

A person is walking away from the viewer on a vast, undulating landscape of sand dunes. The scene is bathed in a warm, golden light, suggesting a sunrise or sunset. The dunes are smooth and rounded, with soft shadows that emphasize their contours. The person is a small figure in the distance, wearing a dark shirt and light-colored pants, leaving a trail of footprints behind them. The overall mood is one of quiet contemplation and the vastness of nature.

2021

外研社“教学之星”大赛

北京

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CONTENTS

01

Teaching Context

02

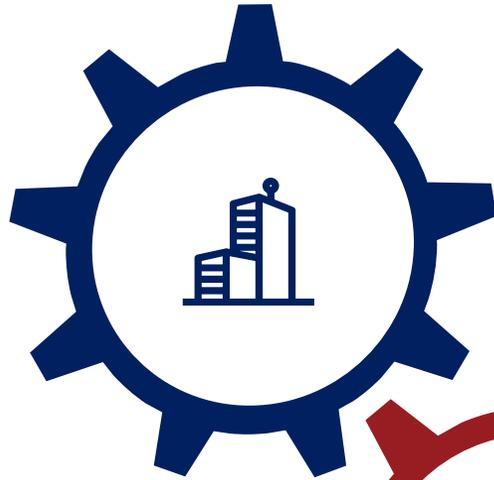
Teaching Methods

03

Teaching Design

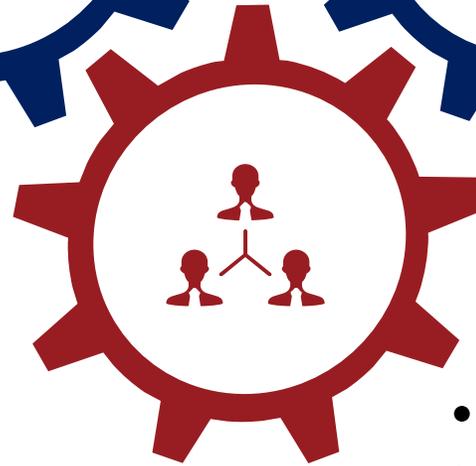
University

- Comprehensive research university
- Double first-class university (Class A)



Program

- Tang Aoqing Honors Program (EVEREST Project, Ministry of Education)



Students

- English Proficiency: CSE(Level 6)
 - Proficient in speaking & reading, less proficient in writing
 - Lacking genre awareness & topical resources



Course Objectives

1. Level-7 (CSE)

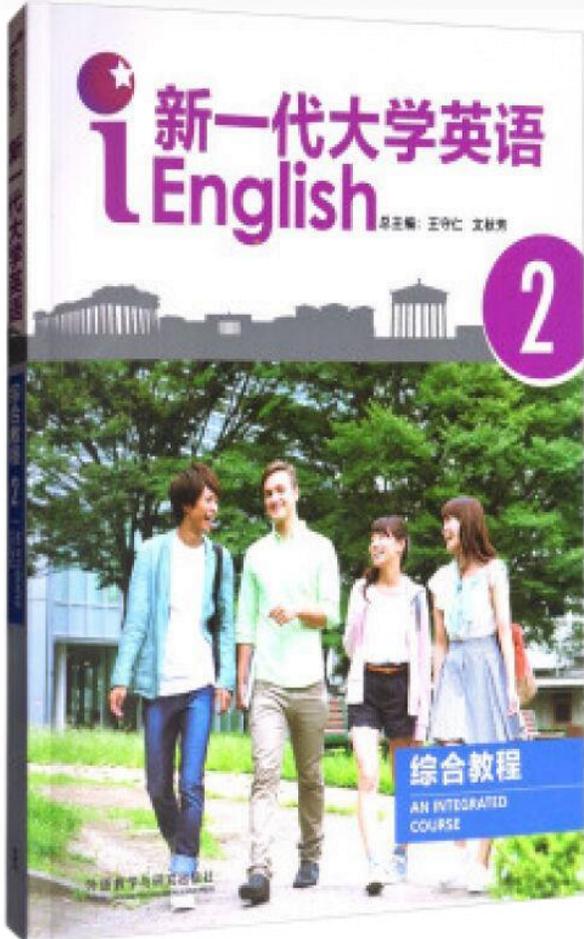
CSE 7	<ul style="list-style-type: none">● Can understand language materials on a range of topics, including those related to his/her field of specialisation; can accurately identify the theme and key points of the material, objectively assess and comment on its content, and understand its deeper meaning.● Can engage in in-depth discussion and exchange with others on a range of related academic and social topics; can effectively describe, clarify, explain, justify, and comment on such matters and express him/herself clearly, appropriately, smoothly, and in a conventional manner.
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2. Critical & Creative thinking

