

微课设计在教学中的应用

山东大学 张聪

2021.8.2

目录


CATALOGUE

- 两个视频
- 应用案例
- 设计原则
- Q & A

版权所有 盗用必究

1
Unit

A new journey in life



Evaluate Sources

Sources

- Books
- Magazines
- Webpages
- Newspapers
- Wikipedia
- Journal articles
- Conference Papers
- WeChat/ Twitter posts
- Blogs
- etc.



新一代大学英语

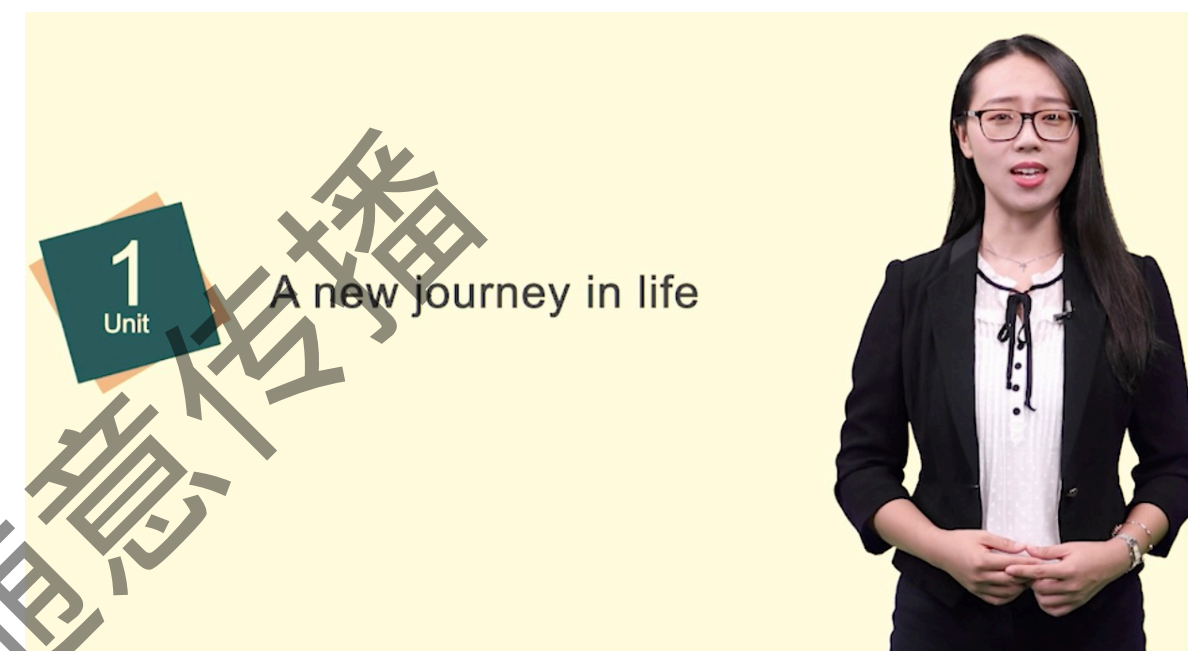
法语专业
一年级本科生

15人

学术英语写作

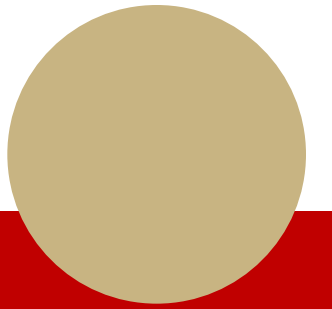
英语专业
三年级本科生

25人





《学术英语写作》课程发展沿革



请勿随意传播

海外教学实践

(2011—2016)

普渡大学“坤提利安教学奖”
英语系“优秀教学奖”

校内改革创新

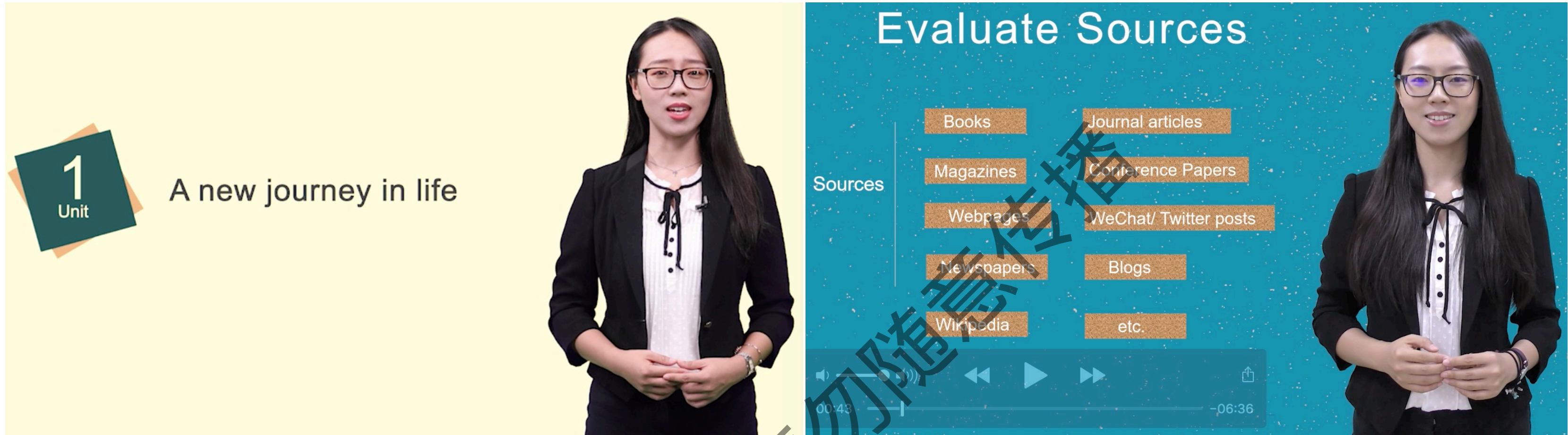
(2017—2019)

学校“双一流”人才培养专项
支持，开展教学改革创新，并
制作慕课

全国应用推广

(2019—2021)

同名慕课在中国大学MOOC
和中国高校外语慕课平台
UMOOCs上线运行9学期



iPrepare: lead-in

iExplore 1 & iExplore 2:

- The main idea
- Writing techniques
- Useful words and sentences

Evaluating Sources


- Criteria for evaluating sources

Searching for Sources

- Steps and tips

1
Unit

A new journey in life



Evaluate Sources

Sources

- Books
- Magazines
- Webpages
- Newspapers
- Wikipedia
- Journal articles
- Conference Papers
- WeChat/ Twitter posts
- Blogs
- etc.



