



外研社·金课系列·武汉



Content

Introduction

金课

金课

Demonstration

1. Objectives & Philosophy
2. Innovation & highlight

金课

3. Language & business
4. Student evaluation

A world map is shown in a light gray, semi-transparent style in the background. The map is centered on the Atlantic Ocean. Below the map, a yellow horizontal band contains the title text. At the bottom of the slide, there is a perspective grid of light gray lines that recedes into the distance.

Backgrounds, University Features & Objectives



I. National Strategy

1. Belt and Road Initiative
2. Rural Vitalization
3. Guangdong-Hong Kong-Macao Greater Bay Area



II. New Environments

1. Computer-assisted teaching & learning
2. Internet-based knowledge dissemination



III. University Features

1. Time-honored, agriculture & engineering featured
2. Utility-based & Application-oriented

高校应着重培养创新型、复合型、应用型人才。

习近平



Overall Teaching Objectives

1. Turn students into self-directed learners (community contributors)

Innovative



2. Educate students to be collaborative workers (qualified producers)

Advanced



3. Train students into interdisciplinary talents with critical thinking ability

Challenging



The background features a light gray world map with a grid pattern at the bottom. A horizontal yellow band is positioned across the middle of the page, containing the main title.

Innovations and Highlights

I. Outcome-based Education Theory (OBE)

Challenging

Advanced

Innovative

Evaluation Standard

- ✗ Values, beliefs, attitudes, or psychological states of mind.
- ✓ What learners can actually do with what they know and have learned.

Evaluation Method

- ✓ Observation verbs: describe, explain, design, or produce
- ✗ Nondemonstration processes: know, understand, think

II. The Brand-new **4P** Teaching Framework

1
Perceive

Professional knowledge based recognition building

2
Peel

Topic based target analysis (demonstration, rhetoric, and scaffolding)

3
Ponder

Language competence based in-depth thinking and discussion

4
Produce

Critical thinking based viewpoint establishment

Challenging

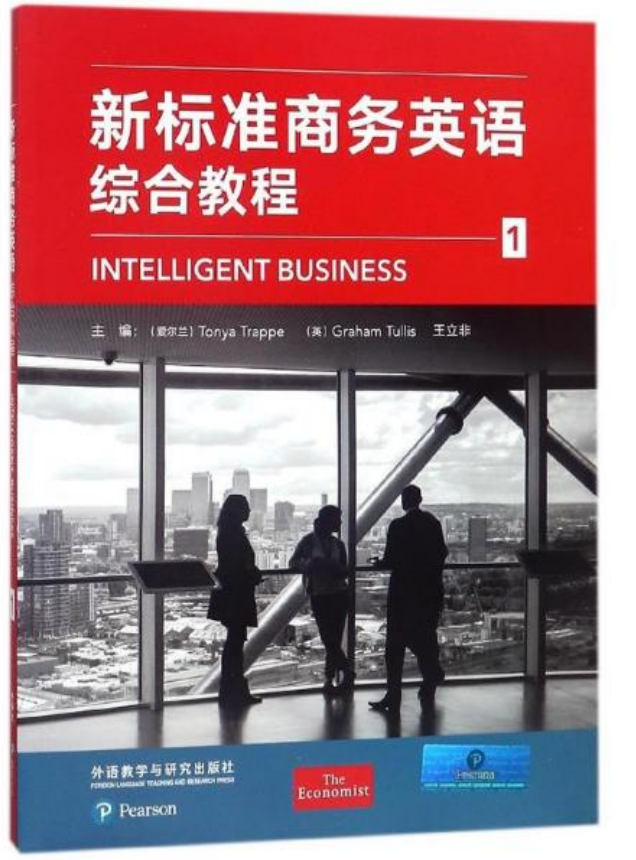
Advanced

Innovative

Highlights

The background features a faint world map in the upper half and a perspective grid in the lower half. A horizontal yellow band is positioned across the middle, containing the title text.