3. Sense of social responsibility & Global vision

TEXTBOOK

➤ Unit 4 Kindness and Indifference



iExplore 1 The bystander effect



iExplore 2 The kindness of strangers

generic variation & topical resources

POA+UbD

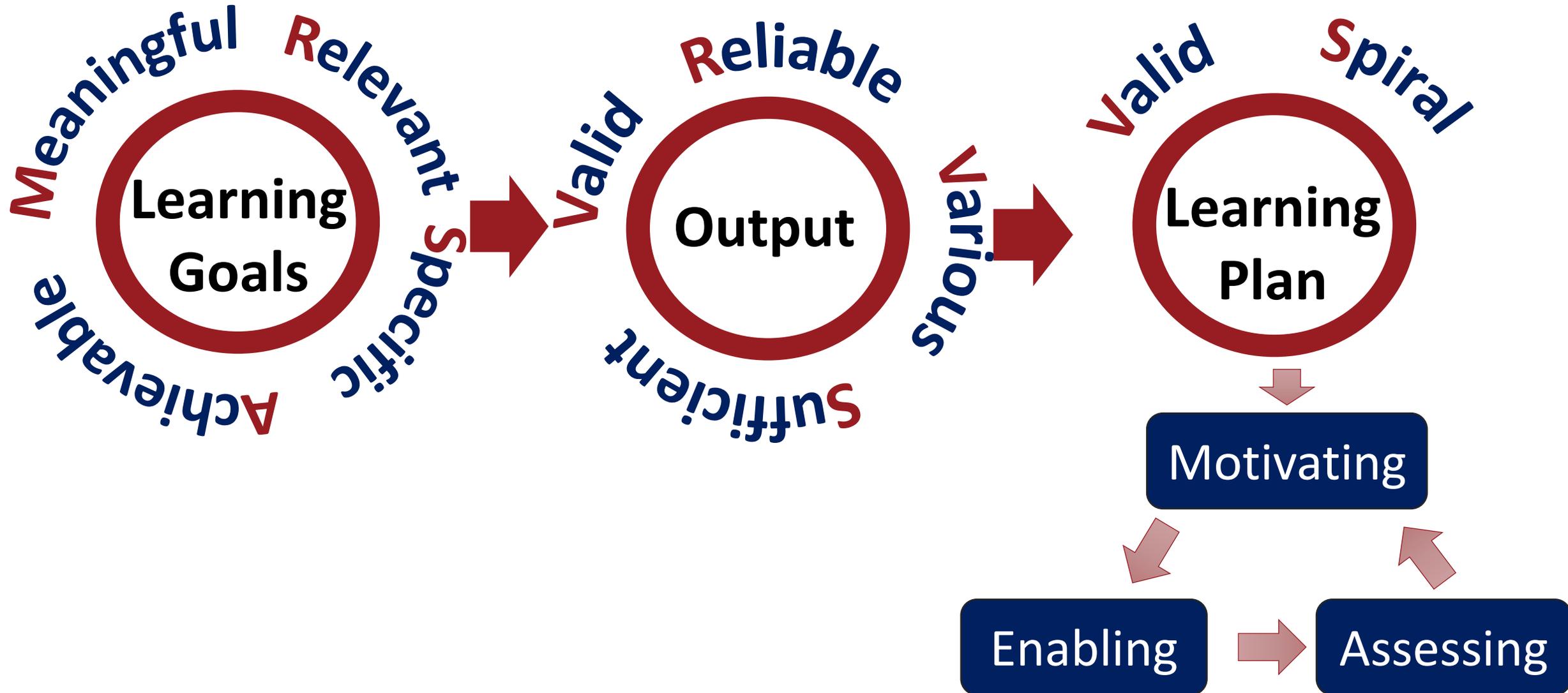
- Learning-centered principle (LCP)
- Learning-using integration principle (LUIP)
- Whole-person education principle (WPEP)