00:43 -06:36

新一代大学英语

课前预习

课后复习

学术英语写作

课前自主学习

实质等效混合式教学

聚焦一次课——评价&检索文献资源

1 当今社会信息资源极大丰富

2 如何快速高效地检索到对自己的研究有用的文献资源？

如何判断一篇文献的学术性、可靠性、有用性等价值？

如何提升学生的鉴别能力、培养其批判性思维？

3

4



本节课的教学目标

知识传授:

K1:掌握查找文献的方法和技巧（记忆、理解）

K2:掌握评价文献的具体标准（记忆、理解）

能力培养:

A1:能够运用查找文献的步骤方法和技巧快速高效检索文献（应用）

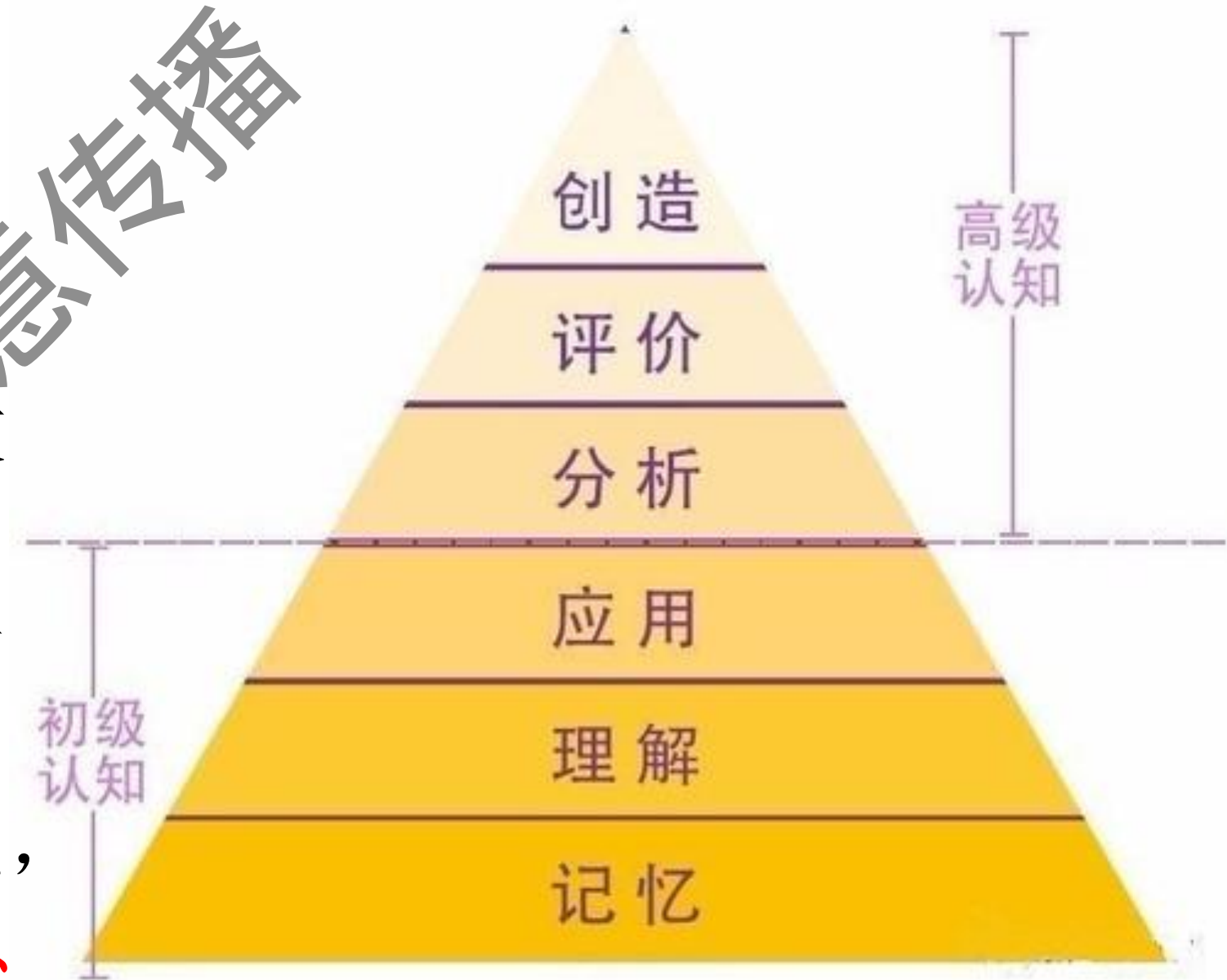
A2:能够用文献评价标准评价文献并撰写评价报告（应用、分析、评价）

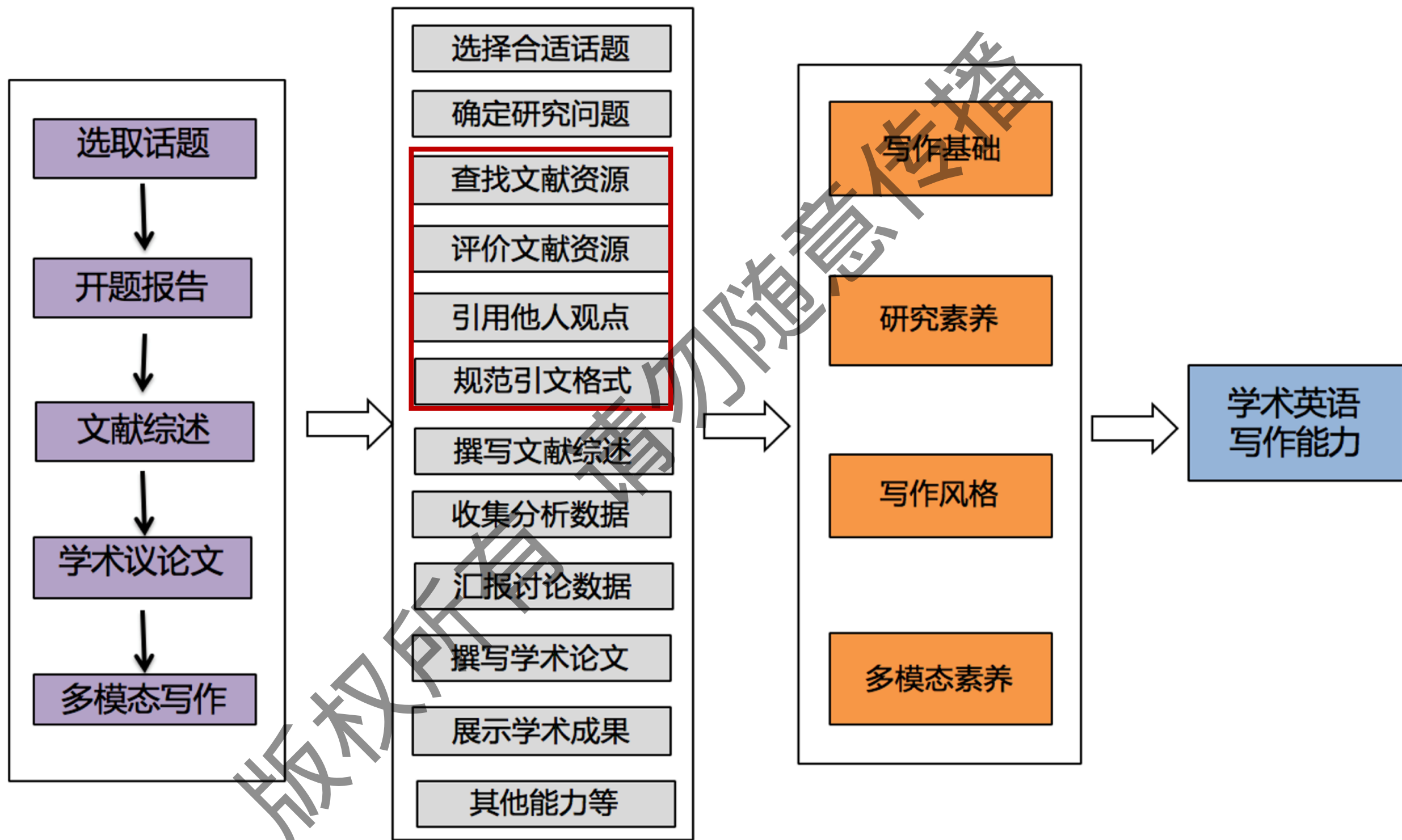
A3:能够鉴别文献的价值并使用文献市政自己观点，对同一话题进行辩论形成自己的创新观点（应用、分析、评价、创造）

