

附件二：

2019 年外研社“教学之星”大赛

教学设计方案

一、基本信息

课程名称	中国文化概况
课程类别	<input type="checkbox"/> 大学英语基础课程 <input checked="" type="checkbox"/> 大学英语后续课程 <input type="checkbox"/> 英语专业课程 <input type="checkbox"/> 商务英语专业课程 <input type="checkbox"/> 翻译专业课程
教学对象	大二学生（大学英语六级水平）
教学时长	48 课时
教材名称	中国文化概况
参赛单元	第__册 第 10 单元（*单本教材仅填写单元信息）

二、团队信息

参赛团队成员（第 1 位为团队负责人）							
序号	姓名	性别	职称	研究方向	手机号码	电子邮箱	承担任务
1	黄菁菁	女	讲师	英语语言文学	██████████ ██████	██████████ ██████████	课程与单元教学 方案设计
2	阮宏芳	女	讲师	翻译理论与研究	██████████ ██████	██████████ ██████████	示范课教学展示
3	王燕	女	讲师	外国语言学及应用语言学	██████████ ██████	██████████ ██████████	资料搜集与网络 学习平台维护
4							
5							

团队负责人教学情况（不超过 500 字）：

（近 5 年来承担院校教学任务、开展教学研究、获得教学奖励等方面情况）

本人近五年来主要承担大学英语基础课程及后续课程，包括大学英语读写、大学英语听说、中国文化概况、英语国家概况、商务英语视听说和英语语音等。

主持并完成安徽省教育厅质量工程教研项目：大学新生英语学习衔接模式和策略的构建

2018.09 获全国高等院校英语教师基本功大赛安徽省二等奖；2018.08 获外研社教学之星大赛复赛一等奖；2015.05 指导学生黄婵娟获得全国大学生英语竞赛 c 类一等奖。

三、课程设计方案

1、课程定位（基于院校特色与教学对象特点，介绍本课程的人才培养定位）

1) 院校特色：我校围绕“师范性、应用型”办学定位，以提高学生实践能力和交际能力为重点，培养具有“新理念、新知识、新技能”的综合型人才。

2) 教学对象：本课程为大学英语拓展选修课，教学对象为大学二年级文学院、经济管理学院等文科学院具备大学英语六级水平的学生，其已具备良好的英语基本技能及较强的自主学习能力，有待加强文化修养和意识、思辨和交际能力。

3) 本课程人才培养定位：本课程将理论教学和情境教学相融通，突出体现应用型人才知识、能力和素质发展的协调性，进一步优化学生的英语综合运用能力，提升其跨文化交际能力和思辨创新能力，努力培养其成为具有国际视野，能直接参与国际合作与竞争、有文化认同感和社会责任感的国际化人才。

2、教学目标（介绍课程时长、总体目标以及预期达到的成效）

1) 课程共计 48 个线下课时，每单元 4 课时；同时配备线上课程，包括微课、测试和讨论。

2) 总体目标：

系统了解中国文化发展的脉络和基本概况；

用英语表达中国文化的基本知识；

培养其跨文化交际能力；

提升其文化认同感、创新意识及思辨能力。

3) 预期达到的成效:

- 1) 学生可熟练运用英语由表及里地介绍中国文化基本概况;
- 2) 就中国文化的某一话题展开描述和讨论, 并可对比分析其与西方文化的差异;
- 3) 在模拟场景和案例研究中展示创新及思辨能力和文化交流传播能力。

3、教学内容 (介绍课程主要内容, 以及线下与线上采用的教学资源)

1) 主要内容:

本课程分为国家概况、文学宗教艺术、教育科技体育、民俗风情和旅游览胜五个部分, 从哲学、宗教、文学、艺术、传统节日、饮食文化、服饰、建筑、旅游景点、文化遗产等各方面介绍中国文化, 不仅包括中国文化的基本知识点, 也涵盖中国的茶、戏曲、中医、武术、杂技等传统文化瑰宝, 还介绍了在科技、教育、饮食等方面的最新发展和成就, 呈现了时代发展的面貌。

2) 教学资源:

- 1) 线下: 教材:《中国文化概况》(修订版), 廖华英主编, 外语教学与研究出版社, 2015; 每单元课件、教案和讲稿。
- 2) 线上: 移动学习平台; 单元微课视频; 线上测试与讨论。