+

- Backward design
- Meaning making and transfer
- Evidence-based instruction

Production-oriented & Learning-centered

Backward Teaching Design



Unit Learning Goals



Describe & analyze the bystander effect (BE)



Propose workable solutions in a specific context



Understand the complexity of human nature



Recognize the importance of Yi (義) and social responsibility for modern citizenship

Essay Writing

Unit Output

Write an essay to analyze the bystander effect in a specific social context and propose workable solutions.

Scoring Rubric for BE Essay Project

	You should	Below expectation	Excellent	Exemplary
Topic	have a clear and focused topic don't aim for broad and grand	the topic is too broad to be dealt with in an essay	the topic is focused but trite	the topic is focused and intriguing
Content	Have a clear claim or argument use relevant and sufficient evidence to support your claim Synthesize sources Consider opposing views	<ul style="list-style-type: none"> The claim is not stated the evidence is not relevant the evidence is not sufficient 	<ul style="list-style-type: none"> the claim is articulated evidence is relevant the evidence is fine but not strengthened 	<ul style="list-style-type: none"> the claim is made clear and authoritative the evidence is convincing and powerful
Structure and organization	<ul style="list-style-type: none"> Have discernible stages of phenomenon-description, cause-analysis and solution proposal Focus on the solution use signaling language to mark the transition 	<ul style="list-style-type: none"> lack of apparent structure lack of signaling language 	<ul style="list-style-type: none"> the structure is discernible not focus on the solution some use of language signal 	<ul style="list-style-type: none"> the structure is clear and easy to follow the language signals are proper and sufficient
Language	<ul style="list-style-type: none"> use specific, vivid and accurate words proper use of nominalization Minor error 	<ul style="list-style-type: none"> Errors that risk making overall message distorted or incomprehensible lack of nominalization 	<ul style="list-style-type: none"> use of some specific and accurate words use of nominalization some errors but text comprehensible 	<ul style="list-style-type: none"> Use of specific, vivid and accurate words proper use of nominalization minor errors

Rubric

Revising Checklist for Essays

Does the introductory paragraph (2 points, 每项一分)

- Begin with general statements and end with a specific thesis statement?
- Include a thesis statement that clearly states what the essay is about?

Do the body paragraphs (5 points, 每项一分)

- Each begin with a topic sentence?
- Each have enough specific details such as examples to prove the topic sentence?
- Each have unity? That is, do the supporting sentences relate directly to the topic sentence?
- Follow a logic order?
- Include transition signals to guide the reader from one idea to the next and from one paragraph to the next?

Does the concluding paragraph (3 points, 每项一分)

- Begin with a conclusion signal?
- Either summarize the main points of the essay or restate the thesis statement in different words?
- Avoid introducing new ideas?

Grammar in this essay is (2 points, 三选一)

- Correct (无错误) (得 2 分)
- Mostly correct (1-3 处错误) (得 1 分)
- Others (3 处以上错误) (得 0 分)

Words and their spellings in this essay are (1 points, 二选一)

- Mostly correct (0-3 处错误) (得 1 分)
- Others (3 处以上错误) (得 0 分)

The whole essay reads (2 points, 三选一)

- Impressive (2 分)
- Satisfactory (1 分)
- Ordinary (0 分)

Checklist

Adapted from Burnett, R.E., A., Frazee, K., Hanggi, & A., Madden, 2014, A programmatic ecology of assessments: using a common rubric to evaluate multimodal processes and artifacts. Computers an composition, 31: 53-66

Adapted from Alice Oshima & Ann Hogue. (2006). *Writing academic English (4th Edition)*. Pearson Longman.



