Classroom Teaching Reform Practice based on BOPPPS Teaching Mode of Chaoxing Xuexitong: Taking the Customs Clearance and Inspection Practice as an Example

Tingting Cui

School of Economics, Guangzhou College of Commerce, Guangzhou 510000, China

Abstract

With the popularization of cell phones, Chaoxing Xuexitong, as an online learning platform, can not only assist classroom teaching and enliven teaching atmosphere, but also assist in consolidating knowledge after class. Taking the course of Customs Clearance and Inspection Practice as an example, this paper tries to introduce the teaching mode of BOPPPS and combine it with the online teaching platform of Chaoxing Xuexitong to carry out classroom teaching reform practice. In this way, it overcomes the shortcomings of the traditional classroom which is constrained by space and time, facilitates students to review their knowledge anytime and anywhere, strengthens the communication between teachers and students, and also improves students' comprehensive mastery of knowledge.

Keywords

BOPPPS; Chaoxing Xuexitong; Teaching Reform Practice.

1. Introduction

Along with the successful application of Internet technology in education, the concept of open education has been recognized by society, and social learning has become the main form of learning. Chaoxing Xuexitong, which is a course learning, knowledge dissemination and management sharing platform based on microservice architecture, is gradually integrated and incorporated into universities, and related teaching applications are increasing day by day. It is accompanied by new teaching design and teaching ideas for the reform of traditional classroom teaching mode.

Customs Clearance and Inspection Practice is a compulsory course for international economics and trade majors, which is a very practical and operational course. It enables the students to master the basic principles of customs clearance and inspection and related procedure, and cultivates the basic professional ability of students to engage in customs clearance service for import and export goods. At the same time, with the background of customs clearance and inspection of imports and exports, this course has the characteristics of policy, technique, law enforcement and is foreign-related. The basic task of this course is to enable students to master the main measures of China's foreign trade control and customs clearance and inspection norms, and to master the customs clearance and inspection procedures, from both theoretical and practical aspects. The classroom usually adopts the teaching method of lecture followed by demonstration and finally practice. That is, the teacher first explains the theoretical knowledge, then conducts operation demonstration, and finally the students practice independently. This way of teaching has some disadvantages. Firstly, the class is boring and it is difficult to attract students' attention. Secondly, it takes too long for the teacher to explain and demonstrate, which makes it difficult for students to consolidate their knowledge quickly. Thirdly, it is difficult for teachers to evaluate the learning process of students and they cannot take into account the individual differences of students. Lastly, there is no communication between

students and teachers, which makes it difficult for students to complete their learning tasks with high quality.

In view of the above problems, this paper actively explores the corresponding teaching reform, tries to introduce the BOPPPS teaching mode. By combining the Chaoxing Xuexitong, it carries out the reform practice of combining online and offline teaching mode, and explores how to use the Internet technology to promote the improvement of the course teaching level, in order to provide some references for the teaching reform of similar courses [1].

1.1. Chaoxing Xuexitong Online Platfor

Chaoxing Xuexitong is a mobile online learning platform built by Chaoxing based on mobile learning to reform traditional classroom teaching. The teaching functions of the platform mainly include the following six modules. The first is to teach by cell phone. Teachers can project the cell phone screen and use the cell phone as the medium to carry out classroom teaching, which greatly improves the flexibility of teaching. The second is the teacher-student interaction. Teachers and students can carry out various forms of interactive communication activities, such as sign-in, selection, quizck response, voting, questionnaire, notification, and live broadcast etc. The third is the group cooperation. Based on the grouping function, students can not only use their cell phones to carry out online brainstorming, but also can carry out various team grouping tasks. The fourth is the statistics of learning condition. That is, teachers can record the whole process of students' learning, including the completion of various learning tasks, the viewing of micro-lesson videos, the participation in classroom discussion activities, the attendance of classes, the completion of homework and tests, etc., so as to realize the process evaluation of students and provide differentiated counseling to students based on the evaluation results. The fifth is the evaluation of students, which can not only enable teachers to evaluate students, but also enable students to evaluate others students and teachers. There are rich and diverse means of student evaluation, such as homework, tests and examinations etc. The sixth is the statistics of grades, including the statistics of online grades and offline grades, which allows students to check the course grades they have achieved at any time, realizing the dynamic management of course grades and effectively stimulating students' enthusiasm for learning. Based on the above-mentioned teacher-student interaction and student-student interaction function modules, teachers can not only create courses and manage student classes on the "Chaoji Xuexitong" platform, but also easily realize student-centered teaching. It not only increases the fun of the classroom and effectively prevents students from playing with their cell phones in class, but also develops students' independent learning ability and enhances their learning effect and classroom teaching efficiency.

