

Teaching Design of Yoga Courses in Higher Vocational Colleges Based on BOPPPS Effective Teaching Mode

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Abstract: *The BOPPPS teaching model originated from teacher skills training in Canada, and is a teaching model oriented towards teaching objectives and centered on students. Starting from design ideas, teaching objectives, teaching content, teaching strategies, and teaching evaluation, this article constructs a "three stage six step" teaching model that integrates "B-O-P-P-S" effective teaching, advancing step by step and deepening layer by layer, in order to effectively improve students' yoga instructor posture skills and teaching ability.*

Keywords: *BOPPPS teaching mode, yoga, professional courses, teaching design*

1. Introduction

"Yoga" is an expanded course for social sports majors in our school, focusing on practice, with a total of 36 class hours. Yoga coaches, as one of the employment positions, require high postural skills, strong teaching guidance, and teaching ability. This course is based on the "B-O-P-P-S" teaching mode, centering on the theme of "How Yoga Coaches Serve Member Classes Well", relying on the assessment outline of Yoga Coaches' Professional Qualification Certificate, and taking the cultivation of yoga instructors' teaching skills and professional qualities as the main line, with the help of the Learning Communication Platform and UMU Interactive APP, and using methods such as task driven, role playing, and project training to implement a "three stage, six step" hybrid teaching. Through basic theories of yoga coaches, asana techniques and teaching guidance, yoga membership class arrangement and practical exercises, the aim is to cultivate students' mastery of basic knowledge of yoga sports and yoga coaches, improve the technical level of yoga coaches' asana techniques, enhance professional qualities such as serving the people, being conscientious and responsible, improve teaching guidance, course arrangement, and teaching practice, and lay the foundation for and provide assistance in obtaining yoga coach grade certificates.

2. "B-O-P-P-S" teaching mode

Teaching mode is a relatively stable framework and program of teaching activities established under the guidance of certain teaching ideas or theories. It has the characteristics of stability, directivity, integrity, operability, and so on. "The BOPPPS teaching model is a teacher skills training method created by the Instructional Skills Workshop ISW (Instructional Skills Workshop) in British Columbia, Canada, in the 1970s. It aims to improve teachers' teaching skills and teaching effectiveness through centralized and intensive training, mainly using teaching practices during the training process [1]." This teaching model includes: Bridge in, Objective Pre assessment, Participatory Learning, Post Assessment, and Summary. Teachers stimulate students' interest through the introduction process and guide them to focus on the upcoming learning. Define learning objectives and aim for them. Then conduct tests in various ways to understand students' knowledge reserves and ability levels, so as to facilitate teachers to appropriately adjust teaching strategies and progress. In participatory learning, with students as the main body, teachers adopt reasonable teaching strategies to fully mobilize students' initiative, promote teacher-student interaction, student-student interaction, and participate in learning together, effectively achieving teaching objectives. The post test is used to test students' learning effectiveness and achievement of teaching objectives. The method of the post test should be targeted, and "different testing methods should be adopted based on the different content and nature of the course [2]." Finally, the existing problems should be summarized and sorted out for reflection, knowledge points

summarized for consolidation, and after-school tasks assigned for expansion.

3. Overall design of yoga curriculum teaching in vocational colleges

3.1 Design ideas for teaching yoga courses in vocational colleges

The teaching design is guided by the spirit of the document "National Vocational Education Reform and Implementation Plan", based on the teaching standards for social sports majors in higher vocational schools, supported by the assessment outline for yoga instructor professional qualification certificates, and centered on cultivating the skills and professional qualities of yoga instructor membership courses. It aims to embed ideological and political education in the classroom and achieve "cultivating morality and cultivating talents". Teaching implementation adheres to a student centered approach, selecting teaching content based on professional talent training programs and curriculum standards; determine the three-dimensional teaching objectives based on the analysis of the learning situation and the requirements of post abilities; design teaching evaluation based on yoga certificate assessment standards. Optimize the teaching process and adopt the "B-O-P-P-P-S" teaching mode for task driven teaching. Before and after class, use the learning connect platform to discuss, test, and collaborate on PBL projects. In class, methods such as task driven, case analysis, role playing, project training, and achievement presentation are used to organize classroom teaching to analyze styles and break through the teaching focus; at the same time, the UMU interactive platform is used for password detection to assist in solving teaching difficulties, improve learning effectiveness, improve professional skills, and cultivate professional literacy.

3.2 Design of teaching objectives for yoga courses in vocational colleges

This course is aimed at first-year students majoring in social sports who have a weak theoretical foundation, good physical fitness, and certain sports skills and teaching demonstration and guidance abilities [3]. They can bear hardships and stand hard work, have active thinking, but lack self-control; Full of interest in new things, and good at using information based teaching resources. As one of the employment positions of social sports majors, yoga coaches need to have a solid foundation in yoga theory, a high level of yoga skills, strong curriculum layout and teaching skills, and good manners and language expression skills. Therefore, based on the ability requirements of the yoga instructor position and the actual situation of students, the teaching objectives of this unit are determined as follows:

(1) Knowledge objectives: It requires teachers to master the techniques, effects, taboos, and commands of the forward bending, backward bending, and lateral bending balance series of postures.

