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ON THE MIXED CLASS FOR BASIC ENGLISH COURSE BASED ON "BOPPPS + PAD CLASS" TEACHING MODE

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ABSTRACT

The teaching for English majors in application-oriented universities is confronting challenges, as traditional teaching mode has exhibited respective shortcomings like students' insufficient involvement and inadequate application skills. This study explores the integration of the BOPPPS model and the PAD class teaching mode into a blended teaching framework for the Basic English course in application-oriented universities. A one-semester teaching experiment was conducted with English majors at Sanjiang University, comparing the blended approach with traditional teaching modes. Results indicated that the blended mode significantly improved students' performance in tests and homework, though challenges such as increased workload for instructors and students were noted. The study offers practical insights and a theoretical framework for reforming English language teaching in application-oriented universities.

Keywords: BOPPPS + PAD class teaching mode; Basic English; teaching reform; application-oriented universities.

1. INTRODUCTION

Within the teaching framework of application-oriented undergraduate universities, professional English courses hold a pivotal position. Yet, English teaching continues to confront challenges such as surface-level participation, limited critical-thinking dispositions, and insufficient transfer of learning to real-life tasks. Both BOPPPS model and PAD class teaching mode are common-used teaching modes. Each mode, however, presents limitations: BOPPPS model offers a goal-oriented, closed-loop structure (Pattison et al., 2021), but it risks fragmentation. PAD class teaching mode divides instructional time into three sections, namely presentation, assimilation, and discussion, to reserve half the class for deep learning (Zhang, 2014), but it blurs learning objectives to some extent. Integrating the two may yield synergistic effects, but empirical evidence is lacking.

This study explores the blending of "BOPPPS + PAD" class teaching mode in the practical teaching process of English major students for the application-oriented universities in China. By doing so, it attempts to improve the teaching process, enhance the actual teaching effect, and provide potential support for the teaching reform of the English major in application-oriented undergraduate universities.

ISSN: 2582-0745
Vol. 8, No. 04; 2025

2. LITERATURE REVIEW

BOPPPS Model and Its Application

The BOPPPS model originated from the Instructional Skill Workshop (ISW) carried out in Canada in the 1970s. Its teaching structure consists of six modules, specifically including: bridge-in (B), objectives (O), pre-assessment (P), participatory learning (P), post-assessment (P) and summary (S). By decomposing the complete classroom teaching process, it emphasizes that the teaching process should revolve around clear teaching objectives, highlighting the dominant position of students, ensuring that students can actively participate in classroom learning.

Many domestic teaching reform practices applying BOPPPS model were carried especially in the engineering and medical education. For instance, Dong et al. (2020) applied the BOPPPS+ Rain Classroom model to the teaching of Materials Physical Chemistry. Guo et al. (2022) proposed a teaching reform plan for Atomic Physics based on this model. Cheng et al. (2024) employed this model in Electrical Engineering Experimental teaching. Ling et al. (2024) applied this model to the instructional design of Biochemical Experiment. Wu et al. (2025) used this model in the teaching of Medical Immunology courses. All the research results show that the application of the BOPPPS teaching model can effectively guide students to actively participate in the classroom process, thereby enhancing the teaching effect in the classroom.

PAD Class Teaching Mode and Its Application

The PAD class teaching mode is an original local teaching model proposed by Zhang Xuexin, a psychology professor at Fudan University, in 2014. By dividing the class time in half, it ensures that half of the time is led by the teacher for lecturing, while the other half is given to students for interactive learning based on discussion. Between these two activities, an internalization stage is integrated, enabling students to fully absorb the new knowledge explained by the teacher before engaging in interactive learning. This teaching mode is divided into three main sections: presentation (P), assimilation (A) and discussion (D), which is simply referred to as the PAD class teaching mode. This model emphasizes a student-centered concept, achieving an organic integration of instructors' instructions and students' discussions. Through internalization and absorption, students can independently communicate, present and improve their learning content during discussions, thus ensuring participatory learning in classroom teaching.