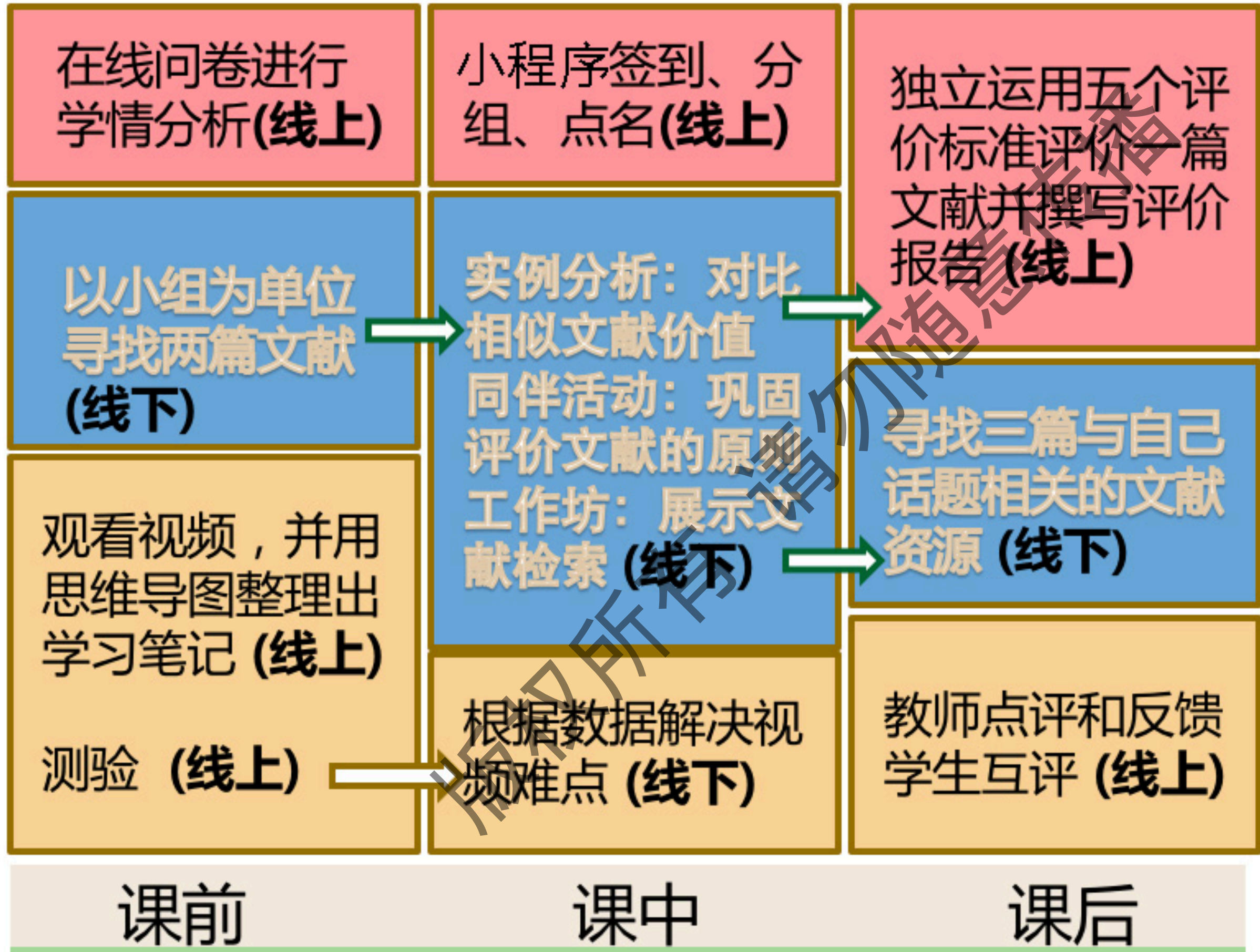
价值塑造:

V1:培养批判性思维和大胆质疑的精神

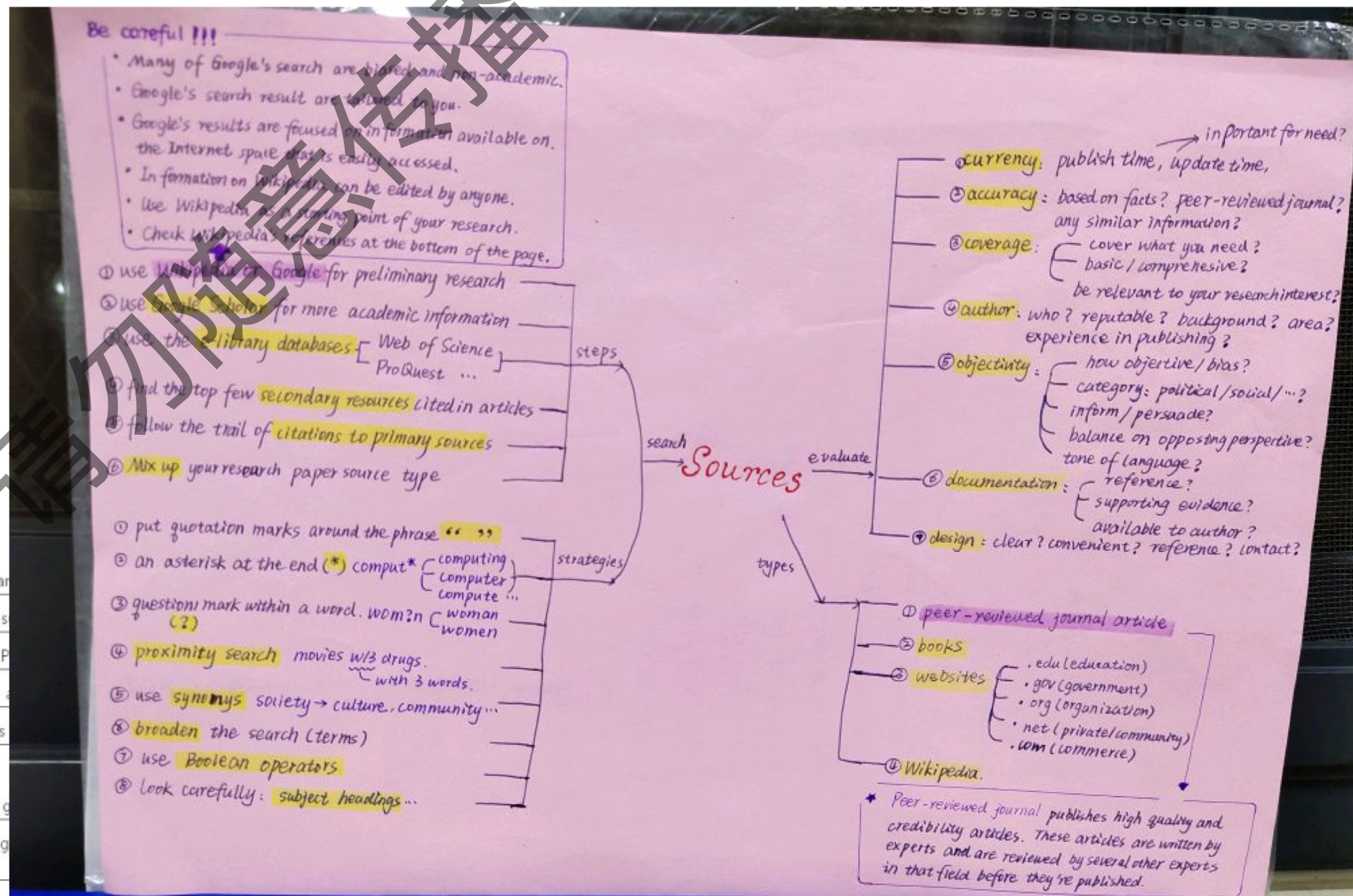
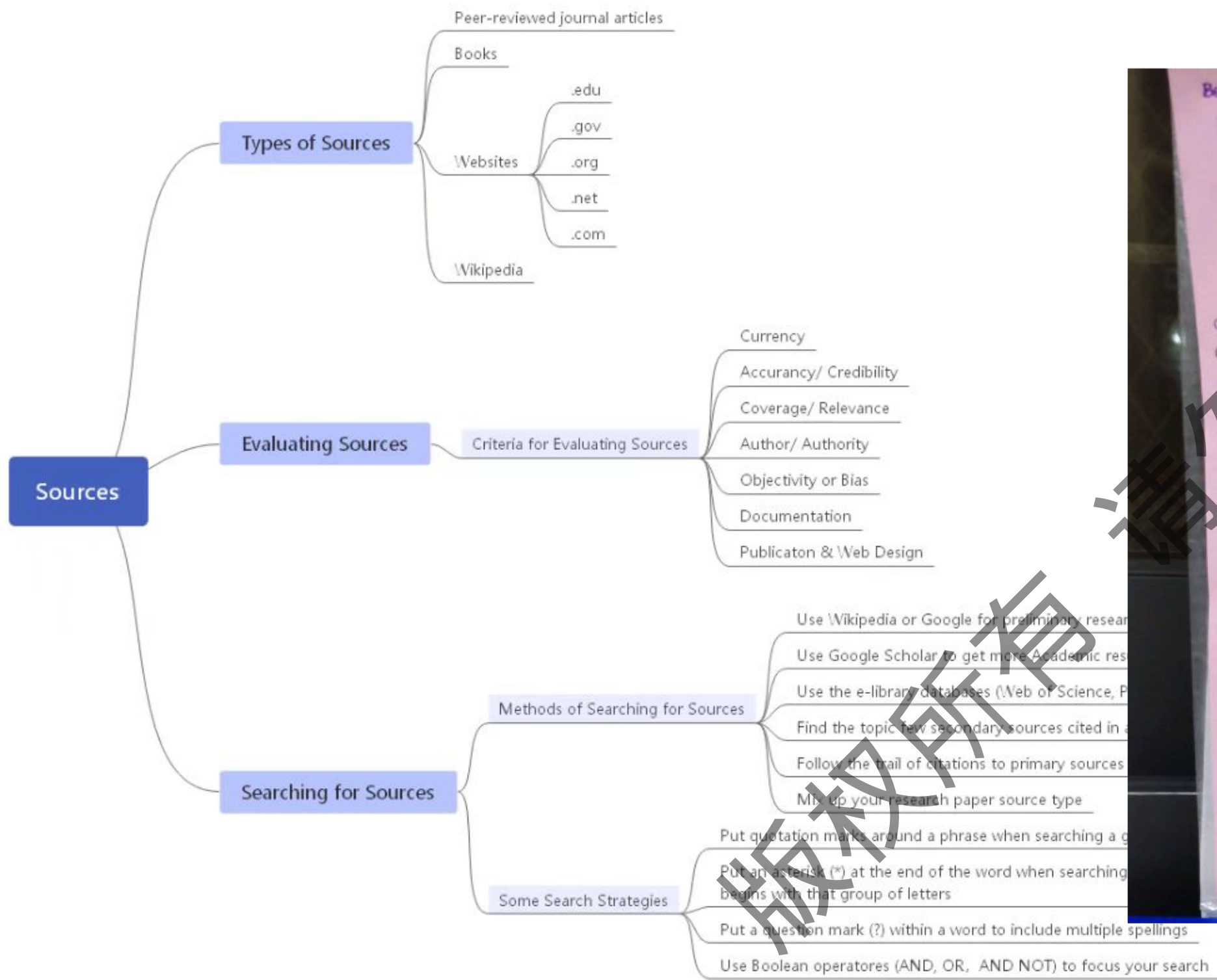
V2:提升家国情怀和人类命运共同体意识



