

Research on the Application of BOPPS Teaching Mode in the Course of Public Policy Analysis

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Abstract: This article takes Rain Classroom as a practical teaching platform and the course of Public Policy Analysis as an example. By introducing the OPPTS teaching mode, it explores the specific application and implementation path of OPPTS teaching mode in the blended online and offline teaching of "Public Policy Analysis" course from four aspects: theoretical knowledge learning dimension, practical skill learning dimension, assessment and testing dimension, and comprehensive evaluation dimension. It continuously improves the quality and effectiveness of course teaching, and also provides teaching reference for the teaching reform of public management courses.

Keywords: BOPPS Teaching Mode; Public Policy Analysis; Teaching; Reform in Teaching Methods.

1. Introduction

On October 30, 2019, the government issued the Implementation Opinions on the Construction of First Class Undergraduate Courses, marking that the construction of first-class courses and the blended teaching mode of online and offline have become the latest requirements for university curriculum construction and an important direction for classroom teaching reform[1]. At the same time, from 2020 to 2022, affected by the COVID-19, the country and schools at all levels have successively put forward the realistic teaching requirements of "non-stop teaching and non-stop learning". Although a variety of online teaching modes, such as live broadcast, MOOC, and micro class, have broken through the geographical restrictions, helped teachers and students use the network platform to carry out teaching activities smoothly, and greatly promoted the informatization development of education and teaching, the differences of online and offline teaching methods[2], the transformation of teaching methods, diverse classroom participation methods, network collective lesson preparation, improving students' classroom participation, satisfaction, and how to achieve the effectiveness of professional curriculum teaching, have also brought more challenges to the majority of teachers, which require university teachers to mix online and offline online teaching methods. Continuous reflection and adjustment in the teaching process[3]. On November 30, 2022, the Ministry of Education issued the "Teacher Digital Literacy" framework, which constructs a teacher digital literacy framework from 5 primary dimensions, 13 secondary dimensions, and 33 tertiary dimensions, emphasizing that teachers should attach importance to the application of information tools in digital awareness, digital technology knowledge and skills, professional development, and other aspects. As for the specific research object of this article, "Public Policy Analysis" is a comprehensive course offered by the School of Economics and Management of our university for various majors. It focuses on public policies in the process of public management, involves numerous disciplinary fields, and has strong social applicability, complexity. It is also one of the two core courses for applying for the construction of the Master of Public Administration (MPA) program. From the perspective of the entire teaching process of this course,

although the teaching team has optimized and reformed the course structure, teaching methods, course evaluation, and other aspects, the relevant reform practices are still limited to specific course objectives and frameworks. Practical teaching, policy simulation, and evaluation are limited by the environment such as site and laboratory construction, and there are some shortcomings. Firstly, under the Rain Classroom teaching platform, the teaching process before, during, and after the course is not subdivided; Secondly, blended learning methods need to be further integrated into the teaching process; Thirdly, the teaching design of theoretical learning, practical skills learning, assessment and testing, comprehensive evaluation and other aspects of course teaching needs to be further modified and improved. Therefore, based on the Rain Classroom teaching platform advocated by the current school, the BOPPS teaching mode is introduced to modularize the teaching process of the Public Policy Analysis course. With teaching effectiveness as the guide, the course teaching objectives are reset, the core content of the course is grasped, the teaching methods are innovated, a teaching evaluation matrix that matches the course and output is constructed, and students' interest and participation in online learning are stimulated. This makes online and offline teaching more efficient, continuously improves the teaching effectiveness of the course, lays a solid foundation for the construction of first-class courses in "Public Policy Analysis", and provides theoretical basis and practical reference for the teaching reform of other professional courses.

