

The Application of BOPPPS Teaching Model in College Career Planning Courses

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Abstract: This article explores the innovative application of the BOPPPS teaching model in college career planning courses based on its theoretical framework. The BOPPPS model consists of six teaching stages: Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary, establishing a student-centered teaching feedback system. Research indicates that this model effectively addresses issues such as the rigidity of traditional teaching methods, the lack of experiential learning, and the monotony of teaching content in career planning courses, significantly enhancing students' classroom engagement and learning outcomes. The article elaborates on the implementation path of the BOPPPS model in career planning courses based on specific teaching practices and assesses its application effects, providing a reference for the reform of college career planning courses.

Keywords: BOPPPS Teaching Model; Career Planning Course; Teaching Reform; Participatory Learning

1. Introduction

With the rapid development of China's social economy and the transformation and upgrading of the industrial structure, the demand for talent recruitment has become increasingly prominent. Each year, colleges and universities send a large number of graduates to society. However, the problem of college students' difficulty in finding jobs remains prominent. On one hand, this is due to the limited number of jobs provided by economic development; on the other hand, it is closely related to college students' weak awareness of career planning and insufficient employment preparation. As an important compulsory course for college students, career planning not only guides students to make plans for their four years of university and future life and work but also shoulders the responsibility of enhancing students' professional qualities before

they enter society.

The Ministry of Education has clearly stated in its documents on college employment work that "the quality of employment guidance services should be further improved. College student career development and employment guidance courses should be integrated into the entire talent cultivation process. Based on industry dynamics and development needs, a multi-form employment guidance course system should be established, with classroom teaching as the main channel and supplemented by lectures, forums, and training, and with practical activities such as college student career planning competitions and innovation and entrepreneurship design competitions as carriers." However, traditional career planning courses have many problems: most colleges and universities still adopt the "indoctrination" teaching model, centered on teachers, unidirectionally transmitting knowledge to students; the teaching form is monotonous, and students lack active exploration; the content of the course is not well integrated with the major, and students' participation enthusiasm is insufficient, among others.

The BOPPPS teaching model originated from teacher training in Canada and has received increasing attention both domestically and internationally due to its strong operability and significant teaching effects [1]. It establishes a student-centered concept and builds a six-stage classroom teaching model centered on learning objectives and student participatory learning. Introducing the BOPPPS teaching model into college career planning classroom teaching is expected to overcome the shortcomings of traditional classroom teaching and enhance the effectiveness of course teaching [1]. Based on the BOPPPS teaching model, this article explores an innovative path for integrating the teaching process of career planning courses, with the aim of providing practical references for the reform of college career planning courses.

2. Theoretical Framework and Connotation of the BOPPPS Teaching Model

The BOPPPS teaching model is a new teaching model centered on students and guided by teaching objectives. The name of BOPPPS includes six logically connected stages: Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary [2][3]. The core of this model lies in emphasizing the all-round participation and interaction of students, and continuously optimizing the teaching process through a closed-loop feedback mechanism to ensure the achievement of teaching goals [3].

Bridge-in is the starting point of the BOPPPS teaching model, aiming to attract students' attention and arouse their curiosity and interest in learning at the beginning of the class through various means such as videos, animations, stories, questions, and hot topics. The learning objectives should cover three aspects: knowledge, quality, and skills. The goal setting should be from the perspective of students, being clear (what knowledge points need to be mastered), appropriate (related to the class topic), achievable (within the students' ability range), and measurable (setting evaluation indicators) [2]. The purpose of pre-assessment is to understand the students' training ability, their interest in the topic, and their prior knowledge, so as to adjust the depth and progress of subsequent teaching content and make the course goals more focused. Participatory learning is the most core concept of the BOPPPS teaching model, which requires the embodiment of the "student-centered" teaching ideology [2][4]. Post-assessment is an important link to determine whether students have achieved the expected results, with the purpose of verifying the learning outcomes. The purpose of summary is to deepen students' impression by summarizing the key points of the class and clarifying the knowledge structure.