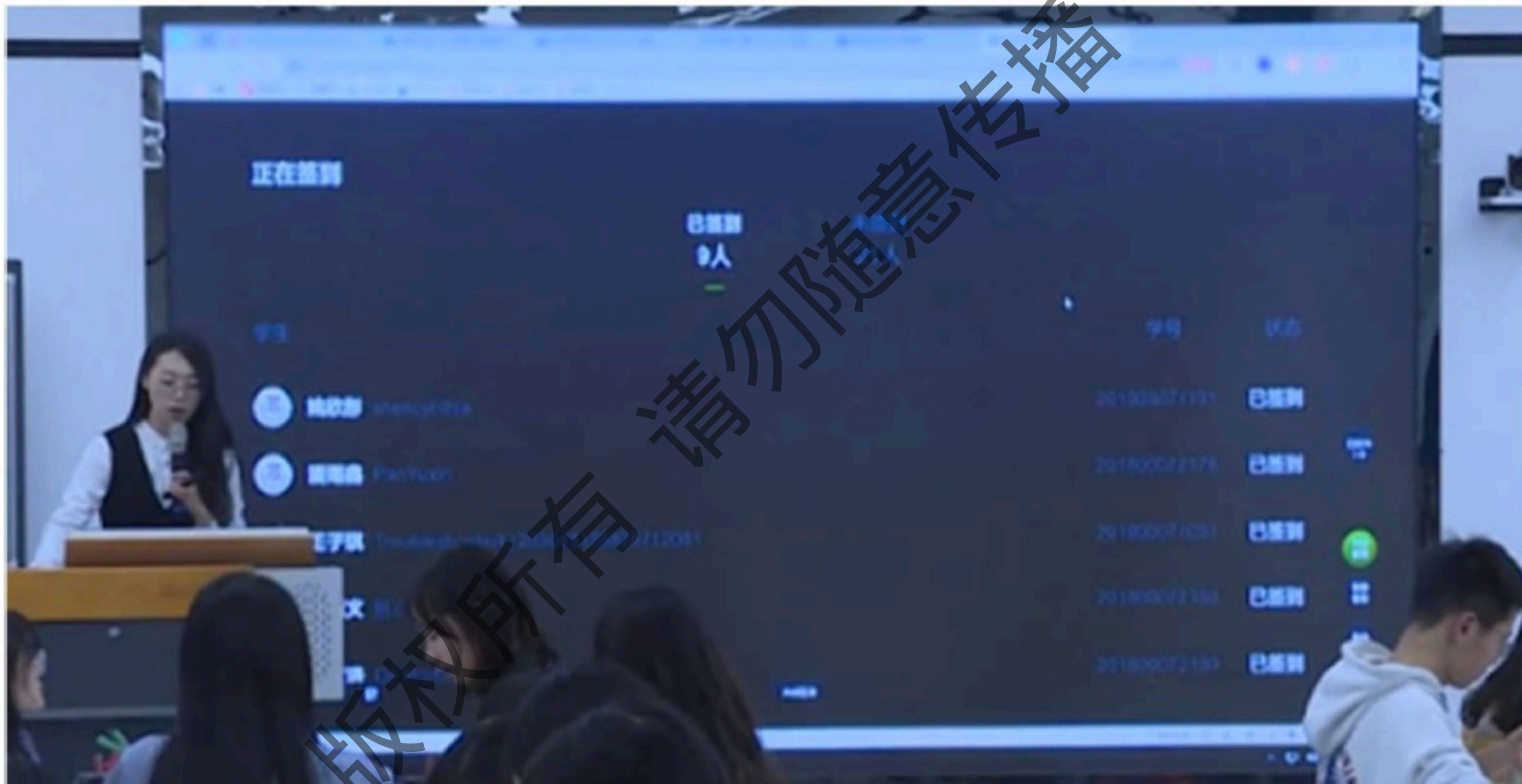




以评价与检索文献为例



1. 课堂签到，统计学生出席



2. 检验并解答线上学习难点

Evaluating & Searching for sources in-class quiz

管理统计 项目评价

已提交 16 人, 共 30 人

姓名	学号	得分/总分	百分比
张博文	201800072160	3	60
陈金阳	201900071154	4	80
李强	201800072134	3	60
马平川	201800072064	3	60
	201800072107	3	60
	201800072176	3	60

Copyright © All Rights Reserved. 请勿随意传播

3. 强调教学重点，告知本节课的目标，并引出下一步活动



4. 学生大组讨论判断两个相似文献的价值

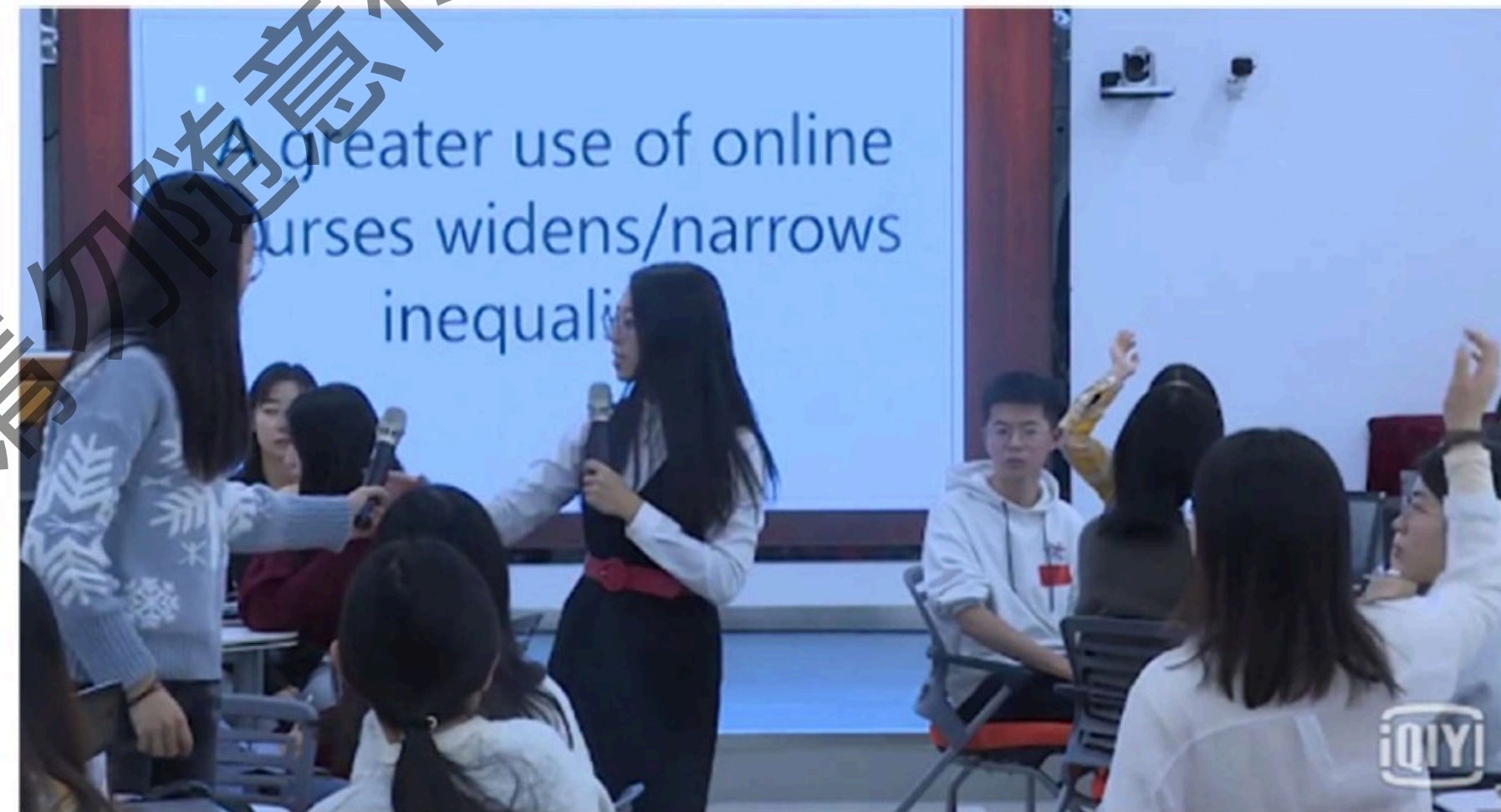


5. 小组活动：应用评价标准评价具体文献资源



6. 文献检索工作坊





版权所有 请勿随意传播

7. 小组辩论，并在此过程中头脑风暴、预写作



8. 总结回顾，布置课后作业



原则一：创新教学形式，以学生为中心



具有一定的分析能力，但不了解文献资源的评价标准，缺乏文献资源的鉴别和评价能力；



“网络原住民”，具有丰富的网络使用经验，但缺乏文献检索能力，也不了解如何使用文献资源；



文献使用知识点繁杂而枯燥，学生缺乏兴趣，传统课堂时间有限、活动有限，难以切实帮助学生达成目标。

原则二：创新教学内容，引发学生共鸣

国际化资源
内容本土化

读写相结合
内容前沿化

思政融专业
育人一体化

版权所有 请勿随意传播



Same work for more than one course

Harvard College Handbook for Students:

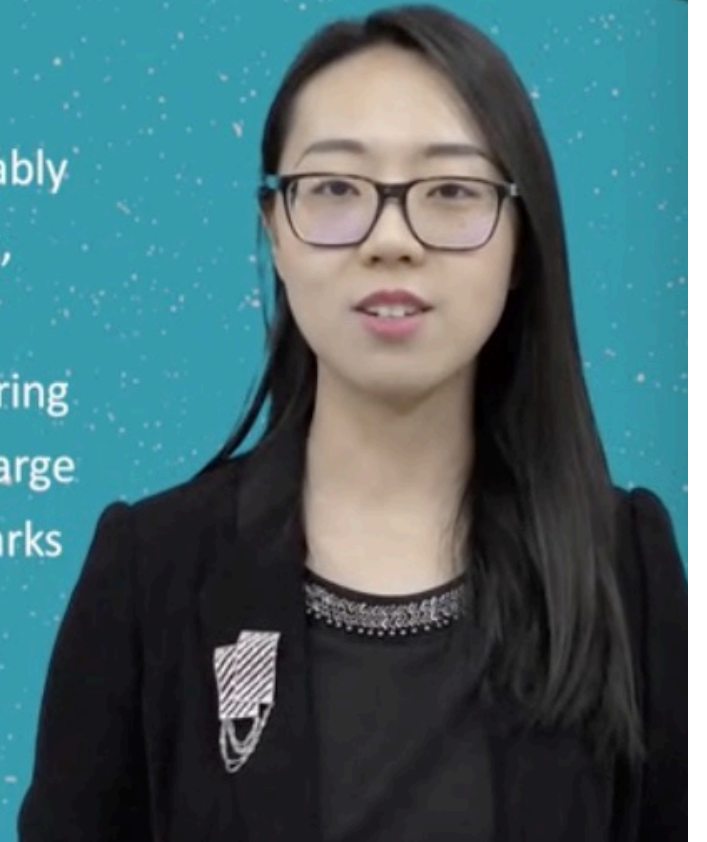
It is the expectation of every course that all work submitted for a course or for any other academic purpose will have been done **solely for that course** or **for that purpose**.

