

A Curriculum-based Ideological and Political Teaching Design of *Introduction to British Literature* Based on the BOPPPS Model

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Abstract

Curriculum-based ideological and political education serves as a core approach for universities to fulfill the fundamental task of fostering virtue through education and help college students develop a correct world outlook, outlook on life and values. To optimize the teaching mode of *Introduction to British Literature*, fully motivate students' autonomous learning and improve classroom education effectiveness, this paper takes the in-depth integration of curriculum-based ideological and political education and professional teaching content as the core orientation. Supported by the BOPPPS instructional model, it systematically explores the integration paths of ideological and political elements and optimized teaching design for *Introduction to British Literature* from six complete teaching segments: Bridge-in, Objectives, Pre-assessment, Participatory Learning, Post-assessment and Summary. The study reveals that the curriculum-based ideological and political teaching system constructed on the basis of the BOPPPS model can effectively break the limitation of traditional literature teaching that overemphasizes knowledge imparting while neglecting value guidance. It realizes the organic integration of knowledge imparting, ability cultivation and value shaping, and substantially improves the educational quality. This research can provide feasible references for the teaching reform of curriculum-based ideological and political education and regular educational practice in foreign literature courses.

Keywords

Course-based ideological-political education; teaching design; British literature.

1. Introduction

In 2020, the Ministry of Education issued the *Guidelines for the Construction of Curriculum-based Ideological and Political Education in Institutions of Higher Education* (hereinafter referred to as *the Guidelines*), requiring universities to comprehensively promote curriculum-based ideological and political education and integrate ideological and political education into the whole teaching process of all majors and courses[1]. *The Guidelines* emphasizes that to fulfill the fundamental task of fostering virtue through education, universities must organically integrate and promote value shaping, knowledge imparting and ability cultivation simultaneously, and avoid fragmented teaching that separates the three dimensions. This initiative reshapes the educational connotation of higher education in the new era. It indicates that foreign language teaching should no longer be confined to the instruction of linguistic knowledge and professional skills. Instead, rooted in the essence of education, foreign language classrooms should shoulder the vital mission of value guidance.

As a core foreign language and humanities course, *Introduction to British Literature* features both instrumental linguistic functions and humanistic educational value, making it an important carrier for implementing curriculum-based ideological and political education. Nevertheless, its traditional teaching mostly focuses on sorting out literary knowledge and training text interpretation skills. Problems including fragmented integration of value

education, insufficient emphasis on students' subjectivity and incomplete education system hinder the in-depth integration of the three-dimensional educational objectives.

Xu Jinfen points out that "the core of ideological and political education in English courses lies in teachers exerting initiative in teaching, taking student development as the center, exploring the characteristics and strengths of English discipline courses, and cultivating students' comprehensive linguistic competence, cultural awareness and thinking disposition"[2]. It can thus be seen that curriculum-based ideological and political education for foreign languages is not simply attaching moral education content mechanically. Instead, it realizes coordinated cultivation of abilities and literacy based on disciplinary characteristics.

Rooted in constructivist cognitive theory, the BOPPPS instructional model originates from Canada's teacher skill training system. It is a systematic student-centered and goal-oriented classroom teaching framework consisting of six closed-loop segments: Bridge-in, Objectives, Pre-assessment, Participatory Learning, Post-assessment and Summary. Progressively interconnected, these segments can effectively stimulate students' motivation for autonomous learning, strengthen in-depth classroom interaction, and continuously optimize teaching procedures based on feedback, which satisfies the demand for whole-process and immersive ideological and political education.

Accordingly, supported by the BOPPPS instructional model, this paper combines the teaching features and educational requirements of *Introduction to British Literature*, deeply integrates ideological and political elements into every teaching segment, and constructs a systematic teaching design integrating knowledge, ability and value. It explores innovative approaches to ideological and political education suitable for British literature courses, aiming to tackle the predicament of traditional literature classrooms that prioritize knowledge transmission while neglecting ideological education and interactive learning. The research intends to improve educational effectiveness and provide practical references for the reform of curriculum-based ideological and political education in foreign literature courses at universities.

2. Teaching Content and Objectives

Guided by the curriculum ideological and political reform orientation of *Introduction to British Literature* and the whole-process educational philosophy of the BOPPPS model, this chapter further defines the teaching content system and three-dimensional educational objectives of this unit.

