

Research on the Application of BOPPPS Teaching Mode Based on Cloud Class-Take the Course of " Internet Marketing " as an Example

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Abstract

With the development of Internet technology, teaching and learning based on mobile devices has become an important teaching mode in universities and education has ushered in new missions and new challenges. Teaching reform in the era of intelligent information is an inevitable choice for educational development. This article taking an example of the classroom teaching design of " Internet Marketing " under the cloud class + BOPPPS mode, proposes an online and offline hybrid teaching method.

Keywords

Cloud class; BOPPPS; Teaching design; Internet Marketing.

1. Research Background

In recent years, with the advent of the information age, higher vocational education is facing great changes and challenges. On the one hand, traditional teaching methods can no longer meet the requirements of post-00 students in higher vocational colleges. This generation of students has a strong dependence on mobile phones, computers and other digital products, which has caused the phenomenon of not concentrating on study and playing mobile phones in class. On the other hand, the continuous development and application of various teaching mobile apps, such as Cloud Class, Rain Class, etc. have greatly promoted the improvement of teaching methods and provided an important platform for promoting classroom teaching reforms [1].

2. Introduction to Cloud Class and BOPPPS

2.1. Cloud Class

The cloud class defines a real-time interactive teaching mode based on mobile smart devices, and builds a system in which students can learn independently. Teachers can use the cloud class to push micro-videos, learning manuals and other resources to the student mobile terminal before and after class, so that students can make full use of their spare time to study. Teachers can carry out teaching activities such as cloud teaching materials, sub-group assignments, voting questionnaires, brainstorming, light live discussions, classroom tests, etc., to grasp the learning situation of students and analyze data at any time. At the same time, it can help improve the efficiency of interaction between teachers and students, stimulate students' interest in learning, and can also help teachers develop new teaching models such as flipped classroom.

2.2. BOPPPS

BOPPPS is a closed-loop teaching process model based on constructivism and emphasizing student participation and feedback. The BOPPPS teaching model divides the teaching process into 6 stages: bridge-in, objective, pre-assessment, participatory learning, post-assessment and

Summary. BOPPPS not only realizes student participatory learning, but also extends teaching outside the classroom as well, realizing all-round participation of students [2].

3. Design of BOPPPS Teaching Mode Based on Cloud Class

The BOPPPS teaching model based on cloud classes is guided by teaching goals and aims to mobilize students' learning enthusiasm. Teaching activities run through before, during and after class. The teaching process is based on students' active learning, making communicating between teachers and students in a more efficient way. At the same time, it realizes the effective combination of procedural assessment and periodic assessment. The design of BOPPPS teaching mode based on cloud class is shown in Table 1.

Table 1. BOPPPS Teaching Mode Based on Cloud Class

BOPPPS Teaching Mode Based on Cloud Class	Before class		Teachers release learning resources and students complete pre-class preview
	In Class	Bridge-in	The teacher introduces the content of the course through cases, situations, and questions
		Learning Objectives	Clarify learning goals, and make them specific, measurable, and measurable
		Pre-assessment	Teachers understand students' learning conditions and adjust teaching strategies
		Participatory Learning	Students engage in participatory learning through group learning, brainstorming, and homework tasks
		Post-assessment	Online test; comprehensive evaluation
	Summary	Ask questions, give feedback, and summarize	
After class		Classroom extension; knowledge consolidation	

3.1. Bridge-in

The purpose of introduction is to attract students' attention from the beginning, stimulate their curiosity, and generate a strong desire to learn. At this stage, students can be inspired to think through the introduction of about 3 minutes of cases, short videos, and real problems at the beginning of class. In this process, the "class activity" platform of the cloud class can be used to apply the functions of answering, actively raising hands, and selecting people to promote students to participate in the thinking of imported problems. If the students are more proactive from the beginning, and there are more people who rush to answer or raise their hands, you can set the number of people who rush to answer or raise their hands on the cloud class platform in advance, so as to control the time of the introduction phase. If the students are generally passive and unwilling to answer actively, they can use the "Shake" in the selection function on the cloud platform. This function can randomly shake out multiple students to participate in the answer, so as to promote students to think.

3.2. Learning Objectives

In the process of teaching design, teachers need to clearly convey the learning goals to students, and tell students that the main reason for learning this knowledge is basic, applied, or theoretical. , Teachers should make students realize that learning must have a certain goal, and strive to eliminate the false perception of taking examination as the first goal under the traditional model. In this regard, the teacher can use the messaging platform in the cloud class to publish the learning goals in advance, including the degree to be learned, what to learn, and the actual application situation. In the classroom, we must continue to strengthen the goals and quantify them as energetically as possible.

3.3. Pre-assessment

The teacher first tests the students' mastery of the basic knowledge points through the cloud class to pave the way for the subsequent teaching. Before the pre-test, teachers can pre-publish relevant teaching resources through the cloud class, and understand the students' learning of the materials through the cloud. After the teacher understands the student's learning situation, the teacher can design the pre-test questions by creating "homework/group tasks", "tests" and other activities in the cloud class in advance, and then take a short test in 5-8 minutes, and mark the knowledge points that students are prone to make mistakes, so that they can be emphasized in the classroom.