If the same or similar work is to be submitted to any other course or used for any other academic purpose within the College, the **prior written permission of the instructor must be obtained**.

If the same or similar work is to be submitted to more than one course or used for more than one academic purpose within the College **during the same term**, the **prior written permission of all instructors involved** must be **obtained**.

Purdue's OWL (Online Writing Lab):

There are some actions that can almost unquestionably be labeled plagiarism. Some of these include buying, stealing, or borrowing a paper (including, of course, copying an entire paper or article from the Web); hiring someone to write your paper for you; and copying large sections of text from a source without quotation marks or proper citation.



授课内容整合了哈佛、耶鲁、宾州州立、普渡大学等高校的网上写作实验室资源，并结合我国的教育环境和立德树人的根本目标，兼具国际性、学科前沿性和中国特色。

话题的可行性分析、
批判性阅读

学科交叉

聚焦前沿

基于证据的文本分析、
评价检索使用文献

教学内容

复合创新

时代特色

研究方法、视觉修辞
学术海报设计

学术规范、篇章结构
写作语步、论文写作

版权所有

学术道德传播

十年学术
英语写作
教学资料

团队20年
二语写作
研究积淀

读写资源结合 内容前沿化

基本写
作规范

中外学
术文体

前沿学
科知识

自编教学材料

PPT讲稿
36份

阅读材料
42份

中外顶刊
前沿论文
100余篇

中美学生
写作语料
库75万字

互评自评
参考及量
规12份

专家&学术
学术海报范
例150余份

国际会议
摘要指南
范例15份

国际英语教育大会 (TESOL) 会议摘要写作指南

Proposal Rating Rubric for 2020

- Proposal is disqualified for the following reason(s):
 - Presenter(s) or institution(s) are identified in the proposal.
 - Proposal has been submitted to multiple strands.
 - Proposal promotes commercial interests.
 - Proposal contains plagiarized material.
- Proposal has been submitted to the wrong strand.
- I would like to be recused from reviewing this proposal.

The topic is important and appropriate to the field and the audience.

- 4 - The proposal addresses a groundbreaking or cutting-edge topic in TESOL.
- 3 - The proposal addresses an important topic in TESOL.
- 2 - The proposal addresses a topic of some importance or interest in TESOL.
- 1 - The proposal does not address a topic of interest to TESOL professionals.

The proposal is based on current theory, practice, research, and/or policy that is relevant to the presentation.

- 4 - The proposal fully integrates session content with current and relevant research, theory, practice, or policy, e.g. through the use of citations or terminology.
- 3 - The proposal supports session content with current and relevant research, theory, practice, or policy, e.g. through the use of citations or terminology.
- 2 - The proposal refers only tangentially to research, theory, practice, or policy, or those referred to may not be current.
- 1 - The proposal does not mention research, theory, practice or policy or those mentioned are unrelated to the field or the topic.

Checklist for Proposal Writers

Currency, Importance, and Appropriateness of Topic to the Field and Audience

Does your proposal specifically highlight the (1) currency, (2) importance, and (3) appropriateness of your session?

Your proposal should be able to answer the “so what?” question about your session. In other words,

- What makes your session different and worthwhile?
- Why is your session important?
- Why would convention attendees choose to attend your session?
- How is it related to the field and/or appropriate for a wide range of TESOL attendees, including pre- and in-service/current teachers, teacher educators, teacher-scholars, and program administrators?

Pedagogy, Research, Theory and/or Policy Rationale Basis

Does the rationale of your proposal make explicit reference to relevant pedagogy, theory, and/or policy?

Your session should be well-grounded in pedagogy, research, theory, and/or policy. In other words,

- What is the theoretical basis, practical background, and/or policy framework for your presentation?
- In what ways is your session connected to the existing current practices, issues, or literature?
- Did you include relevant terminology, ideas, statistics, debates, and/or citations to show your knowledge of your topic? (If using citations, use text citations. A full reference list is not required.)
- Did you indicate the point of departure for your session? What is the gap, motivation, need in the literature, research, practice, or policy? Who is impacted? Why? (The gap does not need to be established via citations. You can establish a gap or need through a discussion of why we need to change or augment current policy/practice, how our current approaches may be limited, and how your new approach addresses those limitations.)
- Have you shown that your session is unique or a new application that has not been addressed already in previous research or presentations?
- Does it synthesize citations and/or terminology to achieve one of the following: indicate a gap, challenge a broadly held assumption, raise a question, or extend current knowledge and practice?

Proposal: Research-Oriented Session

(s)

Topic: Vietnamese EFL Teachers' Cognitions and Practices

(10 Words)

The importance of effective speaking skills has become the desired goal for language learning (Goh, 2014; Goh, 2013). Despite its importance in the globalized world (Goh, 2013). Nevertheless, speaking still remains neglected (Hughes, 2002). This neglect is particularly noticeable in the area of teacher cognition research (Goh, 2013). Given that speaking is multifaceted and difficult to teach (Johnson, 1996), there is a need for a developing understanding of knowledge and skills for teaching speaking in a principled manner (Goh, 2013).