**Unit
Learning
Plan**

- What scaffolding is needed to help students excel in the essay project?
- What evidence could demonstrate their internalization of knowledge and skills in the learning process?

Section 1 (Text 1; period 1-2)

<p>Before class</p> <p>Online</p>	<ul style="list-style-type: none"> • Theme vocabulary learning 	<ul style="list-style-type: none"> • Student Independent Learning
<p>In class</p> <p>Offline</p> <p>Online</p>	<ol style="list-style-type: none"> 1. Question-driven: students' behavioral choice & causes 2. Understand BE: origin & cause (Write to narrate: specific action verbs; Write to analyze: nominalization) 3. Connect BE with Yi (義) 4. Announce final project & rubric 	<ol style="list-style-type: none"> 1. Survey & oral discussion <ul style="list-style-type: none"> • Teacher instruction task 2b. Experiment demo <ul style="list-style-type: none"> • Teacher-led discussion nominalization and 3. Oral discussion
<p>After class</p> <p>Online</p> <p>Offline</p>	<ul style="list-style-type: none"> • Preview & annotate Text 2 	<ul style="list-style-type: none"> • Student Independent Learning • Text 2 Annotation

Section 2 (Text 2; period 3-4)

<p>Before class</p> <p>Online</p>	<ul style="list-style-type: none">Preview & annotate Text 2: The Kindness of Strangers	<ul style="list-style-type: none">Online vocabularyStudent independent learningAnnotate Text 2
<p>In class</p> <p>Offline</p>	<ol style="list-style-type: none">1. Clear students' doubts about Text 22. One cohesive strategy (thematic progression)3. Connect Text 2 with Mencius & Xunzi (孟子《告子》 & 荀子《第二十三》)	<p>1a. S-S group discussion</p> <ul style="list-style-type: none">Teacher-led discussion <p>2. I-S discussion</p> <ul style="list-style-type: none">Students collaborative Learning <p>3b. Information gap discussion</p>
<p>After class</p> <p>Offline</p>	<ul style="list-style-type: none">Preview supplementary reading	<ul style="list-style-type: none">Student independent learning

Section 3 (Synthesized reading; period 5-6)

<p>Before class</p> <p>Online</p>	<ul style="list-style-type: none">• Preview supplementary reading	<ul style="list-style-type: none">• Student independent learning
<p>In class</p> <p>Offline</p> <p>Online</p>	<ol style="list-style-type: none">1. Understand related & opposing perspectives:<ul style="list-style-type: none">✓ <i>Article</i>: How the false story of Kitty Genovese murder went viral✓ <i>Book chapter</i>: Kitty Genovese✓ <i>Course handout</i>: Minamata2. Self reflection & evaluation	<ul style="list-style-type: none">• Student collaborative learning• Student self evaluation
<p>After class</p> <p>Offline</p>	<ul style="list-style-type: none">• Analyze BE in a specific situation & propose workable solution	<ul style="list-style-type: none">• Student independent inquiry

Unit Assessment

**Formative
Diagnostic**



**Self assessment
Peer assessment
Teacher assessment**



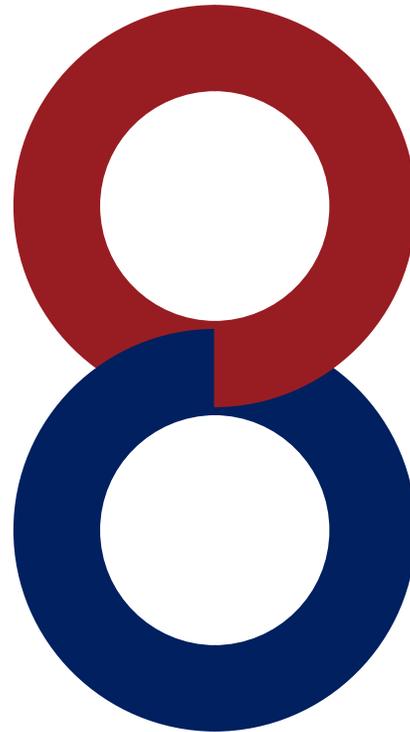
**Cognitive
Metacognitive
Social**



Unit Assessment

Evidence

- Essay writing
- Quiz & drill
- Discussion worksheet
- Self-evaluation checklist