3. Implementation Design of BOPPPS Model in Career Planning Courses

The Based on the characteristics and advantages of the BOPPPS teaching model and in combination with the teaching needs of career planning courses in colleges and universities, we have designed the following implementation path:

3.1 Bridge-in Design

In career planning courses, the Bridge-in should closely combine students' actual needs and interests, and attract their attention through vivid and interesting ways. Specific methods include:

Case introduction: Share the career development cases of previous graduates, especially typical successful and failed cases, to guide students to think about the importance of career planning. For example, introduce how a senior achieved an ideal job through scientific career planning, and contrast it with another senior who encountered employment difficulties due to lack of planning. Question introduction: Raise thought-provoking questions, such as "What do you hope to be doing in ten years?" "What are the career development directions of your major?" and so on, to stimulate students' interest and thinking about career planning.

Scenario simulation: Create a career choice scenario to let students experience the process of career decision-making. For example, design a "career crossroads" scenario where students make choices among different career paths and explain their reasons.

Hot topics: Combine current hot topics in the job market, such as "The impact of artificial intelligence on employment" and "Trends in emerging occupations", to guide students to discuss the significance of these changes to their personal career planning.

3.2 Clear Learning Objectives

In career planning courses, teachers need to clearly define the learning objectives of each class and convey them to students. The learning objectives should cover three dimensions: knowledge, skills, and quality:

Knowledge objectives: such as understanding the basic concepts and theories of career planning, mastering the methods of exploring career interests, abilities, and values, and recognizing the basic situation of the career world, etc.

Skill objectives: such as being able to formulate personal career planning schemes, mastering resume writing and interview skills, and having the ability to collect and analyze career information, etc. Syllabus Objectives: Such as cultivating professional decision-making ability, enhancing employment confidence, establishing correct professional values and ethics, etc.

The expression of learning objectives should be specific and measurable, such as "After this class,

you will be able to use Holland's Occupational Interest Theory to analyze your own occupational interest type" and "Be able to write a standardized job application resume" etc.

3.3 Pre-Assessment Implementation

The purpose of pre-assessment is to understand students' prior knowledge, interests, and needs, providing a basis for subsequent teaching. In career planning courses, pre-assessment can take the following forms:

Occupational Interest Test: Use standardized tools such as the SDS (Self-Directed Search) and MBTI (Myers-Briggs Type Indicator) to assess students' occupational interests and personality traits.

Questionnaire Survey: Design questionnaires to understand students' awareness of career planning, the occupational issues they are most concerned about, and what they hope to gain from the course, etc.

Group Discussion: Pose open-ended questions such as "What do you think of the current employment situation?" and "What are your thoughts on your career development?" etc., to understand students' viewpoints and attitudes through group discussions.

Concept Map: Have students draw a "career planning" concept map to understand their understanding and cognitive structure of career planning.

The results of pre-assessment can help teachers adjust the teaching content and depth to ensure that teaching meets the actual needs of students. For example, if most students have already mastered the basic concepts of career planning, teachers can reduce the explanation of basic theories and increase practical application sections.

3.4 Participatory Learning Organization

Participatory learning is the core link of the BOPPPS model and can be achieved in various ways in career planning courses:

Case Analysis Method: Provide real career cases and have students analyze and discuss the gains and losses of the characters' career planning in the cases, and propose improvement suggestions. Cases can include the career development paths of successful people and the employment experiences of graduates, etc.

Role-playing Method: Design scenarios such as mock interviews, workplace communication, and salary negotiations, and have students play

different roles to experience various situations in the professional setting. For example, organize mock interview activities, with some students playing the role of interviewers and others playing the role of job seekers, while the rest observe and evaluate.

Group Cooperative Learning: Divide students into groups and have them complete career exploration projects together. For example, each group selects an industry or occupation for in-depth research, collects relevant information, and finally presents and shares.

Project-based Learning: Have students develop their personal career planning schemes as course projects, including self-assessment, occupational environment analysis, goal setting, action plans, and evaluation adjustments, etc. Complete each section step by step during the course and eventually form a complete career planning scheme.

Guest Sharing Sessions: Invite enterprise HR, alumni, career planning experts, etc. to share career experiences and suggestions, interact and communicate with students, and provide real career perspectives and advice.