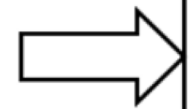
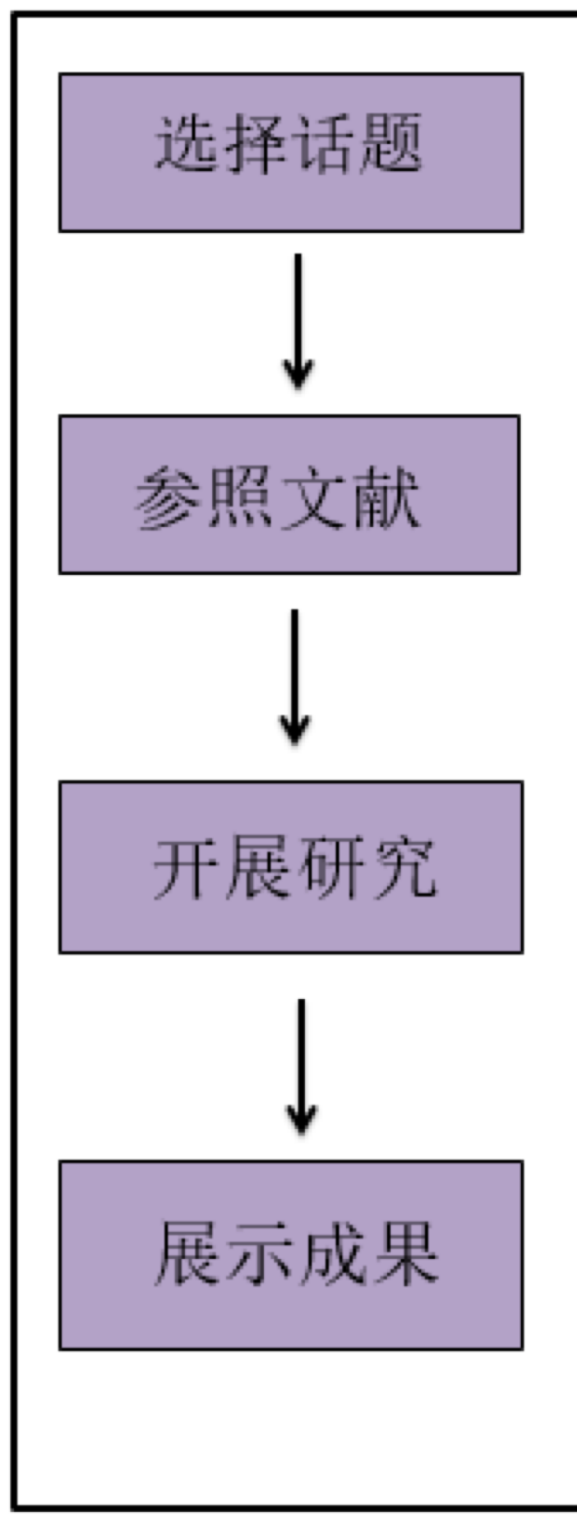
This study was designed to address this need by investigating six Vietnamese EFL university teachers' cognitions and practices in teaching speaking. The study featured a qualitative design with semi-structured interviews, and observations. A comprehensive framework integrating Shulman's (1987) teacher knowledge base with Bernstein's (1973, 1975) pedagogic codes and Goh and Burns' (2012) speaking pedagogy was employed to illuminate teachers' intricate knowledge base and its impact on classroom practices.

Findings revealed that teachers' knowledge of speaking topics, vocabulary, grammar and speech acts dominated their teaching practices, which was further reflected in their practices. In addition, despite believing that speaking should be integral to speaking, teachers treated it as an isolated component. Speech-enabling skills, a focus on speaking instruction (Goh & Burns, 2012), were also missing from the teachers' knowledge and practices. Similarly, teachers showed limited awareness of communicative strategies and pedagogical knowledge, which were not featured in teaching. Unlike findings from previous studies, these teachers showed a high level of proficiency and pedagogical knowledge and enjoyed extensive freedom in decision-making. Attention to certain components of speaking pedagogy seems to reflect gaps in their knowledge base and practical constraints.

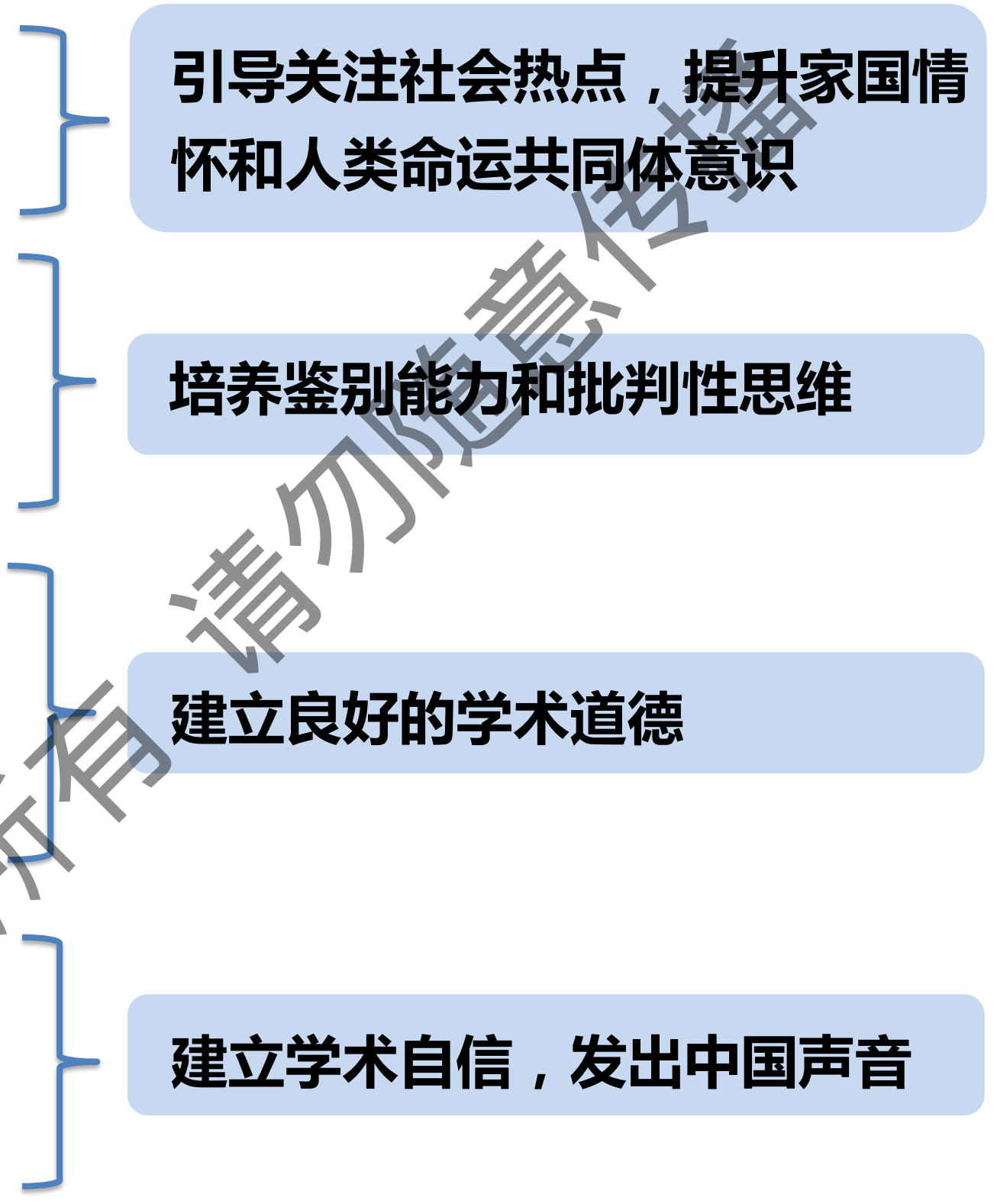
The study concludes with recommendations for the improvement of teaching outcomes in the Vietnamese context.

(10 Words)

This report presents findings from an investigation into six Vietnamese EFL teachers' cognitions and practices in teaching speaking skills to English-major students. Findings revealed that teachers' overemphasis on grammar content in their teaching practices reflects gaps in their knowledge base. Implications for teacher training are discussed.