Yang Jincai states that value orientations embedded in foreign literary texts are complex and diverse. How to conduct value guidance through linguistic ideology constitutes a mission and responsibility that foreign language educators must earnestly consider and urgently fulfill [3]. Shakespeare's comedies contain abundant humanistic ideas, commercial ethics and cross-cultural issues. While possessing positive value for humanistic enlightenment, they also bear distinct historical limitations and imprints of Western culture. Hence, teachers need to carry out value guidance within a scientific teaching framework to prevent students from forming one-sided and superficial interpretations of Western literature and culture.

Wen Qiufang proposes that "there are two types of teaching objectives: explicit objectives and implicit objectives. Explicit objectives relate to the acquisition of foreign language knowledge and skills, while implicit objectives are associated with ideological and political education"[4]. Xiao Qiong and Huang Guowen further supplement that curriculum-based ideological and political education is an educational and teaching concept and an important path to realize all-round education. The integration of ideological and political content into education is "flexible" and implicit[5].

It can be seen that explicit teaching objectives focus on consolidating students' professional knowledge and comprehensive capabilities, whereas implicit objectives concentrate on

fostering students' correct values. From the perspective of curriculum-based ideological and political education, knowledge imparting, ability cultivation and value shaping are not mutually independent; instead, they form an interpenetrated, organically unified and mutually complementary whole. Therefore, on the basis of clarifying knowledge and ability objectives, the teaching design of this unit deeply incorporates implicit ideological and political objectives, achieves high alignment between explicit skill training and implicit value guidance, and ensures coordinated advancement of professional teaching and ideological and political education.

2.1. Teaching Content

This unit adopts Shakespeare's classic comedy *The Merchant of Venice*[6] of the English Renaissance as the core teaching text. Guided by the BOPPPS teaching process, it carries out systematic teaching centered on the connotation of humanism, typical characterization and multicultural issues. The course first sorts out the socio-cultural background of the Renaissance as well as the stylistic features and creative concepts of Shakespeare's comedies, enabling students to comprehend the ideological essence and artistic value of the work in its historical context and consolidate the basic cognition for literary reading. On this basis, the course clarifies the narrative thread and core character traits of the play. It focuses on analyzing the dramatic conflicts among Antonio, Portia and Shylock, and further explores the in-depth themes embedded in the text, including the spirit of contract, monetary ethics, religious differences and ethnic contradictions.

The teaching process integrates diverse classroom approaches including close textual reading, case analysis and group discussions. It guides students to abandon simplistic binary judgment, recognize the complexity of literary characters and the historical limitations of the work, and avoid one-sided and stereotyped text interpretation. Adhering to the educational principle of "cultivating people through literature in a subtle and penetrating way", this unit embeds value guidance throughout the whole teaching process. By comparing Chinese and Western ethical norms, wealth concepts and codes of conduct, it enables students to rationally examine the progressiveness and limitations of Western commercial civilization and objectively understand the dual attributes of Western humanistic thoughts. While improving their abilities in literary appreciation, textual interpretation and literary criticism, students gradually develop rational and objective humanistic qualities, strengthen their cross-cultural critical thinking competence, and foster firm cultural confidence.

2.2. Teaching Objectives

Combining the teaching content of this unit and the requirements of curriculum ideological and political education, this paper sets progressive teaching objectives from the three dimensions of knowledge imparting, ability cultivation and value shaping, and constructs an integrated three-dimensional education system, which conforms to the goal-oriented and whole-process educational characteristics of the BOPPPS teaching model.

Knowledge Imparting

Grasp the core connotation of humanism in the English Renaissance and clarify the creative styles and artistic characteristics of Shakespeare's comedies.

Familiarize with the core plot and major characters of *The Merchant of Venice*, and understand the central themes including contract, wealth and racial conflict.

Ability Cultivation

Adopt close reading and literary criticism methods to analyze the diverse images and complex personalities of the characters in the play.

2. Interpret the in-depth connotation of the text by combining historical backgrounds, and improve the abilities of cross-text interpretation and critical expression through classroom interaction and academic discussion.

Value Shaping

1. Cultivate positive and diverse humanistic values, and abandon racial and religious prejudices.
2. Examine Western commercial culture and humanistic thoughts from a Chinese cultural stance, cultivate cross-cultural critical thinking, and enhance cultural confidence.