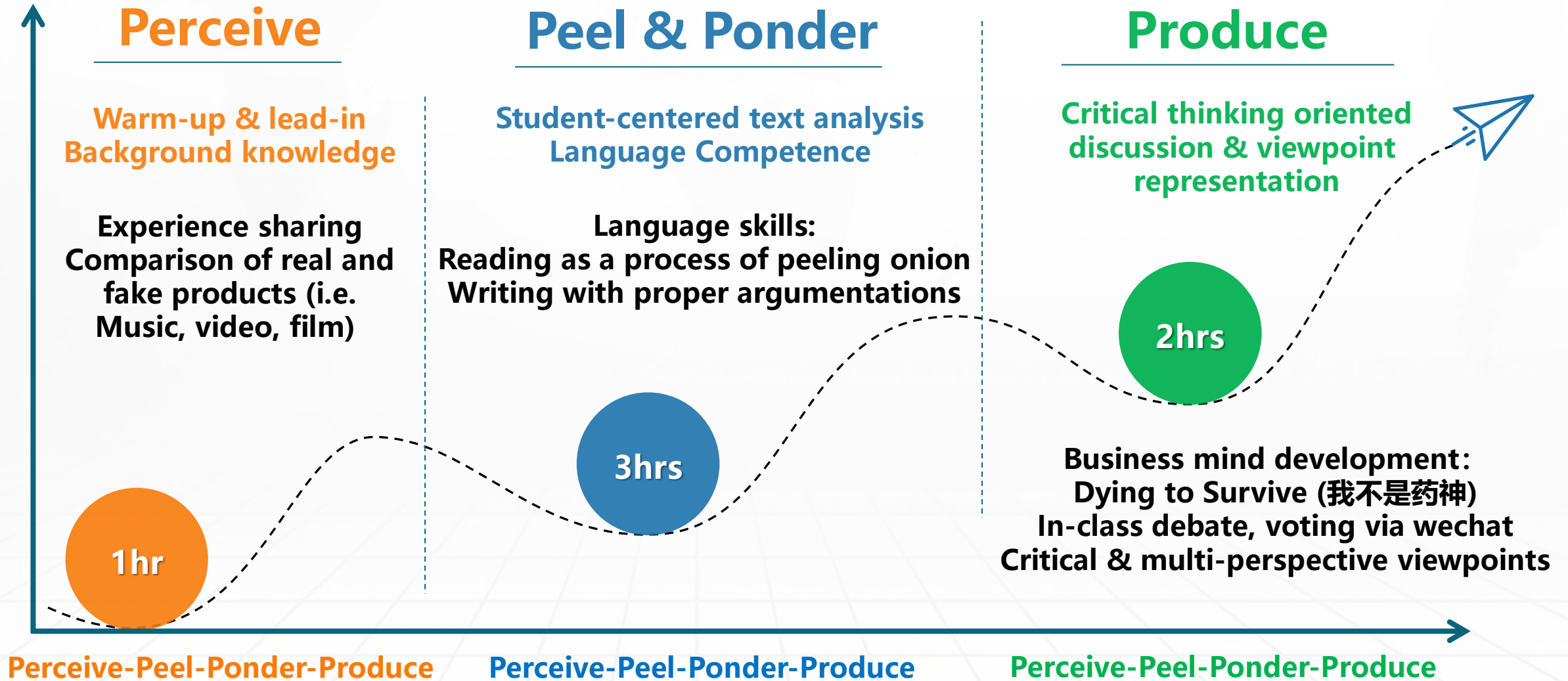
Unit Lecture Design



Unit 10 Counterfeiting

**Target Students:
1st year college students**

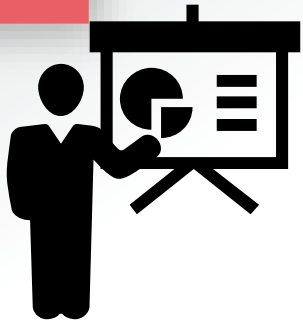
Unit Lecture Design



Unit Teaching Outcomes

| Abilities | Unit Teaching Outcomes |
|---|--|
| Language Competence | To explain the meanings of counterfeiting related vocabularies and phrases. To develop an argumentation (i.e. to give evidence). |
| Knowledge | Passage 1: Imitating Property is Theft Claim: Counterfeiting is on the increase |
| Cross-cultural Awareness & Critical Thinking | To discuss in detail the trend, development of counterfeiting on a global scale. To peel the “onion” and deliver one’ s own distinctive critical viewpoint. |

02



Demonstration

1
Perceive

Why should I believe it?



examples

source

data

Etc.

The text of Unit 10

"Counterfeiting is on the increase"

2 Peel

What should I do?