Parameters

- **Degree of Difficulty:**
simple & complex
- **Time Investment:**
short-term & long-term
- **Structure:**
structural & non-structural
- **Mode:**
oral & written
audio & visual
online & offline

Spiral

Cognitive Development

Teacher's role: Explicit → Implicit

(Output)
critical & 
creative thinking

Final Project

(Output)
critical thinking

Section 3

synthesize
apply
inquire
create

(Input+
oral output)

Section 2

analyze
apply
synthesize

(Input)

Section 1

understand
infer
analyze

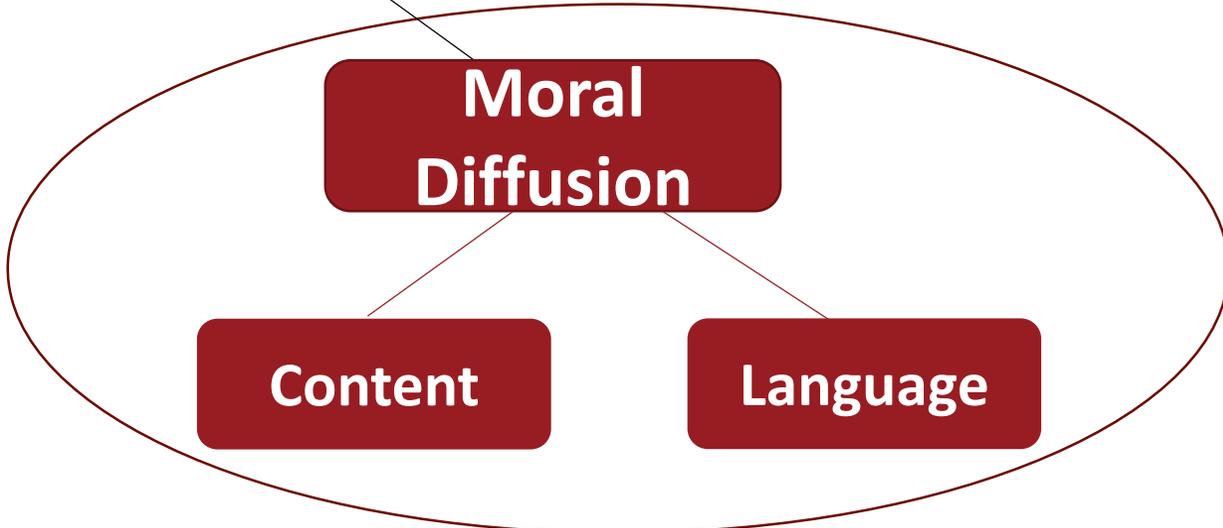
memorize
recognize
understand

Bystander Effect

Kitty Genovese's Case

Psychological Factors

Ambiguity



Demo Class

Highlights



1. Backward evidence-based teaching design
2. Multi-dimensional input and scaffolding
3. Connecting Book with Lives, East with West & Past with Present

References:

1. Anderson, J., & D. Krathwohl. (2007). A Taxonomy for learning, teaching and assessing. Asia LTD: Pearson Education.
2. Dewey, J.(1938). Experience and Education. New York: Free Press.
3. Wen, Q., F. (2016). The Production-oriented approach to teach university students English in China. Language Teaching, 51(4):526-540.
4. Wiggins, G., & J., Mctighe. (2011). The Understanding by Design Guide to creating high-quality units. ASCD.
5. 文秋芳. (2015). 构建 “产出导向法” 理论体系. 外语教学与研究, 47 (4) : 547-558.