4、教学组织 (介绍课程主要教学理念、教学方法与教学手段)

教学理念:

- 1) 学习中心说: 以学习为中心, 教师协助学生完成中国文化各方面知识的学习。
- 2) 学用一体说: 以教学资源为基础, 帮助学生用英语完成语言和文化的双重输出。
- 3) 文化交流说: 强调教学的人文性目标, 提升学生的文化认同感, 鼓励其用英语传播中国文化, 培养其跨文化交际能力。
- 4) 关键能力: 培养学生的终生学习、持续发展的能力, 合作能力及思辨创新等能力。

教学方法:

1) 产出导向法:

根据教学内容和目标, 以单元为单位, 由教师主导, 师生共建驱动 (激发学生的学习主动性)、促成 (为学生完成产出任务提供脚手架) 与评价 (师生合作共评) 的多重循环,

完成分任务，最终实现产出目标。

2) 体验式学习:

根据单元主题，创建真实的语言情境，通过师生互动和生生合作，引导学生主动参与和体验，进而获取新知识和技能。

教学手段:

- 1) 线下授课与线上微课及测试相结合;
- 2) 多媒体教学与网络教学相结合;
- 3) 知识传授与情境实训相结合;
- 4) 课堂教学与中国文化英文知识竞赛等趣味活动相结合。

5、教学评价（介绍课程的总体评价方式）

1) 形成性评估（60%）:

课堂表现（15%）；线上任务（15%）；生生互评（15%）；自我评估（15%）。

2) 终结性评估（40%）:

闭卷测试（20%）；口语测试（20%）。

四、单元设计方案

1、单元教学目标（说明参赛单元的具体教学目标）

1) Language:

Build vocabularies about Chinese traditional architecture;

Get information about characteristics, structures and ornaments of Chinese architecture;

Know the structure of a presentation about a typical style of Chinese architecture.

2) Culture:

Discuss the difference between Chinese architecture and western architecture;

Learn to introduce Chinese architecture to foreigners;

Understand the relationship between architecture and culture.

3) Critical thinking:

Learn to assess others' presentation about Chinese architecture;

Reflect on the protection of traditional Chinese architecture;

Construct effective ways to preserve cultural heritage.

2、单元教学内容（说明本单元主要内容、课时分配、设计理念与思路）

1) Content:

Traditional Chinese architecture: imperial architecture, civilian residential housing and ethnic houses;

Chinese bridges and typical Chinese structures and ornaments;

Introduction of a typical Chinese architecture;

The preservation of Chinese architecture and heritage.

2) Time allotment: 4 sessions, 180 mins.

Session 1 (45 mins): Group discussion; characteristics of traditional Chinese architecture; imperial architecture vs. civilian residential housing.

Session 2 (45 mins): Brainstorm, Chinese bridges; typical Chinese structures and ornaments, passage translation.

Session 3 (45 mins): The introduction of Huizhou residential houses; presentation of a typical Chinese architecture; peer evaluation and teacher's evaluation.

Session 4 (45 mins): Debate; a case study of Yin Yu Tang; the preservation of Chinese architecture and heritage; critical thinking and view sharing; self-evaluation.

3) Design concept and method:

Orienting at output and effectiveness;

Session 1 and 2: text-based learning (output-oriented lead-in, sub-tasks about linguistic and cultural knowledge);

Session 3 and 4: extensive learning (presentation, debate, group discussion and evaluation).

3、单元教学组织（说明本单元每一节课的教学流程，包括具体步骤与活动等；说明课前、课中与课后如何安排，使用哪些教学资源等）

I. Session 1 and 2 (90 mins)

i. Before class:

1. Ss search for information about different styles of Chinese architecture.
2. Ss watch a micro-video about traditional Chinese architecture on the mobile platform.

ii. Session 1: in-class: (45 mins)

1. Group discussion: (8 mins)

- 1) Teacher show some pictures about Chinese architecture on ppt, and ask Ss to recognize them.
- 2) Teacher divides students into several groups and asks them to have a brief discussion on the following questions, and ask 3-4 group representatives to make a report.

Which kind of traditional Chinese architecture impresses you most and why?

Are there any traditional buildings with distinct features in your hometown?