Since its proposal, this mode has been rapidly promoted in universities across China and has been widely recognized by instructors and students, becoming a new method in the current classroom teaching reform of universities. For instance, Zhang and Sun (2024) explored the use of this mode in the teaching of Situation and Policy. Su and Miao (2024) utilized this mode in the teaching of Automatic Control Theory. Zhang and Tang (2025) used this mode in Ideological and Political courses in universities. Lian et al. (2025) introduced this mode in the teaching of Statistics. The research results all showed that this mode not only effectively promotes students' participatory learning, but also improves the efficiency of knowledge system transmission.

Blended BOPPPS + PAD Class Teaching Mode

Although both the BOPPPS model and PAD class teaching mode have their own advantages, the two teaching modes have certain limitations yet to be solved. The BOPPPS model rationally dissects classroom teaching and forms a relatively complete teaching process. However, it fails to effectively propose specific implementation measures for each link, resulting in a lack of overall design for learning links and being unfavorable for giving full play to students' initiative. The PAD

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Vol. 8, No. 04; 2025

class teaching mode emphasizes the involvement of instructors and students, which can effectively mobilize students' enthusiasm. However, in the discussion session, students tend to be biased towards their personal interests, resulting in fragmented discussion topics and a lack of systematisms (Rong et al., 2024). In addition, there are no clear regulations on how instructors conduct classroom lectures, how they summarize teaching and provide feedback on the results. There is also a lack of assessment of students' mastery of knowledge and the achievement of teaching objectives.

Liu (2019) proposed a teaching mode that combines the BOPPPS model with PAD class teaching mode, with the aim of better leveraging the advantages of both. Rong et al. (ibid.) specifically proposed three integration modes: taking the BOPPPS model as the "presenting" part of the PAD class, taking the PAD class teaching mode as the "participatory learning" part of BOPPPS, and splitting and integrating the elements of these two modes. At present, teaching practices based on these integration modes have been carried out in China, but they are mainly concentrated in science and engineering courses. For example, Wan et al. (2020) and Wang (2022) took the BOPPPS model, as the presenting learning links of PAD and applied them in the online teaching of Anesthesiology and Immunological Testing respectively. Wang and Zhuo (2019), Lin et al. (2022), Liu and Liu (2023), Jiang (2023) and Gao et al. (2024) took the BOPPPS model as the participatory learning links and applied them in the course design and teaching of Biochemistry, Medical Statistics, Basic Nursing, Management Accounting, and Advanced Mathematics. Liu et al. (2023) and Qu and Gong (2024) split and integrated the BOPPPS and PAD class teaching modes, retaining all the links of the BOPPPS and PAD class teaching modes for the teaching practice of the Health Service Marketing Management course and the Machine Learning course respectively. Zuo et al. (2022) split and integrated the BOPPPS and PAD class teaching modes, and partially retained the links of the two teaching models for the online teaching of Dermatology and Venereology.

From the current academic application of the BOPPPS model and PAD class teaching mode, there are mainly the following three deficiencies: Firstly, the application and research time of the two teaching modes in domestic universities is relatively short, and the coverage of disciplines is limited, mainly concentrated in science and engineering courses. For this reason, the effective teaching mode based on the combination of the two should be fully expanded in a broader range of disciplinary fields such as liberal arts and social sciences, thereby continuously enriching and deepening its connotation. Secondly, in the specific application process, the effective combination of these teaching modes has not yet formed a systematic theoretical framework, resulting in uneven application effects in practice. Therefore, to enhance its effectiveness, it is necessary to establish a systematic theoretical framework that includes the clear setting of teaching objectives, specific activities for each link, and the formulation of evaluation standards, etc. By refining and standardizing the teaching process, instructors can better design courses and enhance students' participation and learning outcomes. Thirdly, the integration model of the two is less applied in the instructional design of the entire course, thus its effectiveness is limited to a certain extent. In this regard, it is necessary to constantly explore an effective teaching mode that combines the two, deeply integrates them into the teaching closed-loop management system of the entire course, optimizes the mode structure, and effectively enhances the teaching effects.

