Blended Teaching Reform and Practice for Basic Theories Course of E-commerce Based on BOPPPS

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ABSTRACT: BOPPPS model is famous for effective teaching, based on constructivism and communicative approach, it is a closed-loop teaching activity model that emphasizes student participation interaction and feedback in the process of classroom teaching organization. The BOPPPS model is mainly composed of six elements including introduction, goals, pre-test, participation, post-test and summary. To implement BOPPPS model teaching, it is necessary to follow the principle of initiative and goal orientation, combine with e-commerce courses, comprehensively adopt a variety of teaching activities organization strategies, and focus on students' deep participation.

1 INTRODUCTION

The teaching goal of the course "E-commerce" through the teaching of e-commerce-related concepts, theories, business and cases, so that students are proficient in e-commerce-related concepts, basic knowledge and basic theories; familiar with the realization technology of e-commerce; master the network marketing Basic technology; master e-commerce security, mobile payment, e-commerce logistics and supply chain; master network finance; understand e-commerce legal system, etc. The content is extensive and the teaching requirements are high. In the traditional teaching process, the teaching methods such as case teaching method and project-oriented method are also tried to be used. Although certain results have been achieved, there are still some problems. For example, there are a wide variety of textbooks on the market, the quality is uneven, and theoretical knowledge is outdated; the teaching process tends to be theoretical and case-based teaching, many schools lack software support such as experimental equipment or Internet technology, and the theory learned cannot be combined with practice. It is difficult to meet the social requirements for e-commerce talents and other issues. With the rapid development of the current mobile Internet, the way for students to obtain information is not only in the classroom, in the teaching materials, so in daily teaching, how to improve students' enthusiasm for learning, change passive acceptance of knowledge into active learning, active thinking, and active participation in the classroom The teaching process has been a problem that has plagued teachers for a long time.

2 THE CONNOTATION AND ROLE OF BOPPPS

The BOPPPS teaching model originally originated from North America and was gradually accepted by teachers. The teaching model divides the teaching plan design process into 6 different
stages according to people's gradual understanding of things. From understanding to familiarity, it is divided into six stages: B, O, P, P, P, S. Among them, B is Bridge-in (introduction), which introduces appropriate questions at the beginning of teaching to start the knowledge points; O is Learning Objective, which introduces questions after understanding the knowledge to be learned, and lets students know what they have learned. The goal to be achieved by the knowledge of knowledge; the first P is Pre-Test, which is before the official lecture begins, ask questions to understand the effect of the students’ pre-study before class; the second P is Participatory Learning, which is to insert questions in the teaching process to allow students to participate in interaction and improve learning efficiency; the third P is Post-Assessment (in-class assessment), which is to test the teaching effect by asking questions after explaining the knowledge learned; S is Summary (summary) is to ask questions at the end of the class for students to think, these questions may be open. Yes, it may also be a pavement for later courses. The BOPPPS teaching model is also called an effective teaching model. The effectiveness of the teaching model mainly covers the meaning of effect, efficiency and benefit. Effect means that the results achieved by teaching are consistent with the teaching goals set in advance; efficiency refers to the relationship between the knowledge acquired by students and the energy that teachers invest in teaching, usually efficiency and teachers’ efforts are linear; benefit refers to the original teaching objectives that are consistent with today's teaching expectations.

The core of the BOPPPS model is student-centered, paying attention to the development needs of students, emphasizing students' full participation in learning, and timely obtaining feedback information, which is consistent with the basic concept of flipped classroom. The basic framework provided by the BOPPPS model can help teachers re-examine the distribution of teaching content and determine which content to migrate from the classroom to pre-class activities; it can help teachers make timely changes to their roles and more reasonably control teaching Links, design meaningful participatory teaching activities; it can help teachers evaluate students’ learning effects in a more appropriate way.

3 PROBLEMS AND CAUSES

In the actual teaching of current e-commerce courses, affected by many factors, there are still some problems to be solved in the teaching, which are mainly reflected in several important aspects:

3.1 Overemphasis on teaching software

Corresponding experimental teaching software will be used in the teaching of e-commerce courses. To a certain extent, this method has a positive effect on the improvement of teaching quality, but it cannot play its role without scientific application. The application of experimental teaching software can be operated in accordance with the predetermined procedures and steps, so that students can understand the e-commerce business operation process in a short time, but there is a phenomenon of using simulation software throughout the teaching process, which will inevitably affect the students' e-commerce The learning interest of knowledge and the effect of software application have an adverse effect. After the simple operation of the simulation software, it is very different from the actual e-commerce operation. According to this fixed process operation, it also has many disadvantages to the cultivation of students' innovative ability.
3.2 The phenomenon of emphasizing theory and neglecting practice is prominent

It can be found from the teaching situation of e-commerce courses that the emphasis on the teaching of e-commerce theoretical knowledge and the despising of the practical teaching of e-commerce is a relatively common phenomenon in actual teaching. The practicality of e-commerce courses is relatively prominent, and the cultivation of students' practical ability needs to be strengthened in teaching, so as to help improve the quality of teaching. However, some teachers are affected by traditional teaching concepts, and they underestimate practical teaching in e-commerce teaching, resulting in relatively weak practical operation ability of students, which also has many adverse effects on the good development of students in the future.