2. Text-based and task-based Learning of characteristics of traditional Chinese architecture(19 mins)

- 1) Sub-task 1: Go through page 198-199 quickly and speak out the 5 characteristics of Chinese architecture. (4 mins)

Five characteristics: timber framework; plain, flexible and beautiful layout; unique building materials; artistic roof designs; colorful paint.

- 2) Sub-task 2: Fill in the blanks with the information learning from the text, and translate the sentences into Chinese. (8 mins)

1. Timber framework was resistant to earthquakes while possessing the advantages of _____ and _____.
2. The main structure was the _____, and the secondary structures were positioned as two _____ on each side to form the main room and yard.
3. The ancient Chinese used _____ extensively as a building material in addition to bricks and timbers.

4. The huge roof with extended eaves were to ensure enough _____ and avoid the _____ of the walls.

5. The roof of ancient Chinese palaces, _____, and mansions had _____ ornaments called *wenshou*.

6. Colorful paint in the architecture played the role of decoration and _____, and it was restricted according to strict social _____.

Keys: 1. *flexibility, adaptability*; 2. *axis, wings*; 3. *timber*; 4. *light, dampening*; 5. *temples, zoomorphic*; 6. *protection, stratifications*.

3) Sub-task 3: Work in groups of 4, and make a short summary of the 5 characteristics of Chinese architecture with the help of the text and the sentences in the previous task. (7 mins)

2-3 group representatives' summary: ...

Reference answer: *In traditional Chinese architecture, timber frame supported most of the weight of the house, while walls were not load bearing but used to separate spaces. The main structure was the axis, and the secondary structures were positioned as two wings, following the principle of balance and symmetry. Timbers, bricks and tiles constituted the major building materials. Ancient Chinese buildings tended to have huge roofs with extended eaves, which was to ensure enough light and avoid the dampening of the walls. The artistic roof design also has special symbolic meanings. Being restricted according to strict social stratifications, colorful paint in the architecture played the role of decoration and protection, and became an architectural ornament later.*

3. A comparative study between Imperial architecture and civilian residential housing(18 mins)

1) Brainstorm (4 mins):

Can you speak out some fine examples of Imperial architecture and civilian residential housing in China?

Reference answer: Imperial palaces in Beijing; Imperial mausoleums in Xi'an; Beijing Quadrangles; Shanxi Cave dwellings; Huizhou residential houses; Mongolian Yurts...

2) Go through page 199-203, and find some keywords and expressions to describe some typical examples of Imperial architecture and civilian residential houses. (7 mins)

Imperial palaces: *emperors, reign, luxurious, grandiose, Efang Palace, the Forbidden City.*

Imperial mausoleums: *magnificent tombs, peak, dynasty, mountains.*

Beijing Quadrangles: *inward-facing houses, enclosing walls, security, privacy.*

Shanxi Cave dwellings: northwest, economical, cliff, ground, hoop.

Hakka Earth Buildings: complex, round, square, eight trigrams, chamber, pond.

Mongolian Yurts: felt tents, wooden poles, Hana, nomadic lifestyle.

3) Read the text and fill in the form. (7 mins)

		imperial architecture	civilian residential houses
similarities	structure	brick, tile, timber and stone	
	layout	flexible, beautiful, and harmonious	
differences	color	red, yellow, green and gold	black, white, grey
	style	grand and luxurious	plain and simple
	decorations	colored glaze, mythical animals on eaves, number 9	wood carving, stone carving, clay sculpture

iii. Session 2: in-class (45 mins)

1. Brainstorm: (6 mins)

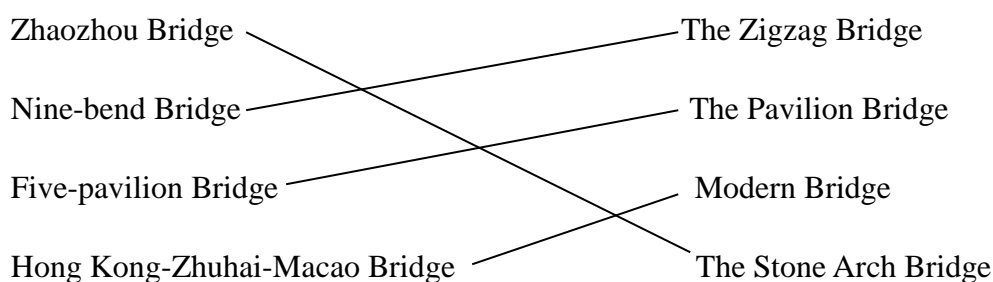
1) Who can speak out most names of Chinese bridges?