3.4. Participatory Learning

Through the first three stages, the teacher has determined the teaching content, and the next step is how to improve student participation and interaction rate through effective teaching methods. In classroom teaching, teachers can not only use the functions of "answering", "raising hands", "shaking" and other functions of the cloud class to ask questions to students, in order to understand the level of mastery of students in real time. You can also design some discussion topics, and then students can speak freely on the platform. Secondly, teachers can also create voting activities, and then students can vote, and select the results with higher votes for analysis. In addition, teachers can also create task groups. The group conducts analysis and discussion and then uploads the discussion report and results to the cloud class. Finally, the groups will evaluate each other's learning effects.

3.5. Post-assessment

In the post-test phase, the teacher mainly checks the students' learning situation in this class. Students give feedback on the completion of learning goals and learning effects. Teachers can create test questions, assign "individual/group tasks" in the cloud class, or design some open questions to check students' learning effects. Students can submit online homework through text, pictures, video, audio, etc. At the same time, the teacher can open the Q&A function of the cloud class. Students can ask questions and discuss, and teachers can comment and analyze.

3.6. Summary

After the above several links are over, the teacher needs to summarize the students' learning situation and the completion of the students' learning goals in the classroom. Finally, the teacher can also use the message terminal of the cloud class to publish the learning situation and main points of this class, and at the same time make arrangements for the next class[3].

4. Application of BOPPPS Teaching Mode Based on Cloud Class

4.1. Learning Task

The task of this lesson is to get a preliminary understanding of network marketing.

4.2. Teaching Aims and Demands

4.2.1. Knowledge and Skills Objectives

Students need to master the concept of network marketing, the characteristics of network marketing, the functions of network marketing, and the positions related to network marketing.

4.2.2. Process and Method

Students use a combination of autonomous learning and cooperative learning in the learning process; Students master learning methods by solving learning tasks.

4.2.3. Emotional Attitudes and Values

Cultivate students' autonomous learning ability; Exercise students' expression skills and teamwork skills.

4.3. Important and Difficult Points

4.3.1. Important Points

The concept of network marketing; the functions of network marketing; the characteristics of network marketing.

4.3.2. Difficult Points

Online marketing related positions; Internet Marketing Case.

4.4. Teaching Process

4.4.1. Before Class

The teacher uploads relevant teaching videos, study manuals, PPT, task book and other resources to the cloud class, and issues a notice to remind students to preview the course tasks before class, and require students to complete the preview within the specified time. After receiving the reminder, students use their free time to study independently in the cloud class.

4.4.2. In Class

In the "bridge-in" phase, the teacher introduces Coca-Cola network marketing cases to illustrate the importance and interest of network marketing, so as to quickly attract students to the course content. In the "Learning Objectives" phase, In this lesson, the teacher will send the learning objectives to the students in advance through the cloud class. The learning goal of this lesson is to master the concept of online marketing, the characteristics of online marketing, the functions of online marketing, and the positions related to online marketing. In the "Pre-assessment" phase, The teacher issued a questionnaire in the cloud class. The question is "Which knowledge point do you think is more difficult for you". The available answers are as follows: A, Internet marketing concept B, Internet marketing case C, Internet marketing characteristics D, Internet marketing functions E. Network marketing method F. Jobs related to network marketing. Through the questionnaire, teachers can understand the learning situation of students, and then adjust the teaching strategy and teaching direction. In the "Participatory Learning" phase, the teacher first explains the important and difficult points of this lesson, and then divides the students into 6 groups. Students discuss and study, and finally each group summarizes the core knowledge points of this lesson through a mind map, and submits the mind map to the cloud class. In the "Post-assessment" phase, The teacher issued a total of three brainstorms, one test task and one homework task as shown in Table 2. Then, Students grade assignments. By scoring each other, students' sense of participation can be improved, and their own problems can be further discovered.

Table 2. Post-assessment

brainstormings	Talk about the difference and connection between online marketing and marketing? What are the internet marketing methods you know? What are the functions of internet marketing
assignment	Talk about an online marketing position that you are interested in, and explain its job responsibilities and job requirements
testing	There are 12 quizzes about internet marketing

In the “Post-assessment” phase, the teacher summarizes the important and difficult points of this class, including the concept of online marketing, the characteristics of online marketing, the functions of online marketing, and online marketing related jobs.

4.4.3. After Class

Teachers publish homework in the cloud class to extend classroom learning to extracurricular and achieve the goal of learning. The homework after class is as follows: Refer to the reading material: "The Concept and Relationship Between Products, Operations, and Marketing", and tell your understanding on the following three questions: What is marketing, what is operation, and what is between marketing and operation relation?

5. Conclusion

To sum up, in BOPPPS teaching design, the teaching goal should be the core, based on six links: introduction, teaching goal, pre-test, participatory interaction, feedback evaluation and summary. Teachers should make full use of cloud classes, integrate the activities of each teaching unit with the information platform, and explore new teaching models and teaching methods. In the teaching process, teachers should guide students to participate in depth, emphasize the flexible use of knowledge, highlight students' dominant position, and further enhance students' sense of achievement and satisfaction in learning.

References

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