The Bystander Effect

Recap: Survey

Situation 1



85%



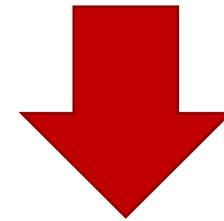
Situation 3



31%

More bystanders

Less help



The Bystander Effect

Percentage of Offering Help

Causes

Moral Diffusion

Level of Ambiguity

Responsibility

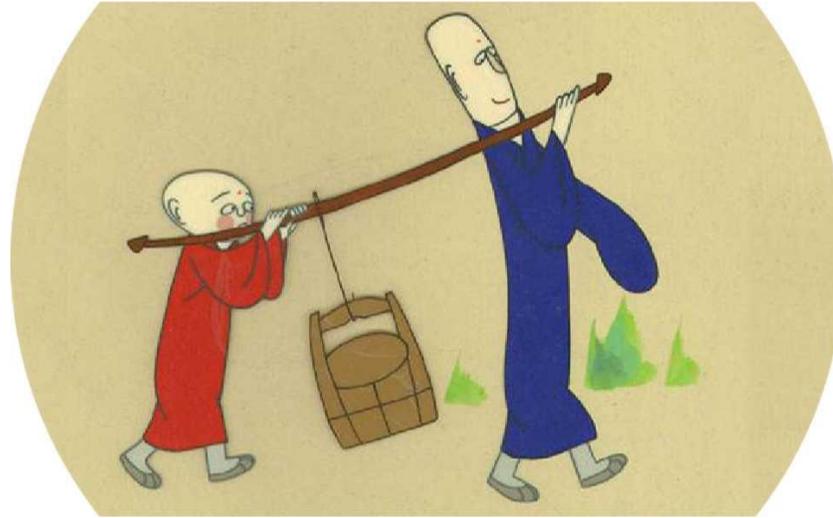


Moral Diffusion

(Diffusion of Responsibility)



One boy - A boy



Two boys - Half a boy



Three boys - No boy

The Language **choice**

Sentence 1 (My Explanation)

Sentence 2 (Textbook)

Adv.
Adj.



N.

- Moral diffusion is that someone may feel **less responsible** when he is a member of a group.

- Moral diffusion is the **lessening** of a sense of individual **responsibility** when someone is a member of a group.

More objective?
More Formal?



What is nominalization?

Nominalization

relating to a noun

cause to be

the process

Nominalization is the process of causing to be a noun.

an adv.

an adj.

a verb

a clause





How to Nominalize?

The **analysis** of the data from the experiment revealed children's **reaction** to too much sugar **take**.

V. +sis V. +ion

Steps: **ICDR**

Which verbs from S1 have been changed



1. Identify the target of nominalization
2. Change the target into noun
3. Delete the personal pronouns
4. Rewrite the sentence



Why to Nominalize?

More objective!

More academic!

More formal!

1 Who did what
sth.

Who did what

Emphasizing the process



2 sth.

sth.

Emphasizing the thing
(concepts & relationship)