Through these participatory learning methods, students can actively participate in the learning process, not only mastering the knowledge and skills of career planning but also cultivating comprehensive abilities such as teamwork, communication and expression, and problem-solving.

3.5 Post-Assessment Design

The purpose of post-assessment is to test students' learning outcomes and teaching effectiveness. In career planning courses, it can take various forms:

Career Planning Scheme Presentation: Have students present their career planning schemes, and have teachers and classmates evaluate and ask questions. This not only assesses students' knowledge mastery but also tests their expression and adaptability.

Skill Practical Assessment: Design practical assessments such as resume writing, mock interviews, and workplace situation responses to evaluate students' professional skills. For example, organize resume evaluation activities, inviting enterprise HR or employment guidance experts to serve as judges, providing comments and scores on students' resumes.

Learning outcome presentation: Let students present their learning outcomes in the course in

individual or group form, including knowledge acquisition, skill improvement, attitude change, etc., to comprehensively assess the course effect. Standardized testing: Design written tests to examine students' mastery of career planning theories and concepts, including multiple-choice questions, true or false questions, short-answer questions, etc.

The results of the post-test can not only evaluate students' learning effects but also provide teachers with a basis for teaching reflection and improvement. By analyzing students' performance in the post-test, teachers can identify deficiencies and problems in teaching and adjust teaching strategies and methods in a timely manner.

3.6 Summary Section Design

The summary section is the final step of the BOPPPS model, aiming to reinforce learning effects and help students integrate the learned content. In career planning courses, the summary section should pay attention to the following points:

Student-led: Encourage students to summarize their course gains and experiences on their own, sharing learning insights and future plans. Teachers can pose guiding questions such as "What was your biggest gain in this class?" "How will you apply the knowledge you learned today?" etc.

Emphasize key points: On the basis of students' summaries, teachers should emphasize the key and difficult points of the class, answer students' questions, and clarify common misunderstandings.

Connect the past and the present: Link the content of this class with previously learned knowledge to form a systematic knowledge system and lay the foundation for subsequent learning content.

Action-oriented: Encourage students to transform learning into action, formulating specific implementation plans, such as "Complete the self-assessment exercise within this week" "Conduct at least one career interview within a month" etc.

Through effective summaries, students can better integrate and internalize the learned knowledge, transform course content into practical actions, and truly achieve the goals of career planning courses.

4. Practical Effects and Reflections

4.1 Practical Effects

Through the application of the BOPPPS teaching model in college career planning courses, we have observed the following positive effects:

Firstly, students' participation and learning interest have significantly increased. The participatory learning sections of the BOPPPS model have greatly stimulated students' learning interest and initiative. Compared with traditional lecture-based teaching, students show higher participation in activities such as role-playing, group discussions, case analyses, and project practices.

Secondly, students' career planning abilities and awareness have significantly improved. Through the systematic BOPPPS teaching model, students' career planning abilities and awareness have been significantly enhanced. Students have a clearer understanding of their career interests, abilities, and values, and are more informed about the job market, enabling them to formulate more reasonable career planning schemes. Post-test results show that students can formulate career planning schemes that fit their personal characteristics, which is an improvement compared to traditional teaching methods [5].

Thirdly, teaching effectiveness and efficiency have significantly improved. The six sections of the BOPPPS model form a closed-loop feedback system, allowing teachers to promptly understand students' learning situations and adjust teaching strategies, thereby enhancing teaching effectiveness and efficiency. Pre-tests help teachers accurately grasp students' prior knowledge and needs, and post-tests help teachers evaluate teaching effects and make timely adjustments. In practice, after adopting the BOPPPS model, students' course satisfaction and pass rates have increased [6].

Finally, students' comprehensive qualities and abilities have been comprehensively developed. The BOPPPS model not only focuses on knowledge transmission but also emphasizes skill development and quality improvement. Through participatory learning, students not only master career planning knowledge but also cultivate comprehensive abilities such as teamwork, communication and expression, and problem-solving. Follow-up surveys show that students who participated in the BOPPPS model courses demonstrated obvious advantages in terms of employment competitiveness, professional adaptability, and career development potential, etc. [5]

4.2 Reflection and Improvement

Although the BOPPPS model has achieved remarkable results in career planning courses, it also faces some challenges and problems in practice:

First, it is difficult for teachers to change their roles. The BOPPPS model requires teachers to shift from knowledge transmitters to learning guides and facilitators, which places higher demands on their professional qualities and teaching abilities. Some teachers are accustomed to traditional lecture-based teaching and find it hard to adapt to this role change. It is necessary to strengthen training and guidance for teachers to help them master the concepts and methods of the BOPPPS model [1].