2) Teacher shares some pictures of typical Chinese bridges from ancient times to modern times with Ss.

Zhaozhou Bridge, Lugou Bridge, Five-Pavilion Bridge, Nine-Bend Bridge, Wuhan Yangtze River Bridge, Hong Kong-Zhuhai-Macao Bridge.

2. Task-based learning of Chinese bridges (20 mins)

1) Read the text and match each name with one classification of Chinese bridges (3 mins)



2) Fill in the blanks with the helpful words to summarize the features of different forms of Chinese bridges. (5 mins)

1. Stone arch bridges are strong and _____ and are built in a great variety of _____. Their materials are often available locally and highly resistant to _____. (shapes, sturdy, weathering)

2. As a _____ structure, the zigzag bridge is found in some gardens or _____ parks. It is intended to give an interesting scenic _____ to lakes and ponds. (feature, suburban, landscaping)

3. The pavilion bridge is often built over the _____ of a quiet lake, forming a small scenic area and providing _____ with a place for rest and a _____ from the sun and the rain. (sightseers, shelter, surface)

3) Introduction of some famous Chinese bridges. (12 mins)

Teacher introduces a famous Chinese bridge at first, and ask Ss to work in groups to introduce other famous bridges from the aspects of origin, style, builder and influence. After 3-mins' preparation, each group sends one representative to introduce a bridge.

Teacher takes Zhaozhou Bridge as an example:

Anji Bridge/Zhaozhou Bridge :

It was the most famous stone arch bridge in China, which spans the Jiaohe River in Zhaoxian County, Hebei Province. Built in the year of 605 by the mason Li Chun, It is still being used today, making it one of the bridges with the longest service life in the world.

Group representatives' reports: ...

3. A general study of typical Chinese structures and Ornaments (10 mins)

1) Term Translation: Read the text and find the English versions for the following Chinese terms. (3 mins)

石狮，八角基座，碑亭，楼阁塔，密檐式塔，贞节牌坊

Reference answers: Stone lions; Octagonal base; Stele pavilions; Tower-style pagoda; Multi-eaves pagoda; Chastity paifang.

2) Questions & Answers: Go through the text and answer the following questions. (7 mins)

1. What are the symbolic meanings of stone lions?

2. Can you explain the meaning of “Wangjungui” and “Wangjunchu”, the name of two *huapiao* in front of and out the back of the Tian'an men Gate?

3. Can you introduce the diverse purposes of pavilions?

4. How many categories Chinese pagodas are classified into? What are they?

5. What's the relationship between *paifang* and ethics?

4. Summary of session 1 and 2: passage translation(9 mins)

Translate the following passage into English with the help of what we learn in the two sessions.

中国传统建筑是中华文明的重要组成部分，包括宫殿、官府、庙宇、园林、陵墓，也包括一些高层佛塔和桥梁。中国传统建筑以木材为主要材料，讲究均衡对称，注重屋顶的艺术设计以及房屋的华丽装饰。在封建社会，色彩在建筑上的运用受到严格的社会等级制度的制约。

Reference answer: Traditional Chinese architecture, as an important part of Chinese civilization, includes palaces, official mansions, temples, gardens, tombs as well as multi-storey Buddhist pagodas and bridges. Traditional Chinese architecture featured timber as the major building material and followed the principle of balance and symmetry. It attached much importance to artistic roof designs and colorful decorations. In feudal society, the use of color in buildings was restricted according to strict social stratifications.

Assignment: Finish a quiz and view sharing on the mobile platform

iv. After class

1. Ss finish a quiz about the knowledge of Chinese architecture on the mobile platform.
2. View sharing on the mobile platform: The similarities and differences between Chinese architecture and western architecture.

Tips: compare them in the aspects of materials, structure, designing concept, and cultural connotation.

Teaching resources for session 1 and 2:

A Glimpse of Chinese Culture, Liao Huaying, Foreign Language Teaching and Research Press, 2015;

mobile learning application;

Micro-video about Chinese architecture.