(2) Competency objectives: It requires teachers to be skilled in practicing forward, backward, and lateral bending balance series postures, correctly guide "member" exercises, and be able to perform variant and combination exercises based on the characteristics of the postures.

(3) Quality objectives: It requires teachers to establish a sense of responsibility to care for the health of the people and improve their physique, as well as a sense of dedication and public service to take the initiative in the face of the epidemic; Cultivate a spirit of dedication, diligence, and refinement; Learn humility, openness, tolerance, courage, and perseverance; Achieve self-control, understanding, trust, and self-confidence, and cultivate the spiritual qualities of conscientiousness, responsibility, unity and cooperation, and the courage to innovate.

3.3 Design of teaching content for yoga courses in vocational colleges

Select teaching content based on professional talent training programs and curriculum standards; Connect the competency and certificate assessment content of yoga coaches, and modularize the teaching content into basic theories of yoga coaches, asana techniques and teaching guidance, and member class arrangement and practice [4]. Based on people's health needs, yoga coaches are subdivided into 16 sub tasks according to their job competency requirements and job content, including how to improve physical vitality, how to improve arched back and contraction, how to improve chest and shoulder buckles, how to adjust scoliosis, how to relieve shoulder and neck pressure, and how to cultivate willpower [5]. And integrate ideological and political factors such as moral cultivation, ideals and beliefs, labor education, and spiritual quality into the teaching content and the entire process of the classroom.

3.4 Design of teaching strategies for yoga courses in vocational colleges

Based on students' knowledge reserves, ability levels, and cognitive characteristics, this course is driven by typical work tasks and adopts a three-stage, six-step teaching method. The three stages are pre class, during class, and after class, and the six steps are the six steps of "BOPPPS" effective teaching: Bridge in, Objective, Pre assessment, Participatory Learning, Post Assessment, and Summary. Improve the accuracy of students' asana exercises with the help of motion analysis, and detect password guidance skills through AI intelligent analysis on the UMU platform; Through role playing, group exercises, cooperative exploration, and other methods, fully mobilize students' participation, effectively highlight teaching priorities, and resolve teaching difficulties. At the same time, we use the learning connect platform for self-learning and improvement, combining online and offline, multi-dimensional interaction, stimulating learning autonomy, improving self-control, and achieving the integration of teaching and practice [6].

3.5 Design of teaching methods for yoga courses in vocational colleges

Adopt student centered teaching methods such as role playing, discussion, practice, task driven, etc.

(1) Task driven method: This method is used in participatory learning, enabling students to master yoga skills and password guidance methods by completing tasks such as how to improve physical vitality.

(2) Discussion method: This method is used in lead-in, pretest, or participatory learning sessions to mobilize learning initiative, guide thinking, explore new knowledge, and cultivate students' ability to collaborate, analyze, and solve problems.

(3) Practice Method: This method is used in participatory learning sessions to practice yoga asanas and strengthen the essentials of asanas.

(4) Role playing method: This method is used in participatory learning, where password guidance and posture correction are performed through the roles of "coach" and "member" to improve their teaching guidance ability and cultivate a professional spirit of conscientiousness, responsibility, patient service, and excellence.

(5) Achievement presentation: This method is used in the post test phase to consolidate knowledge, expand thinking, stimulate creativity, and improve self-confidence through posture guidance, composition, and presentation of posture combinations.

3.6 Design of teaching evaluation for Yoga majors in higher vocational colleges

Table 1: Design of teaching evaluation for yoga courses

Evaluation composition	Evaluation content	Evaluation subject	Evaluation criterion
Before class (20%)	Topic discussion (5%)	Learning communication	System evaluation
	Pre class test (5%)	Learning communication	System evaluation
	Resource learning (10%)	Learning communication	System evaluation
In class (50%)	Attendance (10%)	Learning communication	System evaluation
	Classroom activities (40%): interaction, discussion, password exercises, exercise videos, etc	Students, corporate coaches, school teachers, UMU platform, learning communication	System evaluation, based on the assessment criteria for yoga instructor certificates
After class (30%)	Chapter test/Yoga figure filling (10%)	Learning communication	System evaluation
	PBL project (10%)	Learning communication	System evaluation
	Association practice (10%)	Self-evaluation and mutual evaluation	Member experience, self-perception

The course assessment focuses on ability development and quality improvement. Evaluation indicators are designed with reference to the assessment standards for yoga instructor grade certificates, and a "multiple, multidimensional, and diverse" evaluation method is adopted to achieve a combination of process and results assessment [7]. The first is the diversification of evaluation subjects, including students, teachers, corporate coaches, UMU platform, and learning communication platform. The second is the diversification of evaluation dimensions, including the completion of posture techniques, combination creation, password practice, teaching interaction, and other aspects of evaluation. The

third is the diversification of evaluation methods, combining online evaluation with offline comment. This is used to "diagnose" students' learning effectiveness, guide students to identify gaps, adjust themselves, stimulate competitive awareness, and encourage common progress, as is shown in Table 1.