Second, the difficulty of course design and implementation increases. The BOPPPS model requires teachers to meticulously design each teaching link, especially the participatory learning links, which requires more time and effort. At the same time, the difficulty of classroom management and control also increases, requiring teachers to have stronger organizational and adaptability skills. It is necessary to develop more teaching resources and cases to support teachers [4].

Third, students' adaptability varies. Some students are accustomed to passively accepting knowledge and lack the awareness and initiative to learn and participate, making it difficult for them to adapt to the requirements of the BOPPPS model. It is necessary to gradually guide students to change their learning concepts and methods and cultivate their autonomous and cooperative learning abilities.

Fourth, the assessment system needs to be improved. The assessment of the BOPPPS model should be diversified and cover the entire process, but currently, there is a lack of a scientific assessment system and methods. It is necessary to develop more scientific and comprehensive assessment tools to conduct a comprehensive assessment of students' learning processes and results [1].

In response to the above problems, we propose the following improvement suggestions:

First, strengthen teacher training: Organize specialized BOPPPS model training workshops to help teachers master its concepts and methods and share successful experiences and cases.

Second, develop teaching resources: Develop a series of teaching resources suitable for the

BOPPPS model in career planning, including case libraries, activity designs, assessment tools, etc., to support teachers.

Third, implement and promote gradually: Pilot the implementation in a small scope first, accumulate experience, and then gradually promote it to avoid a one-size-fits-all approach.

Fourth, establish a learning community: Organize regular exchanges and discussions among teachers to share experiences and solve problems, forming a learning community and culture.

5. Conclusion and Outlook

The BOPPPS teaching model provides an effective path for the reform of career planning courses in colleges and universities. Through the organic combination of six links: course introduction, learning objectives, pre-assessment, participatory learning, post-assessment, and summary, it has constructed a student-centered teaching feedback system, effectively solving the problems existing in traditional career planning courses, such as the solidification of teaching models, the lack of experience in the learning process, and the dullness and singleness of teaching content [1][2]. Research shows that the BOPPPS model can significantly improve students' classroom participation and learning outcomes, enhance their career planning awareness and abilities, and promote their all-round development and employment competitiveness [5].

In the future, the application of the BOPPPS teaching model in college career planning courses can be further deepened in the following aspects:

First, deeply integrate with online teaching. Combine micro-lectures, MOOCs, and other online teaching forms to build a blended teaching plan based on the BOPPPS model. Online links can be used to complete knowledge transmission and pre-assessment functions, while offline classrooms focus on participatory learning and post-assessment links, improving teaching efficiency and effectiveness [1].

Second, integrate with artificial intelligence technology. Utilize artificial intelligence technology to analyze students' career interests, abilities, and needs, providing personalized career planning suggestions and learning paths. At the same time, use learning analytics technology to track students' learning processes and outcomes, providing data support and

decision-making basis for teachers.

Third, strengthen integration with professional education. First, integrate career planning courses more closely with professional education. Design specific teaching contents and methods for students of different majors to enhance the pertinence and practicality of the courses.

Second, establish a long-term tracking mechanism. Continuously monitor students' learning outcomes and career development to evaluate the actual impact of the courses on their career development, providing a basis for course improvement.

Third, strengthen the construction of the teaching staff. Through training, exchanges and practices, improve teachers' professional qualities and teaching abilities, and build a high-quality team of career planning teachers.

In conclusion, the BOPPPS teaching model provides an effective path for the reform of career planning courses in colleges and universities, which is worth further exploration and practice. Through continuous improvement and refinement, the BOPPPS model will play a more important role in career planning education in colleges and universities, providing more effective guidance and support for college students' career development.

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