2. Research on the Teaching Design of "BOPPS" Teaching Mode in the Course of "Public Policy Analysis"

2.1. Overview of OPPTS Teaching Mode

The BOPPS teaching model is a teacher curriculum design strategy that emphasizes the transformation of teaching concepts, classroom reflection, and teacher-student classroom interaction to improve the quality of classroom teaching[4]. This teaching model first originated at the University of Vancouver in Canada. Due to its significant classroom teaching effectiveness, it has received widespread attention and praise from university teachers and has been

introduced into the classroom teaching process of many universities[5]. This model divides classroom teaching into six coherent teaching stages, namely "Bridge in Objectives/Outcomes Pre-assessment Participatory learning Post assessment Summary" (as shown in Table 1). This teaching model emphasizes the transformation of teaching philosophy, with each teaching stage centered around achieving students' learning goals, shifting the central position of the classroom from the teacher to the students. In each stage of classroom teaching[6], the time for students to simply listen to lectures is minimized to the greatest extent possible, and the interaction between students and teachers and students is strengthened, thereby promoting the

achievement of established teaching goals[7]. The BOPPPS teaching model not only helps to stimulate students' initiative in learning and enhance their communication and cooperation abilities, but also provides clear ideas and effective guarantees for teachers' classroom teaching activities[8]. In addition, this teaching model has strong operability and has been widely borrowed and applied. It provides a complete skill training system for new teachers and new teaching ideas and theoretical guidance for experienced old teachers. It can effectively strengthen the interactivity of classroom teaching and help teachers make good use of classroom time to improve teaching efficiency.

Table 1. Teaching Steps of BOPPPS Teaching Mode

Phase	Element	Core mission	Specific Explanation
1	Import	Import New Content	Building a bridge between teaching content and students through effective means, guiding students to pay attention to course content
2	Learning Objectives	Clarify Teaching Objectives	Clarify the knowledge, emotional, and skill goals that students need to achieve, assist in self-evaluation and achieve targeted goals
3	Pre-test	Test Students	Understand students' knowledge foundation, adjust the depth and difficulty of knowledge appropriately, and lay the foundation for subsequent teaching
4	Participatory	Students actively Integrate	Awaken students' demand for active learning, enable students to actively seek knowledge and integrate into the classroom, and guide students to actively learn
5	Post Test	Test course Effectiveness	Understand students' learning outcomes and check if teaching objectives have been achieved
6	Summary	Guide Students to Reflect	Students review the learned content, conduct systematic analysis, integrate knowledge structure, and form overall cognition

