https://doi.org/10.37420/j.cer.2024.127

Innovative Approaches to Teaching Methods and Evaluation Systems in Professional Theoretical Courses at Private Universities: A Case Study of the "Principles of Pedagogy" Course under Diversified Talent Cultivation Models

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Abstract:

This paper takes the theoretical course for teacher education majors, "Principles of Pedagogy," as an example,by identifying critical issues in instructional methodologies and assessment mechanisms during course implementation.A diversified instructional framework has been constructed, grounded in the BOPPS pedagogical model and CBL methodology;Drawing upon the network-informed AISAS theory within the digital transformation context, this study has developed a multidimensional "Five-Dimensional, Three-Tiered" evaluation framework through its systematic integration with pedagogical assessment mechanisms.The curriculum metamorphosis redefines talent cultivation paradigms through epistemic boundary spanning.

Keywords:

BOPPS Teaching Model, AISAS Theory, Instructional Evaluation

1.Introduction

The "Overall Plan for Deepening Educational Evaluation Reform in the New Era," jointly issued by the CPC Central Committee and the State Council, explicitly advocates for "diversifying assessment methodologies to facilitate students' holistic development."[1]Against this backdrop, the instructional paradigm of professional theoretical courses in higher education necessitates transformative reforms, mandating the establishment of diversified pedagogical approaches and multidimensional course evaluation mechanisms. However, the instructional methodologies and evaluation systems across multiple theoretical courses in higher education remain predominantly monolithic and rigid, failing to accommodate emerging developmental imperatives.Building upon this foundation, the present study focuses on the Principles of Pedagogy course as its primary research context, systematically analyzing and synthesizing the pedagogical challenges identified in its instructional delivery.This study innovatively integrates: (1) the student-centered BOPPS (Bridge-In, Objective, Pre-assessment, Participatory Learning, Post-assessment, Summary) instructional model; (2) Case-

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Based Learning (CBL) methodology; and (3) the network-behavioral AISAS (Attention, Interest, Search, Action, Share) theoretical framework, creating a transformative pedagogical ecosystem.This research culminates in the development of a dual innovation framework: (1) a digitally-adaptive multidimensional instructional pathway responsive to contemporary educational transformations, and (2) a Five-Dimensional, Three-Tiered evaluation matrix that redefines learning assessment paradigms.

2.Current Situation Analysis

Using the Principles of Pedagogy course as a case study, this research systematically identifies critical issues in instructional methodology implementation and assessment system establishment within the course's pedagogical framework.

2.1.The instructional paradigm remains predominantly teacher-centered, with limited integration of theoretical concepts with practical applications, thereby impeding the development of systematic thinking competencies among learners.

Through comprehensive empirical investigation, the study identifies distinctive learner profiles in terms of cognitive characteristics and motivational patterns among students enrolled in this course, revealing the following critical observations:

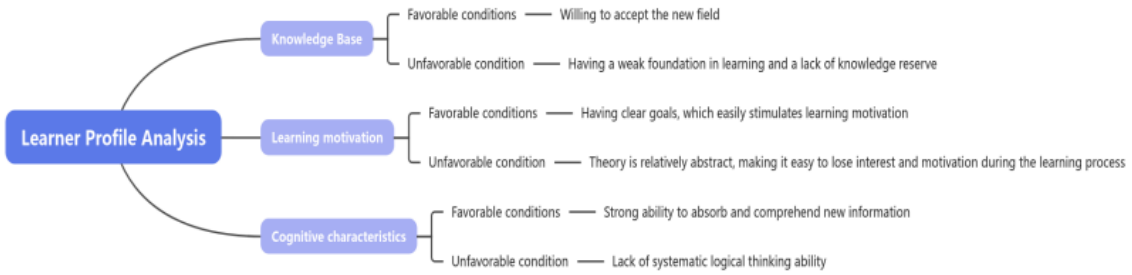


Figure 1. Learner Profile Analysis

From the aforementioned situation, it is evident that students are prone to losing interest and motivation in theoretical courses, and they often lack systematic logical thinking skills.The course "Principles of Pedagogy" encompasses a substantial body of theoretical knowledge that requires mastery, covering an extensive range of academic domains.In addition, students are inherently lacking in systematic logical thinking ability, which makes it difficult for them to establish connections with other professional theory courses. And in the teaching process of this course, the instructors mainly focus on theoretical lectures, with the utilization of information technology limited to the stage of "using PPT".The course suffers from insufficient classroom interaction and a lack of diversified instructional strategies, which consequently exacerbates students' propensity for mental fatigue and attention deficits during learning sessions.

2.2. Rigid Assessment Methods and Inadequate Evaluation Metrics

Instructional assessment serves as a critical nexus connecting educational objectives with value-based peda-

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gogical judgments, thereby constituting an essential mechanism for classroom improvement and instructional optimization.The current assessment framework for the Principles of Pedagogy course primarily incorporates a dual-component system comprising formative and summative evaluations. The formative assessment component is operationalized through multiple indicators including student attendance rates, classroom participation metrics, and assignment completion levels, while the summative evaluation is exclusively conducted through closed-book examinations.From a comprehensive perspective of the assessment methodology, the current evaluation system exhibits several limitations: rigid evaluation metrics, an incomplete assessment framework, and unidimensional outcome measurements, which collectively fail to provide a holistic representation of the instructional process and its developmental trajectory.

3.Design of Problem-Solving Methods

3.1. Establishing diversified teaching methods

Based on the BOPPS model combined with the CBL teaching method, [3]focusing on student-centered interaction and learning throughout the entire process before, during, and after class,Utilizing diversified teaching strategies, such as team collaboration, idea generation sessions, and educational drama performances, to stimulate students' interest, enhance classroom participation, foster a sense of teamwork, and cultivate innovative thinking, thereby optimizing the teaching process and improving teaching effectiveness and quality.

(1)In the introduction section, relevant instructional video materials or debate topics can be released, leveraging educational film and television works along with debate practices to guide students into discussion and exchange.

(2)In the objective section, a learning task sheet is released to make students aware of the activity goals.

(3)In the pre-assessment section, a group brainstorming session is conducted, and an information platform is utilized for peer evaluation and voting.

(4)In the participatory learning section, utilizing the CBL (Case-Based Learning) teaching method, real-life cases from educational practice are primarily used to release case analysis tasks. From the perspectives of epistemology and methodology, students are guided to think critically.For example:

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Table 1.Example of Course Teaching Case .

Hot Topics in Education	List of Issues	**Relevant Chapters and Theories**
College Entrance Examination Reform	What is your opinion on inspirational slogans for the college entrance examination? How do you view the college entrance examination system?	Educational objective
Intelligent Education	How do you view the method of online learning? What are its advantages and disadvantages? How do you think students should properly utilize online platforms for learning in the context of artificial intelligence?	The influence of society on education;The development trend of contemporary educational informatization;Teaching method
Quality Education	How do you think quality education emphasizes the cultivation of which aspects of abilities?What do you think of quality education?How do you think a teacher can implement the concept of quality education in teaching?	Educational objective;The concept of quality education.

(5)In the post-test section, a flipped classroom teaching mode combining case analysis with group discussion can be adopted to encourage students to delve deeply into educational issues, broaden their horizons of educational knowledge, and practice teacher's ethical standards.

(6)In the summary section, the use of mind maps and the assignment of independent learning tasks can be employed to prompt students to learn how to summarize and expand upon the material. This approach helps students consolidate their understanding, organize their thoughts, and further explore related topics on their own.

3.2. Construct a "Five-Dimension, Three-Level" evaluation model.

Combining the online open course resources of "Principles of Education" with the SPOC (Small Private Online Course) teaching platform to construct a three-dimensional and rich teaching environment.Utilizing intelligent hybrid teaching tools such as the EQ platform and Chaoxing to establish a dynamic, three-dimensional communicative environment for instant interaction between teachers and students, implementing blended learning.