ISSN: 2582-0745
Vol. 8, No. 04; 2025

3. BOPPPS + PAD CLASS TEACHING MODE IN THE TEACHING OF BASIC ENGLISH

Basic English course, as one of the compulsory courses for English majors, aims at improving the comprehensive English skills and cultivating students' ability to apply English. Based on the characteristics of BOPPPS model and PAD class teaching mode, this study proposes a new blended BOPPPS + PAD class teaching mode, integrating it into the online-offline class, course objectives, and multiple appraisals, as manifested in Figure 1. All the teaching activities are carried out around the three course objectives that specify what instructors and students should achieve, after which comprehensive appraisal can be given in multiple ways through formative evaluation and summative evaluation. The appraisal results serve as the basis for evaluating students' mastery, and the teaching links and progress can be adjusted in a timely manner based on the evaluation results.

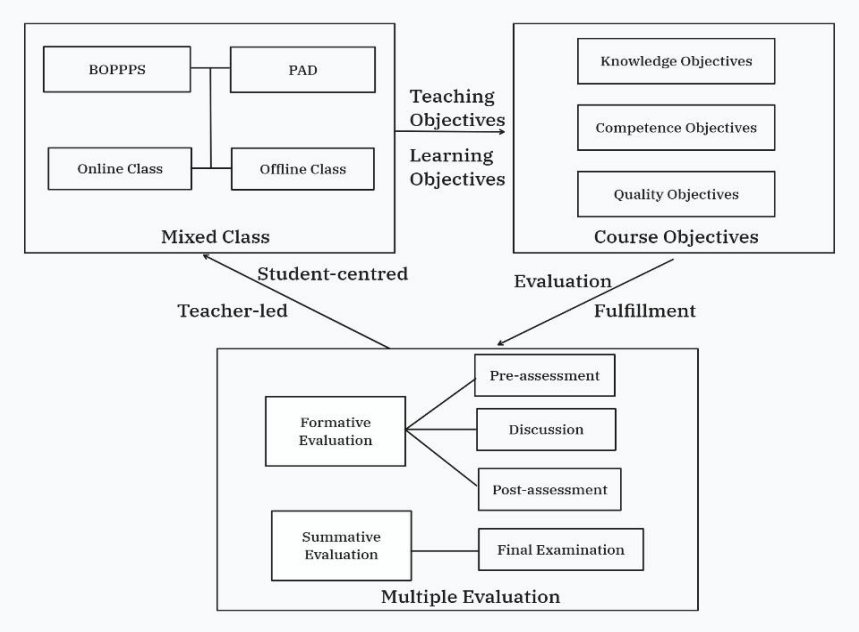

Figure 1. Overall Structure of Mixed Class, Objectives and Evaluation

BOPPPS + PAD Class teaching mode Framework

In view of the common problems faced by the previous study and practice, this study attempts to blend BOPPPS model and PAD class teaching mode by integrating the links of them systematically. The six links of BOPPPS model clearly define the procedural nature of teaching and emphasize the integrity of knowledge imparting, whereas the PAD class teaching mode emphasizes the reasonable allocation of class teaching time, as manifested in Figure 2.

