of ideological and political reform, the exploration and practice of integrating ideological and political elements into the teaching mode based on the BOPPPS teaching model can form synergy effect with ideological and political course. In the following, take "the theory of learned helplessness and its enlightenment" in the chapter of learning motivation in educational psychology as an example to carry out the teaching design based on the BOPPPS teaching model with ideological and political elements. The teaching objective of "the theory of learned helplessness and its

enlightenment" is to understand the causes of learned helplessness and to grasp the methods preventing and reducing learned helplessness.

### *3.1 Bridge-in*

Before entering the teaching, teachers need to explain the importance of this part of the teaching content and tell the story closely related to the core teaching content to attract students' attention. The introduction method must stress the technique and the method and must be vivid and interesting, which can attract the student's attention and cause the student's curiosity and the study interest. At the same time, the introduction should be as concise as possible. The focus is on the content of this class and the students have knowledge or future problems which may encounter effectively link up.

Is it not absurd, for example, that a small pillar and a thin piece of rope can hold a heavy elephant? But this absurd scene can be seen everywhere in India and Thailand. The mahout tied the elephant to a pole with a rope when the elephant was a baby. No matter how the elephant struggles, it can't break free. Little by little, the elephant stops struggling until it grows into an elephant. Although its power is no longer the same, the elephant is still in the habit of thinking that it could never break the little rope that held him and move the little pillar that held him. This story guides students to have a strong interest in learning and motivation and make students pay attention to the upcoming core teaching content.

### *3.2 Objective*

Teachers briefly explain the objectives of the course, especially the key knowledge and learning value of the course. The teaching goal should include knowledge, skill and accomplishment. The setting of the goal should start from the students' point of view. The goal should be clear (which knowledge points should be mastered), appropriate (related to the class topic), attainable (within the students' ability) and measurable (setting evaluation index).

For example, the goal of this lesson is to master the basics of the theory of helplessness. The skill goal is that the student is able to use the skills related to the acquisition of helplessness theory, learning to reduce or preventing the acquisition of helplessness methods. The quality goal is the student gains the experiences of the introspection and the self-growth in this class,

learning to treat others kindly and facing own life positively the inevitable difficult position.

### *3.3 Pre-Assessment*

After the clear learning goal, pre-assessment is through the question way to carry on the lesson to the student to feel out before. Teachers should accurately grasp the knowledge base of students and the degree of understanding of teaching contents, adjusting teaching ideas according to the needs of teaching objectives and students' conditions.

For example, teachers ask questions. In everyone's study and life, there are often a lot of cruel places. Some things you clearly try very hard, but no harvest. For example, can not do that problem, the examination that can not pass, the figure that can not catch up with, the person that can not retrieve. This is the reality of life. What do you do when life throws you a curve ball?

### *3.4 Participatory Learning*

Participatory Learning is the core element of BOPPPS teaching model. In the teaching of knowledge point, teachers use multimedia and rich network teaching resources to realize the interactive learning of the core contents of the curriculum through teacher-student interaction, so as to help students achieve the set learning goals.

In addition, this part is also the main link to realize the ideological and political work of the curriculum. Through the explanation of knowledge points combined with the ideological and political elements contained therein, ideological and political education is carried out.

### *3.5 Post-Assessment*

In order to accurately grasp the students in the course of learning, teachers can use a variety of evaluation methods before the end of this course.

For example, a test or assessment conducted on a student by means of a question-and-answer test, problem set, etc. By examining the students' learning status, teachers can find out whether the students' learning effect has reached the set teaching goal.

### *3.6 Summary*

At the end of the class, teachers and students sum up difficult points, construct the knowledge system of this course for students, emphasize the learning goal of this course again and further

consolidate the learning result of this course.

For example, students master the basic point of view of the theory of learned helplessness, reduce and prevent the method of learned helplessness. At the same time, teachers guide the students to be full of good will to the people around them, to contribute to society and to practice the essence of moral education.

#### 4. Conclusion

Different from the traditional subject-based teaching method, the application of BOPPPS teaching method in the teacher education curriculum encourages students to think independently and pay attention to the transformation of knowledge into ability and the communication between teachers and students. The application of the BOPPPS teaching method in the teacher education curriculum is helpful to deepen the theoretical teaching and consolidate the theoretical knowledge of education and teaching.

The application of the BOPPPS teaching method exerts an imperceptible influence on students' ideology and behavior. When applying the BOPPPS teaching model to the teaching design, teachers should grasp the connotation of the model from the teaching idea, teaching goal and method and not stick to the fixed form. According to the actual situation, teachers explore the effective teaching mode which suits the student.

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