1.2. BOPPPS Teaching Model

The BOPPPS model is the main training model used in the ISW program, and was created by Douglas Kerr's team at the Vancouver Island University in 1976. Currently, the introduction and implementation of the BOPPPS model in Chinese classrooms can effectively promote teaching and learning in the classroom, thus realizing the organic integration of teaching theory and teaching practice. This model emphasizes the teaching process, guides students to participate in classroom learning through scientific planning and reasonable design of teaching steps, stimulates students' interest in learning, improves students' participation in the learning process, and gives full play to students' subjective initiative in learning. The BOPPPS model is known for its effective instructional design that focuses on building student engagement and classroom feedback, and modularizes classroom instruction into six sessions based on the characteristics of human attention [2].

An effective and complete classroom session consists of six modules. Each module serves the teaching objectives and emphasizes participatory teacher-student interaction, and is therefore highly adaptable and feasible for different disciplines. The BOPPPS teaching model constructs

a complete teaching process and theoretical framework for the achievement of teaching objectives, forming a closed-loop teaching unit with a complete system, with more emphasis on the effectiveness of teaching objectives and the diversity of teaching methods [3].

Table 1. Meaning of the elements of the BOPPPS model

No.	Name	Main task
1	Bridge-in	Introduce the content of the course to attract students' attention and interest
2	Objective	Clarify the teaching objectives and help students understand what they can do with this knowledge
3	Pre-assessment	Basic tests to prepare for later adjustment of the teaching plan
4	Participatory	Encourage students to participate in class and guide them to learn self-care learning
5	Post-assessment	Test students on important and difficult points to check their grasp of knowledge
6	Summary	Reflect on teaching plans based on students' test feedback

2. Classroom Teaching based on BOPPPS Teaching Mode of ChaoXing Xuexitong

Customs Clearance and Inspection Practice is a compulsory course for international economics and trade majors, which is very practical and feasible. In this paper, 4 classes of International Trade in the School of Economics, with a total of 165 students, are selected as the subjects of this study, and the classroom teaching practice of BOPPPS teaching mode based on the Chaoji Xuexitong is carried out for one semester. Each teaching practice session is divided into three progressive phases: pre-session, in-session, and post-session. The pre-class contains 3 BOPPPS phases: bridge-in, objective and pre-assessment. The mid-class contains 3 BOPPPS phases: participatory, post-assessment and summary. And the post-class is mainly the BOPPPS summary phase (the summary runs through the 2 phases: in-session, and post-session). Students' online and offline learning activities run throughout pre-session, in-session, and post-session, with increasing learning difficulty, gradually realizing the transfer, internalization, solidification and expansion of knowledge and skills.

Before the class, the teacher releases the pre-view tasks on the Chaoxing Xuexitong platform according to the learning focus of the section. Students can complete self-preparation, discussion, and pre-test within the specified time, and the teacher's task is to answer questions online, provide differentiated guidance for students according to their learning progress, find out the important and difficult knowledge of the section according to the learning tasks completed by students, and adjust the teaching plan accordingly.

In the class, with participatory, the teacher first leads the students to learn the theoretical knowledge, and then carries out group activities to show the customs clearance and inspection process after each group's role-play, so that the groups can evaluate each other and point out the deficiencies or wrong operations of the steps of role-playing. Finally, the teacher will make an assessment. The main purpose is to correct the operation steps under the teacher's guidance, and to give different suggestions and guidance according to the operation specifications of different groups based on the evaluation of other groups, to help students realize the learning experience of combining theory and practice.