ISSN: 2582-0745
Vol. 8, No. 04; 2025

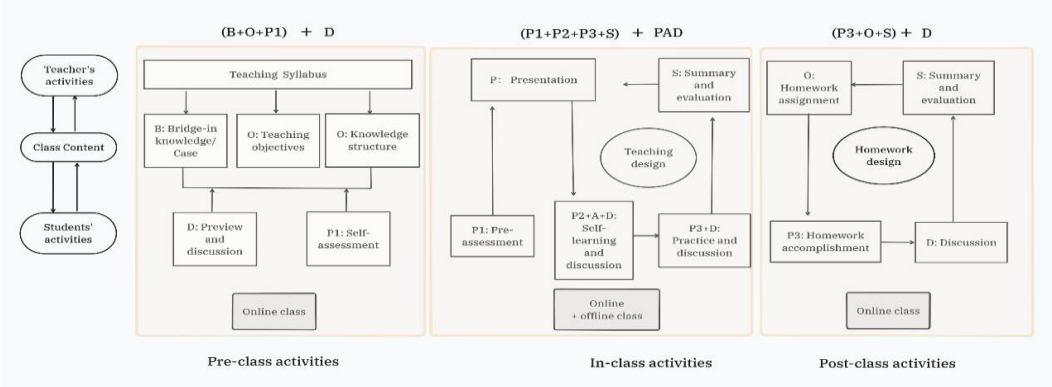

Figure 2. BOPPPS + PAD Class Teaching Mode Framework

In the framework of classroom teaching structure, BOPPPS and PAD class teaching mode establish an intricate teaching mechanism through the interaction of two parties, diverse activities and three phases. Horizontally, each component of the BOPPPS model is seamlessly integrated into the pre-class, in-class, and post-class segments. This integration not only reinforces the systematic and holistic nature of the classroom structure but also encourages students' active engagement. Vertically, during the pre-class, in-class, and post-class phases, teaching activities do not solely rely on either instructors or students. Instead, they involve a division and symbiotic relationship between the two, tailored to different types of courses.

Specific Teaching Plan for Basic English Course with BOPPPS + PAD Class Teaching Mode
As is shown in Figure 2, this study attempts to construct a mixed class by combining the BOPPPS + PAD class teaching mode with the Super Star Learning platform, which divides the course into two modules: online and offline and lays the foundation for different activities from pre-class to post-class phases.

During the pre-class phase, the instructors first set the teaching objectives of the unit through the Super Star Learning platform and promptly notify students to check them before class. The teaching objectives generally include the following points: First, to master the grammar and language points that appear in the text and to be proficient in using relevant phrases and expressions; Second, to be able to translate most paragraphs and sentences appropriately and retell the text; Third, to understand the classification of text genres, writing styles and logic, etc. The ideological education goals corresponding to the unit themes are also considered. In this section, the teacher collects materials and sets the case or material based on the unit theme. By introducing preliminary knowledge or background cases, students' learning interest will be ignited. Guided by clear learning objectives, students engage in preview activities, discuss emerging knowledge frameworks, and conduct self-assessments. This process not only enhances students' preparedness but also facilitates instructors' following lecture. The whole section reflects bridge-in (B), teaching objectives (O), pre-assessment (P1) under the BOPPPS model and the discussion (D) under the PAD class teaching mode.

ISSN: 2582-0745
Vol. 8, No. 04; 2025

During the in-class phase, effective online and offline interactions between instructors and students are enabled. Students first complete the pre-knowledge test and answer questions in the offline classroom. Testing the prior knowledge before class not only helps instructors understand the students' learning situation but also lays the foundation for the following activities. For students, participating in pre-class tests is a process of internalizing previous knowledge. The test questions are generally set to consist of several objective questions such as multiple-choice and fill-in-the-blank questions, whose answers come from the text or should be collected from online resources. For important exercises with many mistakes, instructors should provide explanations. Then, instructors can elaborate the new knowledge, guiding students to grasp key and difficult knowledge points. It is necessary that students should be given enough in-class time to have self-thinking and engage in interactive activities for discussion, where students' comprehensive analytical ability can be developed and their critical thinking be enhanced. Subsequent practice should be assigned on the Super Star platform, which can further identify problems and consolidate what has been learned. By completing example questions, students can complete the assimilation and discussion process. After all the key and difficult points are solved, students have a report of what they have been learned from the whole unit and discuss about broader theme-related ideological objectives. Instructors then have a summary of the teaching content and give evaluations according to students' performance. This section fully embodies the pre-assessment (P1), participatory learning (P2), post-assessment (P3) and summary (S) under the BOPPPS model and integrates presentation (P), assimilation
(A) and discussion (D) under the PAD class teaching mode.