In summary, the three-dimensional teaching objectives constructed in this unit break the traditional single teaching paradigm of overemphasizing knowledge teaching while neglecting moral education in literature courses, and realize the in-depth integration of professional teaching and ideological and political education. Closely centered on the goal-oriented core of the BOPPPS model, this objective system not only ensures the systematic improvement of students' professional literacy, but also achieves the subtle cultivation of students' values, providing clear goal support and practical basis for the subsequent whole-process and closed-loop ideological and political teaching design.

3. Teaching Design Based on the BOPPPS Model

Based on the three-dimensional integrated teaching content and ideological and political educational objectives of *The Merchant of Venice* unit, and adopting the online-offline blended teaching model, this curriculum design takes the BOPPPS teaching model as the core framework and constructs a closed-loop ideological and political teaching system covering six modules: Bridge-in, Objectives, Pre-assessment, Participatory Learning, Post-assessment, and Summary. Adhering to the student-centered principle and taking ideological and political education as the core connotation, the whole design subtly integrates knowledge imparting, ability cultivation and value shaping into every teaching procedure. It utilizes online resources to support preview and review, and relies on offline classroom teaching to deepen in-depth discussion. The design realizes immersive and whole-process integration of professional teaching and ideological and political education, which meets the fundamental requirements of fostering virtue through education in foreign literature courses in the new era.

Combining the advantages of online-offline blended teaching, the specific teaching design based on BOPPPS model in this unit are as follows:

(1) Bridge-in: Relying on the MOOC platform, this link pushes online learning resources such as short videos and historical materials concerning commercial development and ethnic and cultural differences during the Renaissance. Combined with the controversial classic "one pound of flesh" contract plot in *The Merchant of Venice*, an immersive teaching situation is constructed. By raising questions such as whether contractual justice is opposed to human kindness and how monetary ethics influence interpersonal relationships, the teaching quickly attracts students' attention and stimulates their desire for inquiry. Meanwhile, it initially introduces ideological and political topics including commercial ethics and ethnic tolerance involved in the play, breaks students' inherent superficial cognition, and lays a solid foundation for in-class professional knowledge learning and in-depth ideological and political speculation.

(2) Objectives: In offline classroom teaching, teachers present clear and achievable three-dimensional teaching objectives that precisely correspond to knowledge, ability and value cultivation. In terms of knowledge, this unit clarifies the connotation of Renaissance humanism, the stylistic features of Shakespeare's comedies, and the core themes of the play. In terms of ability, it focuses on cultivating students' capabilities in close textual reading, character analysis and cross-cultural critical expression. In terms of value, it highlights the core ideological and political connotations of equal awareness, rational outlook on wealth, and cultural confidence. Through visualized goal presentation, students can clearly recognize their learning tasks and educational orientation, so as to realize the advancement of knowledge learning and value shaping.

(3) Pre-assessment: Before class, teachers assign preview quizzes, questionnaires and plot sorting tasks via online teaching platforms. These tasks comprehensively examine students' mastery of the plot, characters and historical background of the play. Based on the online learning data, teachers sort out the key and difficult teaching points. Targeting common problems such as students' one-sided understanding of Western commercial culture, teachers design targeted in-class teaching content and discussion topics to realize precise teaching. Meanwhile, preliminary ideological and political enlightenment is achieved in advance.

(4) Participatory Learning: As the core link of ideological and political integration, this session adopts diverse offline interactive forms, including group discussion, close reading, case analysis, and Chinese-Western cultural comparison. Centering on the core topics of the character complexity, the duality of contract spirit, and racial and religious prejudice in *The Merchant of Venice*, teachers organize activities to guide students to abandon simplistic binary thinking and analyze literary characters and the historical limitations of the work. Combined with the knowledge accumulated through online preview, students compare the differences between Chinese and Western outlooks on integrity, wealth and humanism. Standing from the perspective of Chinese culture, students interpret Western commercial civilization and humanistic trends of thought. Through in-depth classroom interaction, students consolidate their text interpretation ability, imperceptibly develop humanistic qualities, and improve their cross-cultural critical thinking competence.

(5) Post-assessment: A diversified whole-process online evaluation system is constructed after class to break the single knowledge-based assessment model and realize the dual evaluation of students' professional competence and ideological and political literacy. On the one hand, online exercises are adopted to test students' mastery of basic content, including literary background knowledge and textual thematic interpretation. On the other hand, speculative expanded tasks are assigned, requiring students to write short comments based on the play's themes, sort out Chinese and Western cultural differences, and discuss contemporary youth's outlooks on wealth and tolerance. This method comprehensively assesses students' textual interpretation ability, critical thinking and value cognition, and fully verifies the effectiveness of knowledge acquisition, ability improvement and ideological and political education.