II. Session 3 and 4 (90 mins):

i. Before class: 1) Work in groups, and take some photos about Hui-style architecture in Hefei.

2) Ss search for the information about Huizhou residential houses.

ii. Session 3: in-class: (45 mins)

1. Warm up: picture sharing and describing the pictures (5 mins)

1) Teacher choose some photos to share with the whole class, and ask the photo takers to talk about each one respectively.

2) Teacher introduces a cartoon figure named Mike, who shows his interest in Chinese architecture.

Mike: "Hello, I'm Mike from the US. Recently I saw some beautiful pictures on the Internet. The fantastic scenery and architecture fascinated me a lot, so I'm planning to visit this place. Could you tell me something more about its architecture?"

3) T asks Ss to use some words to describe their impression upon the pictures Mike watched.

4) T's transition to the topic: a full introduction of Huizhou residential houses.

2. Task-based Learning of Huizhou residential houses (14 mins)

1) Mini-task 1: words and expressions

Discuss and match each picture with one expression in the following table.

residential houses
black tiles and white walls
courtyard
horse-head walls
upturned eaves
skylight
brick, stone and wood carving

(The list of expressions will be helpful in mini-task 2.)

2) Mini-task 2: (sentences)

Discuss with your neighbors. Complete the sentences with the given sentence patterns and helpful words.

sentences about structure:

Situated between the mountains and rivers, Huizhou _____ houses feature bricks, _____, and timbers as the major _____ materials. (building, residential, tiles)

They are generally a _____ constructed with houses around the _____ on 3 or 4 sides, following the principle of balance and _____. (courtyard, symmetry, compound)

sentences about symbols:

They incorporate *fengshui* concepts and _____ trends, with black tiles, white walls, brick, stone, and wood _____ and elegant _____ placed on upturned _____. (carvings, aesthetic, eaves, decorations)

The unique _____ walls are designed for decorating, spacing and fire _____, which are symbolic of _____ and prosperity. The skylight is designed to collect the maximum amount of light and _____, which is symbolic of the _____ of wealth. (prevention, horse-head, rainwater, accumulation, vitality)

sentences about significance in culture:

With the idea of _____ between man and nature, Hui-style architecture is an _____ expression of Hui culture, recording the _____ ideology and culture of the late Chinese _____ society. (social, outstanding, feudal, harmony)

Its artistic designs and _____ decorations reflect the _____ and creation of Chinese people, embracing the wish for prosperity, _____ and _____ offspring, which should be preserved as a cultural _____. (heritage, longevity, exquisite, intelligence, multiple)

(These sentences will help you to introduce the Huizhou residential houses in the following task.)

3). Mini-task 3: passage

Go through the sentences and rearrange them in a correct and logical way according to the order of structure, symbols and significance in culture.

1. The unique horse-head walls are designed for decorating, spacing and fire prevention, which are symbolic of vitality and prosperity. The skylight is designed to collect the maximum amount of light and rainwater, which is symbolic of the accumulation of wealth.
2. Situated around the mountains and rivers, Huizhou residential houses feature brick, tile and timber as the major building materials.
3. Its artistic designs and exquisite decorations reflect the intelligence and creation of Chinese people, embracing the wish for prosperity, longevity and multiple offspring, which should be preserved as a cultural heritage.
4. With the idea of harmony between man and nature, Hui-style architecture is an outstanding expression of Hui culture, recording the social ideology and culture of the late Chinese feudal society.
5. They are constructed with a compound with houses around the courtyard on 3 or 4 sides, following the principle of symmetry.
6. They incorporate *fengshui* concepts and aesthetic trends, with black tiles, white walls, brick,

stone and wood carvings and elegant decorations placed on upturned eaves.

Right order: 2, 5, 6, 1, 4, 3

(They will be useful to describe a typical Chinese architecture.)

Mike: "Thank you for your introduction, and I really appreciate the distinctive houses and culture here. Next time I will take my friends to China again, and learn about other styles of architecture. Where should I go? Any advice?"

3. Presentation: Introduce a typical Chinese architecture (14 mins)

Task: Who's the best guide?