2.2. Teaching Design of BOPPPS Teaching Mode in the Course of Public Policy Analysis

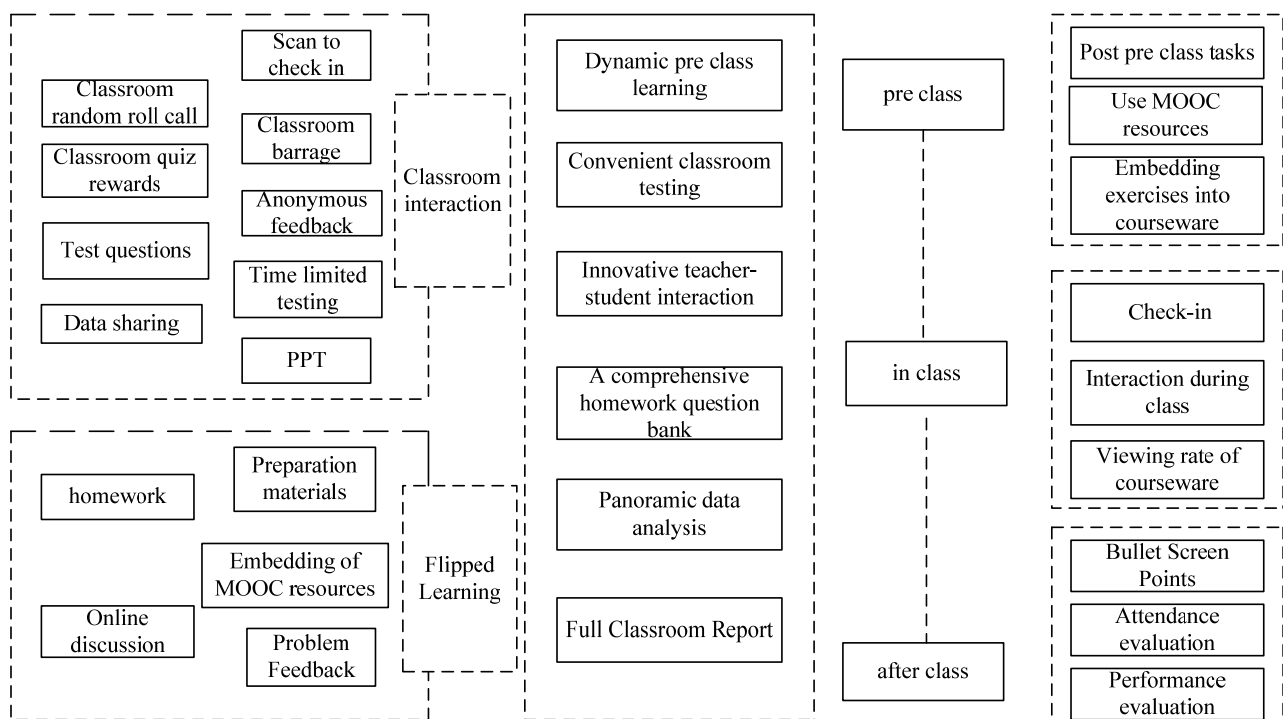


Figure 1. Research on the Application of OPPPS Teaching Mode in the Course of Public Policy Analysis

Based on the characteristics of the BOPPPS teaching model, in the teaching process of the "Public Policy Analysis" course, effective exploration is carried out from the dimensions of theoretical knowledge learning, practical skills learning, assessment and testing, and comprehensive evaluation, which helps to achieve the organic combination of flipped classroom teaching and blended online and offline teaching, effectively promote students' understanding, transformation, and application of course knowledge, and improve the quality and effectiveness of course teaching (as shown in Figure 1).

1.The instructional design of the course in the dimension of theoretical knowledge learning. Based on the Rain Classroom teaching platform, a comprehensive combination of online and offline courses, in class and out of class activities, class and individual teaching, classroom teaching and virtual learning environment, paper textbook reading and interactive electronic courseware learning is achieved through pre class task preheating, classroom learning internalization, in class consolidation and improvement, post class question solving reinforcement, and extracurricular interactive expansion, to enhance students' interest and participation in course learning.

2.The teaching design of the course in the dimension of practical skills learning. Based on the Rain Classroom platform and referring to the "OPPPS" teaching model, we will promote flipped learning in course teaching, moving theoretical foundations and operational standards closely related to practical skills learning to the pre-class stage. This will achieve a step-by-step rise in pre-class task flipping, classroom task implementation, in class achievement testing, post class improvement and reinforcement, and extracurricular simulation training for professional knowledge learning, promoting students' transformation from knowledge-based students to ability oriented employees.

3.The third aspect is the teaching design of the course in terms of assessment and testing dimensions. According to this course, there are problems with traditional paper-based exams such as delayed feedback, inability to timely track error rates, lack of targeted big data, and difficulty in achieving personalized guidance. Based on the Rain Classroom platform, while retaining the traditional offline testing process, self inspection and error correction as well as on-site online re assessment will be added. The statistical function of big data will be used to provide timely feedback on assessment results, and more targeted feedback will be given based on the accuracy of answering questions. Personalized guidance will be provided, and the assessment process will be continuously improved through pre exam guidance, offline traditional assessment, self inspection and error correction assessment, online assessment, and online full score assessment. This will help teachers grasp the quality of course teaching and the richness of course assessment content throughout the entire process.

4.Teaching design of the course in the dimension of comprehensive evaluation. Bench marking against the construction standards of first-class curriculum in schools, actively abandoning the traditional evaluation method of one exam determines lifelong, and based on the Rain Classroom platform, grading is carried out from the aspects of learning platform check-in, answering questions, interaction, etc.; Online and offline course assignments, review of knowledge points, mid-term exams; Skills assessment for group discussions and case analysis; The automatic grading of online learning platforms and the traditional grading of offline

exam papers achieve an organic combination of process evaluation and evaluation of course teaching, reflecting learning outcomes more objectively and truthfully.

