



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

# BOPPPS: A Framework for Teaching





## 6 Step Process

- 1)B – Bridge**
- 2)O – Objective or Outcome**
- 3)P – Pre-Assessment**
- 4)P – Participatory Learning**
- 5)P – Post-Assessment**
- 6)S – Summary/Closure**



# 1)

## Bridge

Begin the learning cycle; gain the learner's attention; build motivation; and explains why the lesson is important.

Ex. Tell a story, refer to learner's realm of experience, pose provocative question, etc



## 2) **Objective or Outcome**

Clarifies and specifies learning intention:  
what will be accomplished by the end of the  
class.

Ex: by the end of this lesson you will know what the BOPPS  
model is and how to use it effectively



### 3) **Pre-Assessment**

Clarifies what the students already know:  
who knows what and where strengths and  
weaknesses in knowledge lie.

Ex: who has ever heard of the BOPPPS model before and what  
is it used for?



## 4) **Participatory Learning**

The main part of the lesson.  
Actively involve students in the learning process. Everyone should be engaged.

Ex: discussions, debates, role playing, etc



## 5) **Post-Assessment**

Evaluate if the students have learned what you think they should have.

Ex. Short quiz, multiple choice, explain concepts to each other out loud, write down quick answer on cue card to question posed



## 5) **Summary/Closure**

Recap what was learned and lessons to take away





## Brainstorm

Example from the field



**Questions?**



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

## Marking and Assessment





# **Marking and Assessment**

## **1. Professionalism**

## **2. Objectivity**

## **3. Marking Nitty-Gritty**



## Professionalism

- **Plan ahead**

- How much time will it take to mark one essay/exam? How many assignments can you mark in a day (while maintaining your sanity)?
- Sample: 20 minutes X 65 students = 21.6 hours or (about 7 days working 3 hours a day)
- Remember that their busiest time might also be YOUR busiest time.

- **Don't bitch**

- Keep it off social media and away from campus. We know that correcting "it's" and "its" is enraging.



## Objectivity

- **Grading is not an exact science.**
  - It's best to set a standard by reading through some papers at random without assigning grades to see the general quality.
  - Always return to the first 5-10 marked assignments after the grading is completed (often you will have marked those more harshly than the rest.)
- **Standardize grades**
  - This requires cooperating with your fellow TAs. How many A's, B's, C's and D's do you have all together?
  - Grades should be standardized across tutorials.



## Marking Nitty-Gritty

- **Academic integrity.**
  - Use TurnIt.com to assess likelihood of plagiarism.
  - Bring concerns to Prof.
- **Fairness in assessment.**
  - Write comments carefully.
  - Try to keep them specific but impersonal.
  - Point out good portions of the assignments as well as mistakes (sometimes called the ‘sandwich method’)



## Essay comment example:

Overall this is a thorough and comprehensive review essay. Your argument calling for more comparative analysis using empirical data was a good critique of the limitations of anecdotal evidence in research on the causes of conflict. I was less convinced by your comparison of the role of 'western influence' in each of the author's arguments. This point needed further...Furthermore, the selective summary of each article, while concise, missed some important aspects of the authors' arguments. For instance, *why* are cultures going to clash according to Huntington's analysis? Lastly, this essay would have benefitted from closer proofreading.

83 A-





## Handling appeals

- **Set an appeals policy at the beginning of the course:**
- **You are the first line of appeals.**
- **Cool off period, consequences, appeals process.**



**Questions?**