Work in group of 4 or 5, discuss and choose one as the guide to introduce one typical style of Chinese architecture, covering the aspects of **structure, symbols and significance in culture.**

Some expressions for reference:

1. Imperial Palace: *marble, glazed tiles, lions, wenshou, supremacy.*
2. Beijing Quadrangles: *inward-facing houses, enclosing walls, security, privacy*
3. Suzhou Garden: *wood, rockery, patterned window, pavilion, harmony.*
4. Hakka Earth Buildings: *round, square, complex, eight trigrams, inheritance*
5. Shanxi Cave dwellings: *cliff, adobe, hoop, economical, ecological.*
6. Mongolian Yurts: *felt tents, wooden poles, round domes, Hana, nomads.*

Some sentences patterns for reference:

...feature ... as the building materials.

...are constructed with..., following the principle of...

...incorporate ...and ..., with...

...is designed for/to..., which is symbolic of...

With the idea of ..., ...is an expression of, recording ...

...reflect... the wish for..., which should be preserved...

Two group representatives' demo presentation: ...

4. Assessment (12 mins): Teacher asks other groups to choose the best guide according to the following checklist.

Dimension	Requirements	5	4	3	2	1	Total
Language	Accurate						
	Fluent						
Structure	Complete						
	Well-organized						
Content	Informative						
	Culture-related						
Delivery	Eye contact						
	Confident						

peer evaluation (9 mins)

teacher's overall evaluation and specific feedback (3 mins)

iii. Session 4: in-class (45 mins)

1. Debate: (17 mins)

Have a debate on the topic **“Should Chinese traditional architecture be dismantled to make room for the urbanization and development?”**

1) Divide the class into blocks of 8. In each block, 4 Ss are on the pro side, and the other 4 are on the con side.

2) Each pro/con team picks the first speaker who will introduce the team's main points and the last speaker who will summarize the case of the team.

3) Start the classroom debate, by following these steps:

Opening speech (pro side, the first speaker) 2 mins

Opening speech (con side, the first speaker) 2 mins

Free debate 6 mins

Concluding remarks (con side) 2 mins

Concluding remarks (pro side) 2 mins

4) Teacher's summary and transition to the topic: Yin Yu Tang is a good example of striking a balance between urbanization and architectural preservation.

2. A case study of Yin Yu Tang (荫余堂) (12 mins)

1) Watch a video about Yin Yu Tang and have a brief introduction about it.

Introduction: Yin Yu Tang, a late Qing dynasty merchants' house, was originally located in southeastern China. Re-erected at the Peabody Essex Museum in the US, Yin Yu Tang is now open to visitors around the world. The relocation and preservation about this house are part of an ongoing effort to foster global awareness and understanding of Chinese culture.

2) Watch the video again and answer the following questions:

1. Why is the house named Yin Yu Tang?

A: It is common in China for families to name their homes and in so doing, announce desired values for their future descendants who will live in the house.

2. Where and when was the house originally built?

A: Yin Yu Tang was formerly located in the small rural village of Huang Cun, in the Huizhou region of Anhui Province. The house was probably built 175 to 200 years ago.

3. Why did the Huang family leave the house?

A: Over time, Huang family members had relocated to many different parts of China, and by the mid-1980s Yin Yu Tang stood empty. With no one in the family residing in this rural village, in 1996, family members from across China gathered to discuss the situation and decided to sell the house.

4. How did the Peabody Essex Museum acquire Yin Yu Tang?

A: On a trip to China in 1996, Nancy Berliner saw the empty Yin Yu Tang. On her returning visit, Berliner learned that the local Cultural Relics Administration was seeking an American cultural institution to help to increase international awareness of traditional architecture. In 1997 an agreement was established: Yin Yu Tang would be transferred to the Peabody Essex Museum as part of a cultural exchange.

5. What kinds of programs does the museum plan to offer regarding Yin Yu Tang?

A: In addition to two exhibition galleries, the Peabody Essex Museum will present lectures, screen films, and hold a wide array of programs on topics such as the conservation of Yin Yu Tang itself, traditional Chinese architecture, daily life in rural China, and the art and furnishings on exhibit within the Yin Yu Tang house. All are designed to give visitors an understanding of Chinese culture, as well as the fascinating history of the house and those who lived in it.

6. About cultural preservation, what inspiration would you get from this video?

A: Open.