4. "Three stages and six steps" teaching process based on the "BOPPPS" teaching mode

Divide teaching into three stages: "pre class, during class, and after class." Students have corresponding tasks in each stage. In combination with the six steps of "B-O-P-P-P-S" effective teaching in asana learning, participatory learning is divided into three progressive stages: "explanation and demonstration", "practice and error correction", and "password practice", forming a new implementation process of "three stages and six steps teaching".

The pre class learning platform is used to discuss, test, and prepare for learning, to contact key and difficult points, and to develop the habit of autonomous learning.

"B-O-P-P-P-S" effective teaching is used to guide students around typical work tasks of yoga coaches. Step 1: Introduce the course through cases, discussions, and questions to stimulate students' interest and guide them to focus on the content they will learn. Step 2 Objectives: Show the analytic figure of posture or teaching objectives, so that students can clarify their learning direction and have a clear goal. Step 3: Pre test: Use movement testing, posture review, and other methods to understand knowledge reserves and physical conditions, in order to adjust exercise methods, practice methods, and project training content. Step 4: Participatory learning: Progressive task driven learning through "explanation and demonstration", "practice error correction", and "password correction practice". Use DARTFISH sports video analysis software, combined with online self-learning, offline group cooperation, and assisted practice to gradually learn asana techniques to address teaching priorities; Use UMU tests, combined with UMU intelligent analysis, to accurately grasp the learning situation, implement hierarchical teaching, combined with role playing, and repeatedly practice for different members to break through teaching difficulties. The fifth step is a post test, which tests learning effectiveness and goal achievement through project training, achievement demonstration, and other methods to cultivate students' innovative thinking and collaborative spirit. The sixth step is to summarize and help students clarify their knowledge points, clarify their shortcomings, and stimulate autonomous learning.

After class, the learning connect platform completes the yoga minifig filling, chapter testing, and PBL projects. It cooperates with partners to practice member classes for expansion and improvement, and learns to be self-control and form independent learning habits [8].

5. Expected teaching effect

(1) The teaching content matches the examination content and can assist in obtaining vocational qualification certificates. The teaching content of this course is connected to the posture method assessment point in the assessment content of yoga instructor professional qualification certificate, achieving a seamless connection between the teaching content and work content, professional ability and post ability, laying a foundation for students to obtain yoga professional qualification certificate.

(2) The application of the three stage six step teaching method can gradually improve the level of yoga asana and teaching guidance ability. Contact key and difficult points through pre learning before class, solve key and difficult points through guidance during class, and improve professional abilities through expansion after class. In the teaching process, through the six steps of $B \rightarrow O \rightarrow P \rightarrow P \rightarrow P \rightarrow S$, step by step and step by step, yoga coaches can gradually improve their postural techniques and cultivate their professional qualities. Students can engage in collaborative learning in the process of task driven, role playing, and achievement presentation. Combined with UMU interactive evaluation, it can effectively stimulate learning interest, enable students to better master the techniques of asanas, exercise teaching guidance skills, and effectively achieve teaching goals.

(3) In combination with people's health needs, ideological and political factors such as serving the people, mutual assistance and cooperation are rooted in the entire process of the classroom, organically unifying knowledge transfer, skill development, and value guidance, and constructing a comprehensive, all-process, and all-round education pattern that can effectively implement "cultivating morality and cultivating people".

6. Conclusion

Course selection of yoga "The reason for the BOPPPS teaching model is that it inspires students' interest through introduction, informs them of clear goals and directions, understands the situation through pre testing, conducts participatory teaching activities based on the results of the pre testing, and then uses the post testing to understand the learning effectiveness. Finally, it summarizes the results. The whole process is clear in thinking, from shallow to deep, from outside to inside, and closely connected, providing teachers with a complete, practical, and operable teaching framework". Moreover, its goal oriented teaching process can be advanced step by step, making the yoga teaching organization more organized and reasonable, and achieving teaching objectives more effectively. On the other hand, this course integrates the advantages of the BOPPPS teaching model and flipped classroom, and utilizes information technology such as UMU artificial intelligence analysis to achieve accurate teaching, effectively solve key and difficult teaching issues, achieve integration of teaching and evaluation, highlight the characteristics of the course, and provide reference and reference for the teaching design of similar courses.

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