

# ISW Training of BOPPPS Teaching Model for College Teachers in Canada and its Application in China

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**ABSTRACT.** *Novice teachers in colleges and universities have degrees and professional knowledge, but lack of experience in teaching practice, and they have the challenge to teach effectively. BOPPPS teaching model includes six modules: bridge, objective, pre-test, participatory learning, post-assessment and summary, which can help this group of teachers to provide in improving effective teaching. In Canada, ISW applies BOPPPS to train teachers' teaching skills and it is effective, we can apply the similar training for the teachers in China by using BOPPPS as a part of pre-job training .*

**KEYWORDS:** *BOPPPS teaching model, ISW, college teachers, teaching skills*

## 1. Introduction

The current situation of professional development of teachers in colleges and universities in China is not optimistic. A survey of 5,954 teachers in 477 colleges and universities across the country showed that most of the young teachers under the age of 45 in our country's colleges and universities have graduated from non-normal colleges, although they have a strong scientific research capacity and a higher level of scientific research, but lack of professional teaching basic theoretical knowledge and practical training, education and teaching ability is worried, in the meantime, more than 95% of people have higher evaluation of their teaching ability than the actual satisfaction of students [1]. The young teachers are the essential instructors compared with the professors who put much efforts on the scientific research.

On January 20, 2018, the Central Committee of the Communist Party of China and the State Council issued the *The Opinions on Deepening the Reform of the Construction of Teachers in the New Era* clearly state that "Improve the quality of teachers in colleges and universities comprehensively and build a high-quality and build a high-quality and innovative team of teachers, focusing on the newly-recruited and young teachers, training the teachers to be mainsteam teachers "[2].

The earlier the young teachers being provided with professional teaching training, the better for themselves as well as their students.

## 2. Methodology

### 2.1 Basic Content of BOPPPS

The original source of experiential learning can be traced back to American pragmatist philosopher and educator Dewey. Dewey mentioned the philosophy of empirical education in his masterpiece *Democracy and Education*[3]. BOPPPS is one of many lesson planning models instructors can use to organize classes, sessions, and workshops. BOPPPS is an acronym representing the various components of an active learning lesson plan: bridge-in, objective(s) (or outcome(s)), pre-assessment, participatory learning, post-assessment, and summary.

### 2.2 BOPPPS Teaching Model

In order to present a complete and successful (mini-) lesson, the presenter should address the above-mentioned 6 elements. These elements should be included in the overall lesson plan, regardless of the length of the lesson. Bridge is an introduction to the content to be covered. This is often something the learners can relate to, or something dramatic or funny. Objective or Outline is for sharing with the learners what is to be covered or what they are to have learned by the end. Pre-Assessment helps determine what students know about the topic. Participatory Learning is the process of teaching the topic in a way that involves active Learning and student participation. Post-Assessment is to assess if the students have learnt something about the topic. Summary is used to conclude the lesson by summarizing what was taught and potentially foreshadow the next lesson.

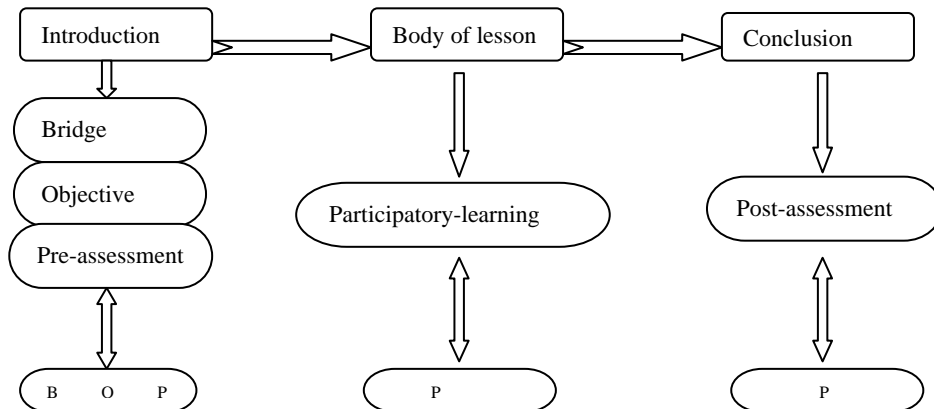


Figure 1. Flow chart of BOPPPS teaching model

### **3. Application**

#### ***3.1 BOPPPS Application in ISW Training for the Teachers in Canada***

BOPPPS teaching model was originally applied for teacher skills in Canada. Instruction Skill Workshops (ISW) is created primarily for teacher skills training. This teaching model is known for effective teaching design, to build constructivism and communicative law are the main theoretical basis, emphasizing student participation and feedback on the closed-loop teaching process model [5]. The author has taken part in the ISW training at Brock University in Canada. The ISW training has divided in 3 stages, which are for instructors, facilitators and evaluators. The first stage of training for instructors' main purpose is to give opportunities to TAs or instructors to practice their teaching BOPPPS model and improve their experiential teaching skills. The CPI of Brock organizes the ISW and the trainers are split into teams of 4-5 team members, guiding and leading by one facilitator. During the 3-Day workshop, every team member presents their mini-lecture everyday with selected topics from all walks of life instead of their own major, and feedbacks from peers and facilitator orally or in written form. Therefore, you can adjust your teaching plan based on the specific and constructional suggestions from others. It is a very effective and collaborate learning experience for the young teachers. After fulfilling all the tasks, not only preparing and sharing your own mini-lectures, but also the discussions and feedbacks on others', you are credited with a certificate. Then, you could pursue the next stage of ISW, while the first stage which focuses on BOPPPS teaching model is the foundation and prerequisite for the ongoing training.

#### ***3.2 BOPPPS Application for the Teachers in China***

According to the Country Ministry of Education related training system requirements, over the years young teachers in colleges and universities. Pre-job training mainly focuses on teaching professional ethics and higher education theory of education psychology and educational regulations, supplemented by. A small number of lectures or reports, the basic training method is indoctrination, centralized teaching, lack of practical training in teaching skills training [6].

BOPPPS teaching model supplements the novice Chinese college teachers' experience. It is used widely and not confined by the discipline, for example, most colleges employ teachers of different subjects and they are trained together, for the sake of different knowledge background, it seems not realistic to present simulated lectures and provide meaningful evaluations. However, BOPPPS is generally applied to all topics and teachers select whatever they like and the aim is to practice the teaching method and the whole process instead of irrigating the knowledge to others. The training is learner-centered and the trainee is a presenter, an observer and an evaluator, by taking the different roles, it is helpful for their transition from experienced students to a qualified teacher. As most of the participants are the novice and young teachers, it is a suitable atmosphere for them to show without

unnecessary pressures instead of under the evaluations from their future leaders' observations. They are free to make mistakes, for example, it is a difficult task for novice teachers manage time properly, they do prepare the lesson content and lesson plan in detail, it is still a big challenge to present in front of the students without experiences. Then, teachers frustrated and adjust the pace to keep up the schedule. By presenting the mini-lecture during the training, the teachers learn how to modify themselves while lecturing because the facilitator shows your time limit as required. Learning by doing is efficient and trainees internalize their teaching skills.

#### **4. Conclusion**

As a hot teaching model, BOPPPS has been widely used in various courses worldwide. With the training to the teachers, help of teaching plan, instruction experience and learn from peers, instructors gain real teaching experience. With the training experiences, the novice teachers are confident when presenting their first lectures and better serve for students learning.

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