After the class, students' complete consolidation exercises and extended learning tasks based on teacher evaluation and student assessment to improve their practical skills in standardized customs clearance and inspection. The teacher gives individualized guidance to students based on their task completion, to help them solidify and sublimate their knowledge and skills.

3. Classroom Teaching Evaluation of BOPPPS Teaching Mode based on Chaoxing Xuexitong

There are 154 students in the class of 2018 in the School of International Trade. Both the ratio of male and female and the knowledge base and age structure are roughly the same as those in the class of 2019 in the School of International Trade, and the teachers, teaching materials and credit hours remain are the same. In this paper, by comparing the performance of the class of 2018 in the School of International Trade with that of the class of 2019 in the School of International Trade, it was found that the students of the class of 2019 who used the classroom teaching mode of BOPPPS of Superstar Learning Pass had an advantage in performance over the students of the class of 2018 who were taught with the traditional classroom teaching. The average score of the class of 2019 in the School of International Trade is 82.7, while the average score of the class of 2018 in the School of International Trade is only 80.25; The excellent rate (90-100) of the class of 2019 is 18.18%, while the excellent rate (90-100) of the class of 2018 is 12.99%. The passing rate (above 60) of the class of 2019 is 95.73%, while the passing rate (above 60) of the class of 2018 is 94.16%. From the overall evaluation of teachers by students at the end of the semester, the average evaluation score of the class of 2019 was 97.02, which was higher than the average overall evaluation score of the class of 2018 with an average score of 95.22. That shows that the classroom teaching effect of BOPPPS teaching mode of Chaoxing Xuexitong is better than that of traditional classroom teaching.

Table 2. Results of student learning effectiveness questionnaire

Effect	Helpful		Not very helpful		Not helpful	
	Number of people	Proportion	Number of people	Proportion	Number of people	Proportion
Pre-view	121	76.58	35	22.15	2	1.27
Stimulate the interest of learning	128	81.01	22	13.92	8	5.06
Listening efficiency	117	74.05	36	22.78	5	3.16
The ability to solve problems	89	56.33	60	37.97	9	5.70
Review	98	62.03	44	27.85	16	10.13
Communication with the teacher	70	44.30	69	43.67	19	12.03

4. Conclusion

Through the above teaching effect comparison and verification, I found that the BOPPPS teaching mode based on the Chaoxing Xuexitong has changed the traditional classroom mode of "lecture, performance and practice" and realized the organic integration of online and offline, which has brought great convenience to the teaching of Customs Clearance and Inspection Practice course and also improved the teaching efficiency, quality and effect. On the one hand, students can effectively use the fragmented time to learn anytime and anywhere, and the interaction with teachers and students is enhanced, which improves the learning efficiency, learning interest and learning effect, and also provides a good learning experience. On the other hand, teachers can improve teaching efficiency and effectiveness, track and dynamically analyze students' learning process, and understand each student's learning trajectory and learning effect comprehensively, so as to conduct more targeted tutoring and more flexible teaching. However, this paper also found in practice that the model has shortcomings such as

the lack of clear division of labor among student groups, slackness of students and the short practice period, which needs further exploration and improvement.

References

[1] Fu Yuanyuan: Exploration of Teaching Reform Based on BOPPPS Teaching Model and Super-star Learning Facility --Taking Teaching Reform of Information Technology as an example. Journal of Huaihua University. Vol. 40(2021) No.05, p.119-124.

[2] Dang Changqing, Wang Minhui, Chen Xiangping, Zhang Mei, Cao Min: Research on Hybrid Teaching Mode based on "Rain Classroom BOPPPS". Literature Collection of Science and Education. Vol.06 (2021).

[3] Wang Huali, Feng Qianqian: Application and Effect Evaluation of BOPPPS Teaching Model in Linear Algebra teaching. Heilongjiang Science. Vol. 12(2021) No.1, p. 52-53.