3. Analysis of the Implementation Effect of BOPPPS Teaching Mode in the Course of Public Policy Analysis

In order to effectively measure the effectiveness of BOPPPS teaching mode in improving classroom teaching quality, a questionnaire was distributed to students majoring in Business Administration and Economics who offered the course during the teaching process for testing. Understand students' intuitive feelings towards the application of this teaching model in the course of Public Policy Analysis. During the testing process, 107 survey questionnaires were distributed and a total of 107 were collected, with a questionnaire response rate of 100%. In order to ensure the validity and reliability of the questionnaire, this study analyzed the questionnaire data using SPSS27 and found that its Cronbach's alpha coefficient was 0.992, KMO value was 0.918, and P value was less than 0.001, indicating good reliability and validity of the survey questionnaire. The purpose of this survey questionnaire is to explore whether the use of this teaching model has improved students' learning interest, autonomy, learning ability, and learning experience.

1.In terms of learning interests. Based on the survey results, this study found that adopting the BOPPPS teaching model has a positive impact on enhancing students' learning interest in the course of Public Policy Analysis. About 97.81% of students believe that applying this teaching model in course learning can significantly enhance the fun of the classroom and make the course content more vivid and interesting. This model reconstructs the teaching process around teachers, students, and teaching content, forming a closed teaching and learning cycle that helps students gain a sense of learning achievement in various teaching stages, thereby further stimulating their interest in learning the course.

2.In terms of learning autonomy. Due to the pre release of chapter preview content on the Rain Classroom platform, survey data shows that 95.72% of students believe that the BOPPPS teaching mode is conducive to stimulating their learning autonomy, resulting in significant changes in students' pre class preview habits. They actively check the course resources and preview requirements posted by the teacher. For example, students need to familiarize themselves with the specific content of each chapter in advance based on prompts and pre class learning goals, which improves their autonomy in learning. Some classroom test questions enhance students' awareness of post class review. Teachers timely release reminders and homework corrections based on students' online learning status data, integrating pre class preview, classroom participation, and post class feedback, promoting students' autonomy and autonomous learning habits to undergo significant changes.

3.In terms of learning ability. According to survey data, about 94.57% of students believe that compared to traditional teaching methods, the "BOPPPS+split classroom" teaching model has certain advantages in improving self-learning ability, analytical and problem-solving ability, communication ability, and innovative thinking. For example, in the preview stage, this teaching model assists students in clarifying the goals and expected outputs of learning projects,

ensuring that the learning process has a clear direction; In class, teachers use real cases to carry out teaching activities, allowing students to deeply participate in analyzing practical problems; After class, students need to participate in group discussions and report on their achievements, creating rich opportunities for communication and interaction. Students can not only exercise their oral expression skills, but also learn to listen to others' opinions and understand their viewpoints, which helps encourage students to think from multiple perspectives and levels, propose innovative solutions, and achieve comprehensive improvement in communication skills.

4. Conclusion

In the context of public governance reform in the new era, the course of public policy analysis must keep pace with the times and adopt effective teaching tools and models to improve teaching quality. This article takes the course of Public Policy Analysis as an example, based on the Rain Classroom teaching platform, and improves the teaching quality of the course by introducing the "OPPPS" teaching mode. This study demonstrates that the BOPPPS teaching model can effectively improve the teaching quality of the Public Policy Analysis course through six stages: scientific design introduction, objectives, pre-test, participatory learning, post test, and summary. It also significantly enhances students' participation, policy analysis ability, and satisfaction in course learning, effectively promotes students' understanding, transformation, and application of course knowledge, and improves the quality and effectiveness of course teaching. It is worth noting that this article only analyzed the effectiveness of the BOPPPS teaching model in the "Public Policy Analysis" course through practical teaching tests. Due to the inconsistent sample size of student course selection each semester, it is necessary to expand the sample size and conduct multiple rounds of action research in subsequent studies to further test the universality and stability of the "BOPPPS" teaching model in course teaching.

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