The Application of BOPPPS Teaching Model in the Course of "Introduction to Social Work"

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Abstract: BOPPPS teaching mode is a kind of teaching method that adopts micro-teaching method and modularization of course content, so that teachers can train students with high intensity in a short time. The course "Introduction to Social Work" involves a large number of theoretical concepts and methods of social work. In the teaching process, special attention is often paid to teaching methods to achieve good teaching results. This paper discusses the possibility of "Introduction to Social Work" course practice under the teaching mode of BOPPPS in order to provide a good teaching effect.

Keywords: BOPPPS teaching model; Teaching method; Introduction to social work

"Introduction to Social Work", as the core introductory course for social work majors, provides students with a comprehensive understanding of the basic concepts, values and theories of the profession. The course consists of four main modules: Basic values and theories of social work, Basic methods of Social work, social work practice, and social work project design. By studying these contents, students can master the basic knowledge and skills required for the social work profession and lay a solid foundation for their future career. Therefore, "Introduction to Social Work" is a crucial course. In order to help others and help themselves in a complex environment, social work learners must have a complete basic knowledge of social work theory and practice. This course involves a large number of social work values and theoretical concepts, methods, in the teaching process often pay special attention to teaching methods to achieve good teaching results. At present, the teaching practice of "Introduction to social work" mainly uses experiential teaching method, role playing, "anchoring" teaching method, online and offline mixed teaching mode, diversified open teaching mode, course case teaching method and so on. These teaching methods produce different teaching effects in the course teaching practice of "Introduction to social work".

For example, the experiential teaching method emphasizes that students should be fully respected in teaching, pay attention to the initiative of learning, tap the potential of students, promote the communication and interaction between teachers and students, pay attention to how to build an interactive teacher-student relationship, and establish the teaching purpose of knowing and integrating. Forming a comprehensive and coherent knowledge system is a teaching method that advocates participation. [1] Another scholar Zhang Junxiu implemented the online and offline mixed teaching method in "Introduction to Social Work", dividing teaching into three parts: before class, during class and after class, focusing on student participation, developing two-way interaction, constructing a system combining theory and practice, and setting scientific evaluation standards. This method has reference value for teaching reform and improving the teaching effect of social work.[2] In "Introduction to Social Work", scholar Jin Yue adopted a diversified and open teaching model, emphasizing a diversified teaching structure led by teachers, supplemented by students and social organizations. This model is open in time and space dimension, making up for the shortage of traditional teaching and building a new teaching model.

In the above teaching methods, it has good teaching effect on cultivating and improving students' practical operation ability and students' participation in class. However, in the actual operation process, whether the classroom designed by teachers conforms to the students' subjectivity and how to mobilize the students' participation in the classroom remains to be discussed. Combining the characteristics and objectives of "Introduction to Social Work" course, the author chooses BOPPPS teaching mode to discuss the application of this teaching method in "Introduction to Social Work" course.

1. Connotation and characteristics of BOPPPS teaching mode

BOPPPS teaching model, as the theoretical basis of ISW, Canada's teacher skills training system, is highly respected. It emphasizes learner-centered teaching concept and carries on structural reform to the traditional classroom teaching process. It consists of six key stages, ensuring the effective delivery of teaching content and the deep involvement of students.

The introductory phase (B, Bridge-in) is the introductory part of teaching, and its goal is to stimulate students' interest and lead them into the topic. Teachers often use engaging ways, such as stories, cases, or questions, to attract students' attention.

The clear stage (O, Learning Objective) requires teachers to clearly articulate students' learning objectives. This helps students understand the direction and expected outcomes of the course, thereby helping them better focus on learning.

The pretest stage (P, Pretest) is an opportunity for teachers to understand students' knowledge reserves and prior knowledge. Through brief tests or questioning, teachers can adjust the depth and breadth of teaching content to meet the actual needs of students.

Participatory Learning (P) is the core concept of BOPPPS model. In this stage, students are actively involved in the learning process through group discussions, case studies or hands-on operations, while teachers act as facilitators and facilitators.

Post-assessment is a test of students' learning outcomes. Through testing, feedback or assessment, the teacher can understand the student's learning status and adjust the subsequent teaching strategy accordingly.

The Summary phase (S, Summary) is a review and summary of the course. The teacher will outline the main points of the lesson, emphasize the learning objectives, and lead students to reflect on the learning process. This phase helps to consolidate students' learning outcomes and prepares them for the next round of teaching.