“To some people, counterfeiting means **forged currencies...they have been churning out imitation designer fashion, software and CDS.** Now they are copying **machines, mobile phones, food and drinks, car parts even tobacco.**” (para.1)

“Counterfeiting is on the increase”



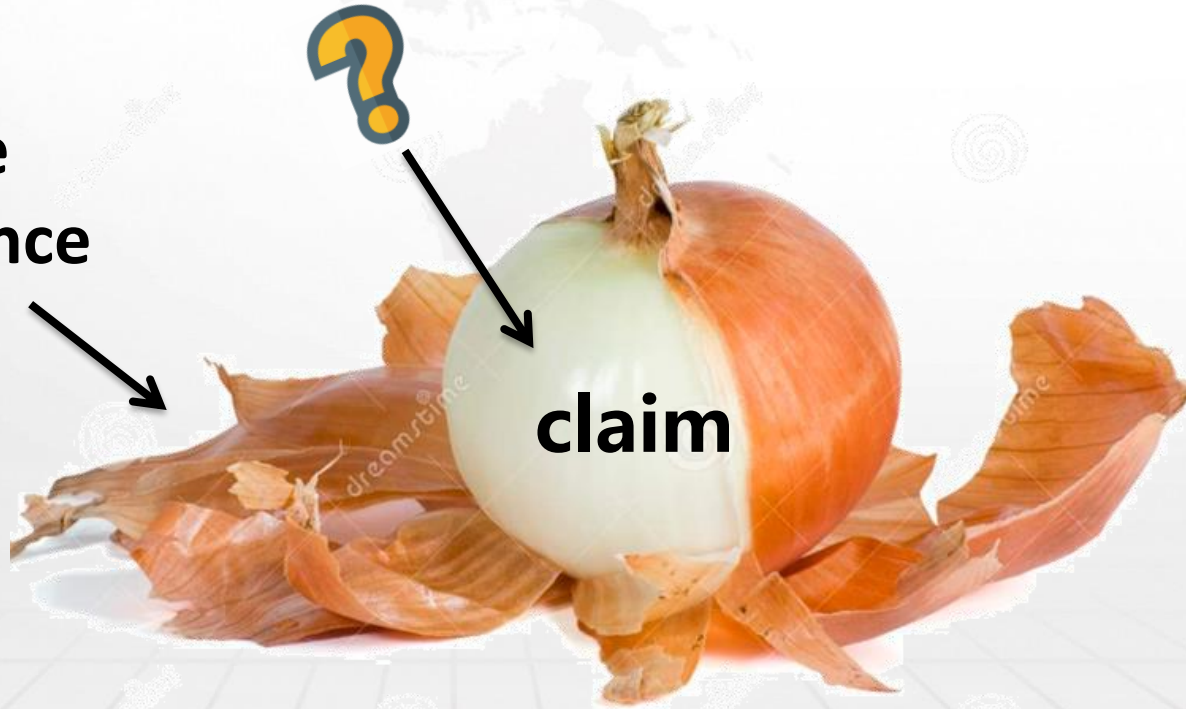
I share experience.

2

Peel

What should I do?

Share
experience



claim

2 Peel

What should I do?



“The Internet has been a great help to counterfeiters... **Peter Lowe, head of the CIB, reckons that some \$25bn worth of counterfeit goods are traded each year over the Internet.**” (para. 5)

“Counterfeiting is on the increase”



I listen to voices.

2

Peel

What should I do?

Share
experience



Listen to voices



2

Peel

What should I do?

- Have the varieties of counterfeit goods increased?
- Are they more popular with consumers?
- Are they more accessible?
- Etc.

- What is the source of the information?
- Is it reliable?
- Is it popularized?
- Etc.



I evaluate.

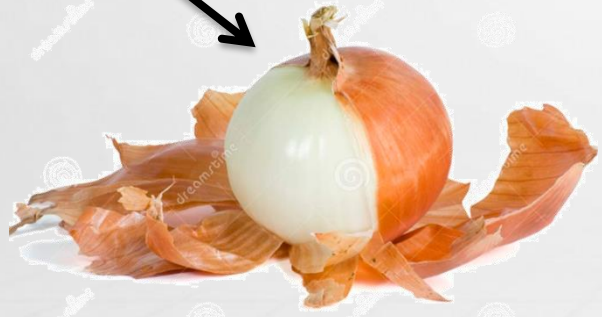
claim

3

Ponder

How does it help?

Share
experience



Listen to voices



Evaluate



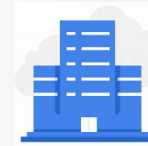
**Critical thinking: verify opinions
by peeling the “onion”**

4

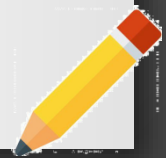
Produce

I can peel, too.

- **Peel** the second claim in the text by identifying the evidence.
-
- **Report** from your perspective how you deal the evidence.
- **Share** your findings in class.



“Companies ignore the harms of counterfeiting at their perils” .





Why should I believe it?



What should I do?



How does it help?



I can peel, too.