(6) Summary: At the end of the class, combined with online learning data, in-class discussion outcomes and post-class evaluation feedback, teachers systematically review the core literary knowledge, character interpretation methods and key points of cross-cultural critical thinking of this unit. Special emphasis is placed on summarizing the ideological and political connotations embodied in the play, including commercial ethics, humanistic tolerance and cultural confidence. Meanwhile, based on the full-process teaching feedback, teachers identify teaching deficiencies and students' learning difficulties, and continuously optimize teaching content, interactive forms and ideological and political integration strategies. This practice forms a complete teaching closed-loop of "teaching-evaluation-reflection-optimization" and steadily improves the quality of curriculum ideological and political education.

In conclusion, the blended teaching design based on the BOPPPS model not only guarantees the professionalism and systematic arrangement of the text teaching of *The Merchant of Venice*, but also achieves the subtle infiltration of ideological and political values. Furthermore, it effectively realizes the organic integration of knowledge imparting, ability cultivation and value shaping, providing a feasible practical paradigm for the normalized and high-quality development of ideological and political education in British literature course.

4. Teaching Design Reflection

The teaching design for British literature constructed based on the BOPPPS model with *The Merchant of Venice* as the teaching carrier adopts an online-offline blended teaching model and establishes a six-link closed-loop education system, which effectively fulfills the three-in-one educational objectives of knowledge imparting, ability cultivation and value shaping. The innovation of this teaching design lies in breaking the traditional single-mode literature classroom that emphasizes text study while neglecting critical thinking and moral education. It systematically integrates ideological and political elements into the whole teaching process covering Bridge-in, Objectives, Pre-assessment, Participatory Learning, Post-assessment and Summary. Through situational construction, precise investigation of learning status, in-depth classroom discussion and diversified evaluation feedback, students' motivation for autonomous learning is effectively stimulated. Students are guided to move beyond simplistic binary superficial interpretation and develop a perspective on character images, commercial contractual ethics and cross-cultural differences. While improving their capabilities in literary interpretation and critical expression, students establish a rational and positive outlook on wealth. Their cultural awareness and cultural confidence are effectively strengthened, realizing the coordinated integration of professional teaching and ideological and political education.

Meanwhile, there remains room for further optimization in this teaching practice. Firstly, uneven participation persists in in-class participatory discussions, and a small number of students with passive learning styles fail to receive sufficient training in cross-cultural expression and in-depth inquiry. Secondly, although ideological and political education runs through the whole teaching process, some value-oriented contents remain theoretically oriented, and their connection with students' real life can be further strengthened. Finally, after-class extended assessment methods can be diversified, and a long-term tracking mechanism for the internalization of students' values needs to be improved. In subsequent teaching, task design will be further optimized to accommodate the learning needs of students at different levels. More immersive and life-oriented extended materials for ideological and political education will be developed, and a whole-process and long-term educational evaluation system will be refined, so as to improve the accuracy and effectiveness of integrating ideological and political elements into curriculum teaching.

5. Conclusion

Guided by the requirements for developing curriculum-based ideological and political education in universities in the new era, this paper takes the teaching unit of *The Merchant of Venice* in the course *Introduction to British Literature* as a practical case. Based on the BOPPPS instructional model, it constructs a blended curriculum ideological and political teaching system featuring clear objectives, complete procedures and the integration of knowledge and practice. Centering on the textual characteristics of Renaissance literature and the core themes of the work, the study defines the integrated three-dimensional educational objectives concerning knowledge, ability and value. Through the progressive and organic interaction of the six teaching segments, it deeply integrates close textual reading, literary critical thinking, cross-cultural comparison and value guidance.

Teaching practice verifies that adopting the BOPPPS model to design ideological and political teaching can fully highlight students' dominant role in class and effectively enhance their capabilities in literary appreciation, textual interpretation and cross-cultural critical thinking. Meanwhile, it guides students to examine Western humanistic thoughts and commercial civilization from a Chinese cultural stance, and helps them develop sound values featuring equality, morality, kindness, rationality and self-discipline. This research offers a referable practical paradigm for the ideological and political teaching reform of British literature and

other foreign literature courses in universities. In the future, educators can further optimize educational approaches by adopting a wider range of literary texts, explore immersive ideological and political teaching modes better suited to the cognitive characteristics of college students in the new era, and continuously improve the effectiveness of fostering virtue through education in foreign language and humanistic courses.

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