For the blended learning model, fully integrating the characteristics of the current information and internet era, the course has constructed a "Comprehensive Evaluation System Based on the AISAS Model".[2]The course evaluation system comprises five dimensions: course attention, course interest, course search, course achievement, and course sharing, with three levels of indicators.

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Table 2. "Five-Dimension, Three-Level" evaluation model

First-level indicators	Second-level indicators	Third-level indicators
Course Attention	Course Design Attention	The teaching objectives are set clearly, and the goals in the teaching process are specific and operable, emphasizing the cultivation of students' comprehensive abilities. The teaching methods are diverse and innovative, capable of maintaining students' interest in the course. The teaching perspective gradually expands from micro to macro. The course design features a clear and logical framework, effectively integrating theoretical instruction with practical operation.
	Course Support Attention	The course offers diversified learning resources, platforms, and pathways. The teacher possesses a rich reserve of professional knowledge and is passionate about the classroom. The teacher's speech is fluent, with a tight logical structure in thinking, clear and accurate pronunciation, and a natural and graceful teaching demeanor.
Course Interest	Course Explicit Interest	The teaching links in the classroom are diverse and abundant. Students are eager to interact with the teacher and are willing to engage in joint discussions, creating a harmonious atmosphere in the course. The focus is on the differential development of students, reflecting the principles of differentiated education.
	Course Implicit Interest	The course connects with real-life situations and pays attention to students' future development needs. The course is designed to stimulate students' potential abilities.
Course Search	Course Thinking Search	Students proactively integrate the knowledge they have learned with the field of education, gradually developing an educational mindset. Students are willing to actively engage in divergent thinking after the course ends, and communicate and exchange ideas with others.
	Course Knowledge Search	This can motivate students to learn independently, proactively read relevant books, search for related materials, explore knowledge and cases in education, and broaden their knowledge base. Teachers provide students with ways and means for extended learning after class.
Course Achievement	Course Objective Achievement	The course provides positive guidance to students, ensuring that they gain valuable insights and achievements upon completion.
	Course Evaluation Achievement	Students are willing to actively participate in course evaluations, providing feedback on their learning experiences through questionnaires or verbal means. The course content is closely aligned with the pulse of the times and industry developments, receiving positive feedback from students. Their enthusiasm for learning is high, and the course outcomes are notably effective.
Course Sharing	Course Process Sharing	Students are willing to share their journey through the course learning process, including the shortcomings and progress at each stage of their studies. Students are willing to share with others during the course implementation process. Throughout the process, students are able to integrate online and offline learning resources to identify and address gaps in their knowledge.
	Course Outcome Sharing	Students are willing to share their course achievements and experiences with others, recommending and sharing course resources. Students are capable of analyzing current educational issues, forming their own insights, and are willing to share these perspectives with teachers and classmates.

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4.Conclusions

With the continuous advancement of higher education reform, the issues in the teaching of theoretical courses in universities have become increasingly prominent.Through academic research, this study has identified two major drawbacks in the traditional teaching model: firstly, the teacher-centered spoon-feeding approach results in students' lack of ability to connect theory with practice and insufficient training in systematic thinking; secondly, the rigid evaluation system fails to comprehensively assess the entirety of the teaching process.In light of this, the present study has exploratively proposed a novel reform pathway that integrates the "BOPPPS&CBL" teaching model with the "AISAS Five-Dimensional Three-Level" evaluation system. Practice has demonstrated that this reform initiative has yielded significant results in enhancing student classroom engagement and bolstering problem-solving capabilities, among other areas.Future research will further deepen the organic integration of artificial intelligence technology with teaching models, continuously optimize and refine dynamic evaluation mechanisms, aiming to provide a set of referential and scalable practical experiences for the reform of professional theoretical courses in universities, thereby contributing to the comprehensive enhancement of higher education quality.

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