3. Critical thinking and view sharing: (12 mins)

Topic: How to strike a balance between the preservation of traditional architecture and urbanization in China?

Work in group of 4 or 5, discuss and choose one representative to make an oral report about your group's opinion.

Teacher's summary: we can construct some effective ways to protect the traditional architecture and culture

1) Propaganda: museum exhibitions, online websites, wechat public accounts, lectures...

2) Keep the traditional layout in the original region, and build some new modern zones in other places. (Suzhou is a good example.)

3) Construct some elements of traditional Chinese architecture in modern public buildings.

4) Add some Chinese ornaments in the communities.

4. Ss' self-assessment (3 mins)

1) Have you acquired some information about Chinese traditional architecture? (25%)

2) Can you explain the difference between Chinese architecture and western architecture? (25%)

3) Are you qualified to introduce a typical style of Chinese architecture in a full way? (25%)

4) Are you able to assess others' presentation according to the given standards? (25%)

5. Teacher's summary :(1 min)

Architecture and culture are inseparable. Learning about architecture is to understand culture and carry on inheritance and innovation.

iv. After class: Design a poster about a modern architecture with traditional Chinese elements. Upload your poster on the mobile platform and share it with others.

Teaching resources for session 3 and 4:

A Glimpse of Chinese Culture, Liao Huaying, Foreign Language Teaching and Research Press, 2015;

The exhibition hall of Huizhou architecture in Anhui Museum;

Mobile learning application;

The Website of Yin Yu Tang;

4、单元教学评价（说明本单元的评价理念与评价方式）

Evaluation Concept:

- 1) Diversification of evaluation subjects, methods, contents and objectives.
- 2) Promoting learning through evaluation

Evaluation Mode:

- 1)Online assessment (40%):
score for the quiz (20%);
scheme writing assessment (20%);
- 2)Offline assessment (60%):
in-class performance (20%);
self- assessment of unit learning (20%);
peer assessment of group presentation (20%);

五、教学设计特色

（说明教学设计方案在体现成效导向、满足金课标准等方面的创新特色）

教学目标：本课程根据我校的应用型人才培养特色，着力培养学生的思辨能力和创新能力，以成效为导向，对接社会需求，切实培养学生未来所需的知识、能力与素质，使其可用英语流畅介绍与宣传中国文化，提升其对中华文化的认同感，成为优秀的跨

文化交际型人才。

教学内容和任务：中国文化概况为大学英语后续课程，内容广度和深度进一步提升，体现出高阶性，重点培养学生解决复杂问题的综合能力和高级思维。课程教学以教材为依托，结合网络最新资源，进一步拓展中国文化弘扬和思维培养，设计具有挑战性和前沿性的产出任务，包括基于真实情境的主题演讲和群组讨论，以及培养思辨和创新能力的辩论和文案设计等活动。教师在每个单元伊始展示主要产出任务，激发学生学习主动性，教学过程中为学生搭好脚手架，助学生完成任务，最后再以评促学，学评结合。

教学形式：本课程采用线上与线下结合的翻转课堂形式，线上依托移动教学平台加微课的方式展开，线下包括课堂教学与中国文化趣味英文活动等。学生在课上学习中国文化相关知识，现场进行师生及生生互动并完成即时评价；线上分享对课程的准备，观看课程微视频，展开话题讨论和完成测试，并通过平台共享和评价平行班级的产出任务。

单元设计：本单元不仅教授学生中国传统建筑的各方面知识，还在课前通过建筑摄影和观看微视频等任务，激发学生兴趣和学习积极性；并在教学中坚持以成效为导向，以学生为中心，通过现实个案和讨论、主题演讲、辩论和文案设计等富有挑战性和创新性的产出活动，深刻挖掘建筑所承载的历史和文化内涵，引导和帮助学生完成产出任务，以评促学，训练学生的思辨和创新思维。教学内容扎根教材，结合互联网最新资源，并拓展至国际背景下的中国建筑文化保护，使学生产生民族自豪感，并具备正确传播中国传统文化的能力，从而让国际社会更加了解中国建筑与文化。

注：本表请以“学校名称”命名，保存为PDF格式，与参赛授课录像（以“学校名称”命名）同于5月22日24:00前上传至大赛官网 star.unipus.cn 的相应参赛组别。