In the post-class phase, instructors assign online tasks that align with the course content on the Super Star platform. Students then take a post-class test to consolidate their mastery of the knowledge points. Instructors should grade students' homework in a timely manner and promptly identify any problems students have. Timely feedback and evaluations should also be provided to students on their independently completed assignments so as to foster continuous improvement. This section realizes the post- assessment (P3), objectives (O), and summary (S) under BOPPPS model and discussion
(d) under PAD class teaching mode.

The entire teaching journey is meticulously centered around three core course objectives, and students' active participation in and out of the class can be effectively guaranteed through the interconnected links. Once students demonstrate achievement of these goals, instructors can conduct comprehensive assessments. The results of these evaluations serve as crucial benchmarks for gauging students' proficiency, fine-tuning teaching methodologies, and optimizing the overall teaching progression.

4.TEACHING PRACTICE AND EFFECTS

Research Methodology

Traditional teaching for English majors in Sanjiang University employed a relatively single PAD class teaching mode to ensure half of the class time was spent on the instructors' lecture and the other half on students' discussion and assimilation. Although some of the BOPPPS model was adopted, only the pre-class preview and post-class homework parts were used in most cases. However, the participation and learning of students before and after class were far from sufficient, resulting in most of the class time being spent on knowledge explanation, and students having less

ISSN: 2582-0745
Vol. 8, No. 04; 2025

actual discussion time, which was not conducive to improving classroom efficiency and teaching effectiveness.

Students participating in the research were English majors of the 2023 grade from Sanjiang University (n = 183). The tested course was Basic English III, which was one of the compulsory courses for English majors. There were 6 classes of this grade, among which the author was in charge of classes E and E (n = 63) while the other four classes A, B, C, and D (n = 120) were managed by two other instructors. The class sizes, and students' admission scores of each class were close, so the basic cognitive levels of the students in each class were similar. Therefore, Classes A to D served as the comparison group, Group A, while Classes E and F formed the experimental group as Group B.

A one-semester teaching reform practice that utilized BOPPPS + PAD class teaching mode was carried out in Group B, whereas traditional teaching practice was applied in Group A. Appraisal standards of both students in Group A and Group B were the same, where students' final scores were determined by usual performance scores and final examination scores, which occupied 40% and 60% respectively. Their usual performance consisted of attendance (5%), in-class performance (10%), online learning (5%), tests (10%), and homework (10%), all of which were collected by means of classroom observation notes or through the Super Star platform. By the end of the first semester, the practical results were finally analyzed to explore the actual effects of this integrated mode on the teaching of English majors.

5. RESEARCH RESULTS

An independent-samples T-test was conducted to compare the usual performance and final exam performance between students in classes A to D (Group A) and students in classes E-F (Group B) across six key indicators, as is shown in Table 1.

Table 1 Independent Samples Test Results

Class		Mean	Std. Deviation	T value	P value
Attendance	Group A	97.25	10.04	-1.70	0.091
	Group B	99.44	2.71		
In-class Performance	Group A	89.85	5.25	-1.59	0.114
	Group B	91.03	3.75		
Online Learning	Group A	100	0.00	1.87	0.063
	Group B	99.52	2.80		
Tests	Group A	78.76	12.77	-6.92	< .001
	Group B	91.21	8.82		
Homework	Group A	83.08	5.69	-9.02	< .001
	Group B	90.56	4.56		
Final Exam	Group A	62. 32	10.31	0.87	0.867
	Group B	62. 60	11.25		

ISSN: 2582-0745
Vol. 8, No. 04; 2025

An independent-samples t-test was conducted to compare the academic performance between Group A and Group B across six key indicators, namely attendance, in-class performance, online learning, tests, homework, and final exam. According to Table 1, Group B performed better than Group A in all the indicators other than online learning. Viewed generally, the results revealed statistically significant differences between the two groups on two measures, tests and homework, while the others showed no significant difference. Since the attendance occupied 5% in the final scores, we had to listed it in the table. But it had no meaning in interpreting the teaching effects, so it was not analyzed as an important indicator.