Learning Practice



ICDR

Identifying

Changing

Deleting

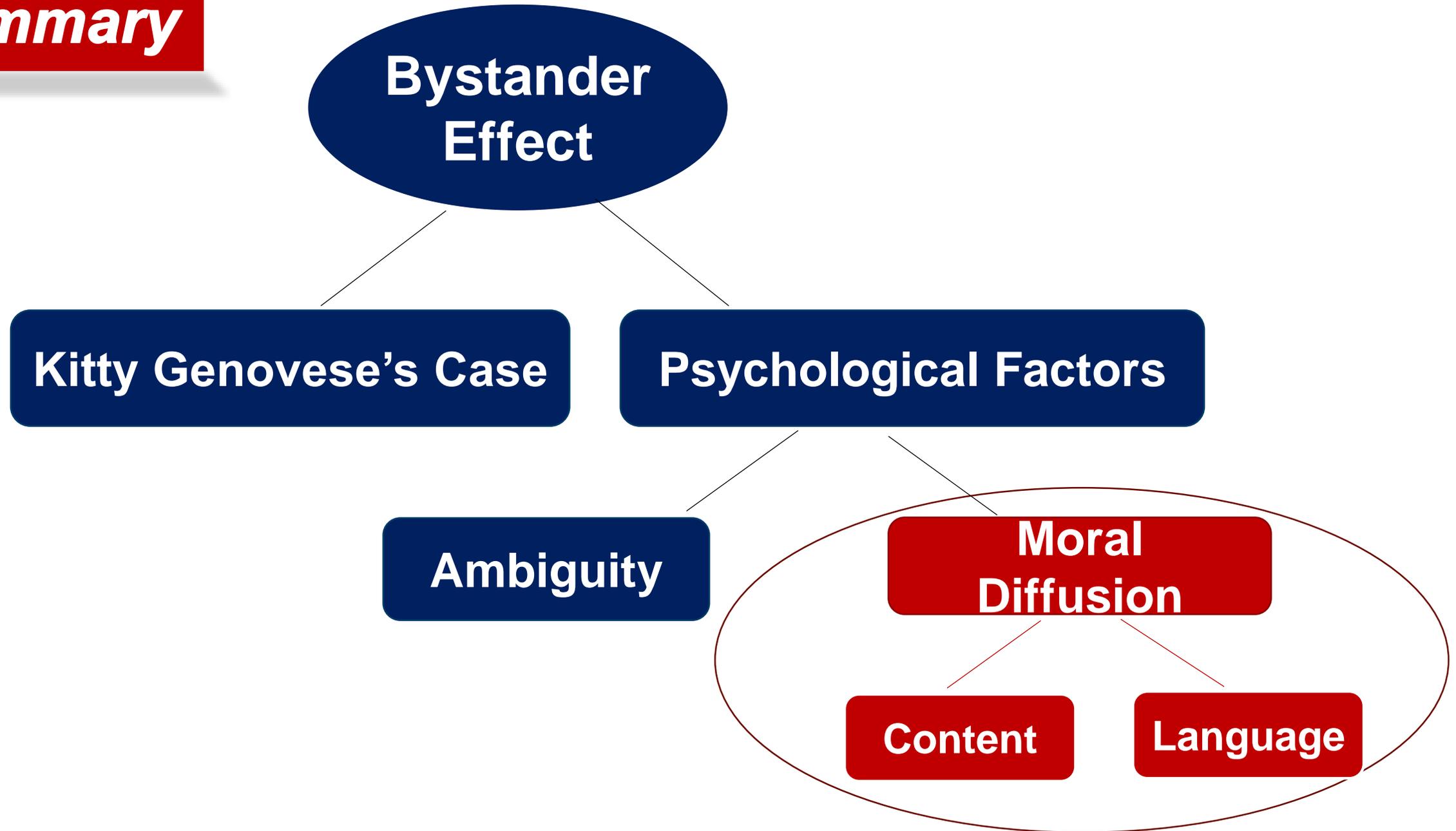
Rewriting

It has been argued that if wealth is **distributed** **unequally**, it can **cause** social unrest in any country.

✦✦ It has been argued that unequal **distribution** of wealth can cause social unrest in any country.

✦✦✦ It has been argued that unequal **distribution** of wealth is the **cause** of social unrest in any country.

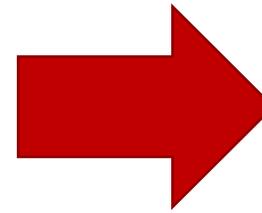
Summary



How to overcome the bystander effect?



**Freezing
Bystanders**



**Eager
Helpers**

How to overcome the bystander effect?

Chinese
chivalrous swordsmen

侠
義

“义者宜也。”

—《礼记·中庸》

“**Righteousness** is the
accordance of actions
with **what is right.**”

*(Doctrine of the Mean,
The Book of Rites)*

To bravely stand out like a “Xia” (侠) & to do “**what is right**” (義)

How



Your solutions?

侠之大者 为国为民 侠之小者 为友为邻

Assignment

Essay Writing

Write an essay to analyze the bystander effect in a specific social context and propose workable solutions.