3.3 The content of the course materials has not been updated in time

The content of e-commerce develops and changes rapidly, which requires that the content of e-commerce teaching materials should be updated in time to improve the effectiveness of teaching content. However, it is found from the actual content of teaching materials that the content of some e-commerce teaching materials is relatively outdated, which is very different from the current development status of e-commerce. As a result, the content knowledge learning of e-commerce teaching materials does not match the actual development. The practical teaching of business has many adverse effects.

3.4 Practice content is relatively monotonous

E-commerce course teaching practice teaching is a key teaching link, but from the perspective of specific practical teaching content, there are still many shortcomings. E-commerce training content includes computer network technology modules, e-commerce professional characteristic modules and entrepreneurial ability training modules. The content of these modules is relatively important, and they are the basic skills for students' comprehensive e-commerce ability training. However, it can be found from the actual training content that there is still a phenomenon of monotonous practice content, which is also an important factor affecting the development of e-commerce curriculum teaching.

3.5 The teaching model needs to be innovated

The innovation of e-commerce course teaching mode is more critical. This is an important measure to improve the teaching quality of e-commerce course. Only when the teaching mode has been effectively and innovatively developed can the overall quality of teaching be improved. In the specific e-commerce teaching, the teaching courses are still mainly taught, and the innovation of the practical teaching mode is not enough, which makes the positive role of the teaching mode not obvious, which is not conducive to the progress of e-commerce course teaching.
4 RECOMMENDATIONS

The design of e-commerce curriculum teaching mode is more critical, which is an important measure to promote the improvement of teaching quality. In the actual teaching system design, we must pay attention to the cultivation of ability. The e-commerce professional curriculum teaching system aims at cultivating application-oriented talents, and pays more attention to the cultivation of students' comprehensive ability, especially the cultivation of students' innovation ability. In e-commerce course teaching, the ability training and the course system are closely integrated, and the theory and practice of e-commerce courses are closely integrated to create a practical learning environment for students, so that students have a clear understanding of actual business needs, so that they can have contribute to the improvement of teaching quality. In addition, in the process of designing the teaching system of e-commerce courses, quality education is more critical. This is also an important direction for the development of teaching reform. Through the implementation of quality education, students’ comprehensive ability

The increase in power lays the foundation.

(1) Preparation stage before class. This stage is very important and determines whether the next stage of activities can be carried out effectively. In actual operation, it is often overlooked by the teacher and leads to insufficient preparation. This stage includes teachers guiding students to collect, read and think about relevant topic information, and prepare for formal classroom discussions.

(2) Class discussion stage. This stage includes the teacher’s demonstration of how to participate in discussion, group building, topic introduction, topic discussion, etc. This stage involves many classroom teaching skills and details, and these details often determine the success or failure of the discussion teaching method and involve the reflection of classroom teaching effects For example, how do teachers set up questions, how to listen and respond, and how to organize group interactions to ensure the smooth progress of discussions.

(3) Summary and evaluation stage. It mainly includes the teacher's extraction and summary of topic content information, comments and guidance on students' classroom performance. This stage is indispensable. It plays a role in fueling the flames and adding the finishing touch. It is a process for teachers to summarize, sort out and integrate the content of classroom discussions. It is helpful to help students to internalize and absorb knowledge points, and also to help students understand themselves, find problems, and carry out classroom discussion activities more effectively in the future. Through listening to the class, the author found that many teachers did not pay much attention to this link, and often ignored the class summary and evaluation, or ended up in a hurry, and some teachers did not even have an after-class summary.

(4) The application development stage after class. Use the knowledge learned in class after class

To actively expand the second classroom learning of e-commerce is a guarantee measure to make up for the limited classroom teaching time. Therefore, make full use of the after-school second classroom learning activities, apply the lessons learned in the classroom to practice, and improve
students' practical application ability. It is the implementation goal of the discussion teaching method.

These four stages influence and penetrate each other, and in actual application, it is a dynamic cycle process. For example, there may be a topic discussion and evaluation in the introduction stage; timeliness evaluation can be carried out in the process of formal discussion, and summary or evaluation while discussing.

5 CONCLUSION

The essence of the reform of teaching methods is the reform of teaching concepts, which is a direct manifestation of the adaptation of teaching to social development and the demand for talents in the market. In the process of reforming college English discussion teaching methods, we will always encounter some problems, which are objectively unfavorable to the implementation of discussion teaching reforms, such as the mismatch between teaching facilities and teaching method reforms. In most colleges and universities, the class size is too large and the classroom area is too open. This kind of obstacle is often insurmountable by teachers. Secondly, the teaching evaluation method and evaluation mechanism are not suitable for the reform demand of discussion teaching method. Teachers are accustomed to the traditional method of final evaluation. They lack the means of evaluating students' academic performance for participating in discussion-style teaching in the learning process, and cannot stimulate students' interest and motivation to participate in discussion. However, no matter how difficult the road to reform is, the determination to reform is always unshakable. We must not only strengthen classroom teaching design and monitoring, but also explore a reform of teaching methods from the assessment methods, evaluation tools, and grading standards. Only by adapting and matching the assessment mechanism can the discussion-based teaching method be effectively used, and only in the process of using the discussion-based teaching method can students’ innovative thinking be stimulated and students' practical ability can be improved.

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