Group B demonstrated significantly higher scores than Group A on test scores (MB = 91.21, SDB = 8.82 vs. MA = 78.76, SDA = 12.77; T = -6.92, $p < 0.001$), and homework scores (MB = 90.56, SDB = 4.56 vs. MA = 83.08, SDA = 5.69; t = -9.02, $p < 0.001$) with significant difference, both of which were collected through Super Star platform. This suggested that BOPPPS + PAD class teaching mode utilized played a big role in helping students consolidate and apply knowledge in tests and homework. Especially in terms of tests, Group B showed greater performance that surpassed Group A with more than 10 scores on average.

Although there was no significant difference in the in-class performance ($p = 0.114$) between Group A and Group B, Group B still surpassed Group A with respect to this indicator. This result was consistent with regular class observation, where Group B had a higher degree of involvement in class and showed greater interest in discussion or other class activities when the BOPPPS + PAD class teaching mode was adopted.

As for the final exam, Group B had higher average scores than Group A. Though this difference was not significant ($p = 0.867$), to some extent Group B had a better performance in exam than Group A. As the questions of final exam was more complicated than usual practice, this result might be determined by other factors like whether students previewed the knowledge or whether they had adequate answering techniques. However, the influence of this teaching mode should not be ignored ad it helped students cultivate better learning habits and critical thinking abilities in the long term.

The difference in online learning scores approached but did not reach statistical significance ($p = 0.063$). This is the only indicator that Group B was surpassed by Group A. One noticeable reason was that online learning was set before the class. Group B had more tasks to accomplish than Group A, such as reading background cases and question discussion, etc. These tasks, beyond all question, increased the burden of students in Group B. Some of students might not had enough energy or time to finish all the tasks in time, which led to the loss of scores.

6.CONCLUSION

This study proposed a systematic and interconnected BOPPPS + PAD class teaching mode for Basic English course teaching. By leveraging the Super Star platform, this study established an online-offline integrated teaching mode and utilized it in the teaching of Basic English III course among English majors of grade 2023 in classes E and F in Sanjing University at the first semester. Other English majors of the same grade in classes A to D, whose courses were taught with traditional teaching mode, were considered as a comparison group. After a semester's teaching reform practice, the findings revealed that students in classes E-F demonstrated significantly superior performance on process-oriented evaluations than those in classes A to D, especially in terms of tests and homework ($p<0.01$), which was consistent with usual class observations. Although there was no significant difference in terms of their in-class performance and final exam

ISSN: 2582-0745
Vol. 8, No. 04; 2025

($p>0.05$), the average scores of students in classes E-F still surpassed those of students in classes A to D. This study found that, in contrast to the traditional English teaching mode, the BOPPPS + PAD class teaching mode generally exhibited certain advantages in aspects such as motivating students to participate in pre- class, in-class, and post-class activities and improving the accuracy rate of tests and homework.

However, during the implementation of this teaching mode, the following issues have emerged: First, the teaching preparation workload for instructors has significantly increased. Instructors are required to prepare various teaching materials, including pre- class knowledge videos, pre-class assessment questions, teaching cases, and post-class test questions. Second, the frequency of classroom discussions has risen, which might potentially exhaust both students and instructors in coping with them. Third, the academic burden on students has become heavier. English major students are now tasked with numerous pre-class and post-class assignments, leading to a notable increase in their academic pressure. Fourth, the completion rate of online courses is suboptimal. Based on the assessment results, it has been observed that some students may adopt a perfunctory attitude or even fail to complete online tasks. In response to the above issues, a balance point needs to be found in the future to appropriately reduce the burden on both students and instructors, and a sound reward and punishment mechanism should be established to urge students to complete online tasks conscientiously.

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