To sum up, the connotation and characteristics of BOPPPS teaching mode are embodied in its student-centered teaching concept, specific and measurable learning objectives and participative learning strategies. This model is helpful to improve students' learning effect and cultivate their ability to think independently and create new thinking, which provides useful reference and inspiration for modern education reform.

2. Course design of "Introduction to Social Work" under BOPPPS teaching mode

According to the talent training program of social work major of Sanya University, the course "Introduction to Social Work" is designed as a basic subject course for freshmen. The course covers a total of 45 credit hours in one year, covering five thematic chapters, including what is social work, the value system and theory of social work, the methods of social work, the practice of social work, and the development of social work, and is scheduled to be completed in 15 teaching weeks. Considering that students need to master a large number of social work theories and methods in one academic year, this is undoubtedly a certain challenge. The BOPPPS teaching model emphasizes student-centered teaching and pays attention to students' knowledge acquisition and participation in the classroom. This model emphasizes teaching interaction and timely feedback, which helps to improve students' learning results. The following is the course design diagram of "Introduction to Social Work" under the BOPPPS teaching mode:
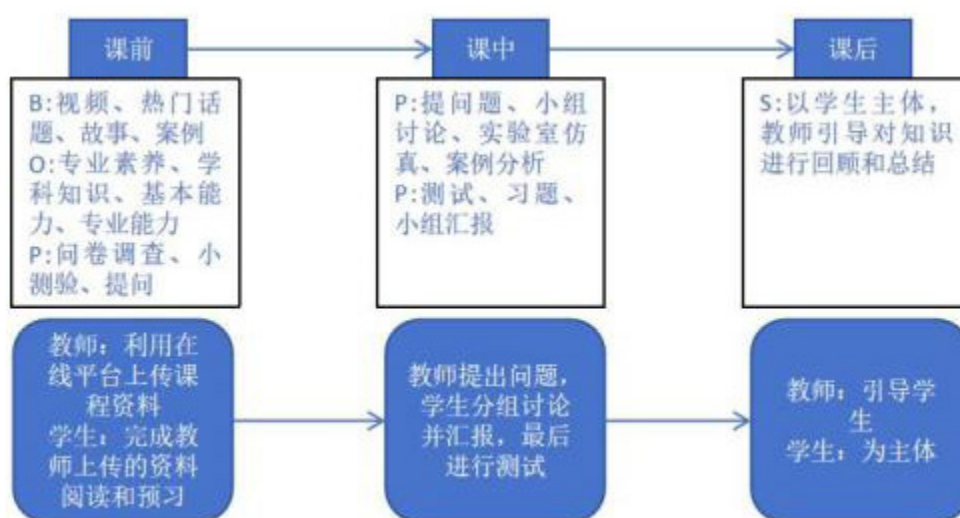
2.1 Pre-class preparation stage (B/0/P)

Pre-class mainly involves the introduction of the early stage, the setting of goals, and the investigation of students before class. The main purpose of this process is to stimulate students' interest in learning, guide students to understand the learning methods of this chapter, and let students understand the main learning objectives of the course and have a further understanding of the student's

knowledge reserve. Take "The Value of Social Work" in this course for example. The presentation of the value course involves a dilemma, how to understand the professional value ethics of social work? How to make judgments in value, these are need to be prepared before class.

2.2 Middle class stage (P/P)

This process is mainly participatory learning and post-test stage. In the class, the teacher raises questions, the students discuss in groups, and then conduct operational learning in the laboratory. The teacher analyzes the important and difficult contents through case analysis, followed by the group report of the students.

2.3 Later stage of class (S)

The goal of summary is to further consolidate students' memory by summarizing the knowledge points of this class and clarifying the knowledge context. Different from the traditional teaching mode, BOPPPS model emphasizes more on students' independent knowledge induction. In this process, students should be the main body, and teachers should play a leading role. Usually, several students can be arranged to summarize and supplement in turn, and then the teacher will emphasize the key points and difficulties.

3. Peroration

The BOPPPS teaching model provides a clear structure for the classroom teaching of "Introduction to Social Work" and ensures that the teaching content is coherent and effective. This teaching model divides the classroom into six stages, ensuring that the respective roles of teachers and students are clear. Each teaching unit can adopt this model alone or be divided according to knowledge points. Combining case teaching and group discussion, BOPPPS teaching model can attract students' attention, stimulate their enthusiasm for participation, and ensure students' main body status. In this way, students can not only understand the knowledge itself, but also deeply explore the reasons and significance behind it, so as to have a more comprehensive understanding of the society and have the quality of social work talents needed by the country in the new era.

References:

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