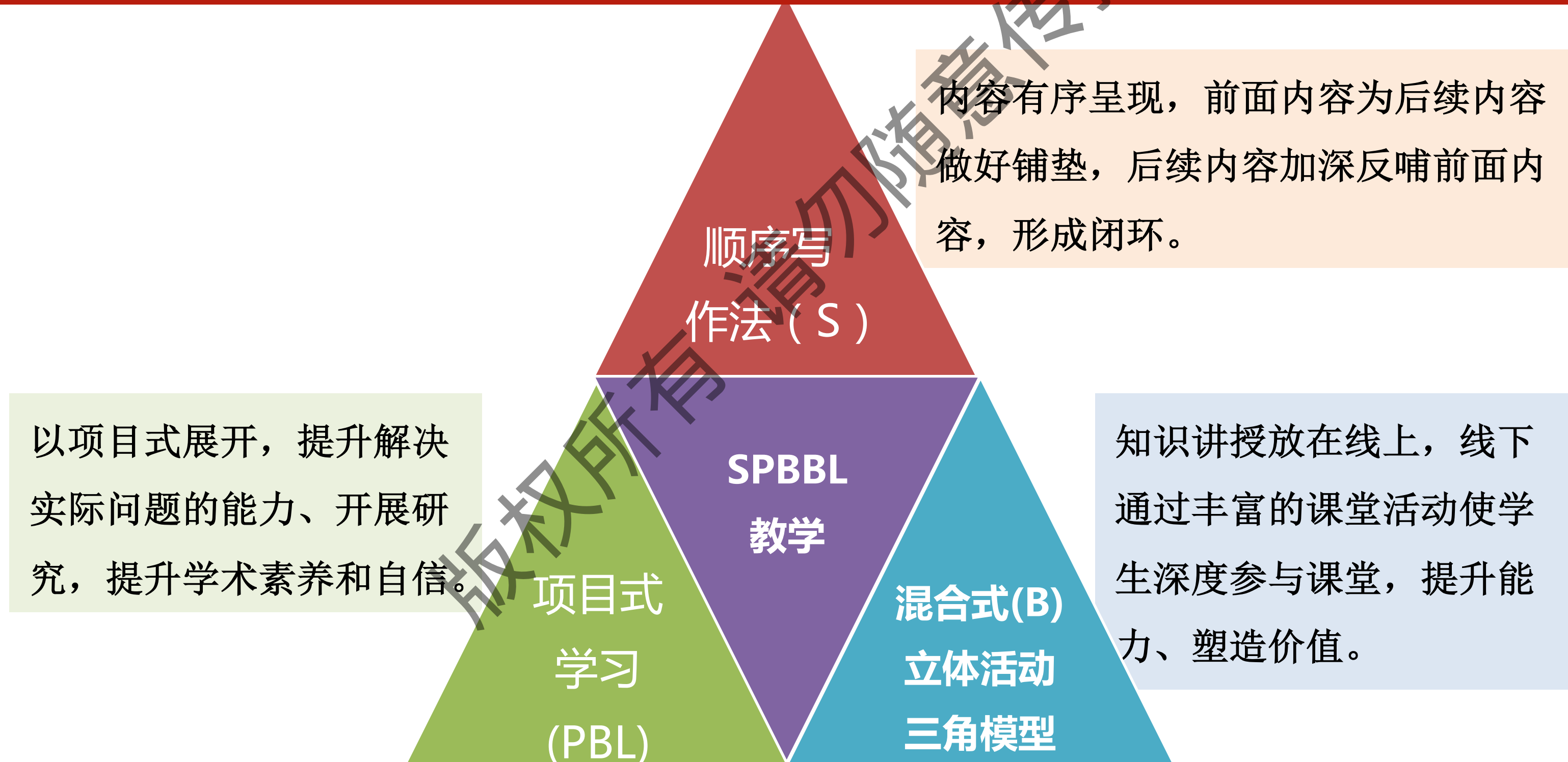


- 选择合适话题
- 确定研究问题
- 查找文献资源
- 评价文献资源
- 引用他人观点
- 规范引文格式
- 撰写文献综述
- 收集分析数据
- 汇报讨论数据
- 撰写学术论文
- 展示学术成果
- 其他能力等



思政融专业 育人一体化

原则三：创新教学方法，加强学生参与

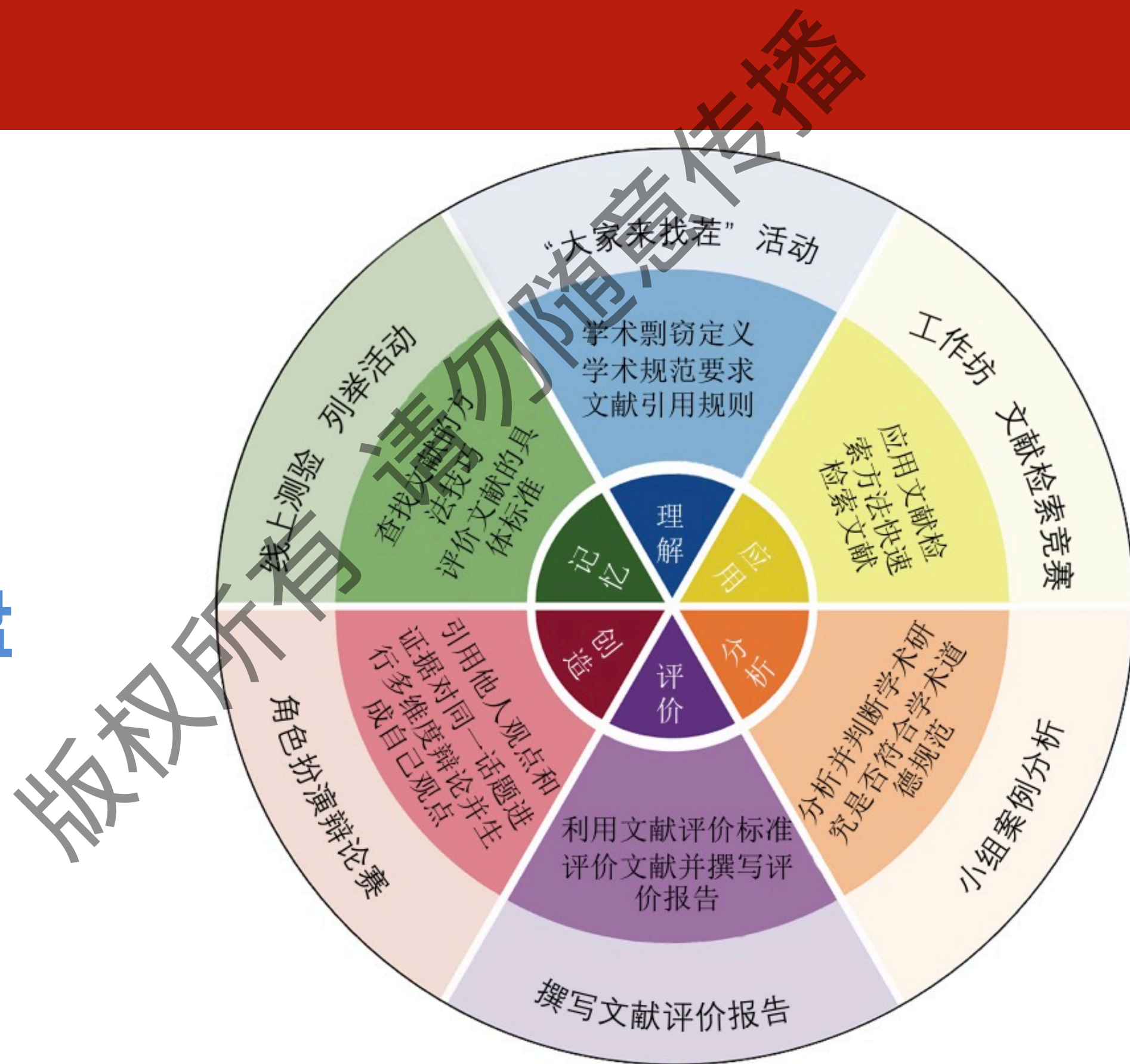


学生深度参与课堂活动，教师成为教学设计者、活动导演者、学生支持者，赋能学生自主学习，实现课堂活起来、学生动起来、知识用起来、能力提起来、价值塑起来。



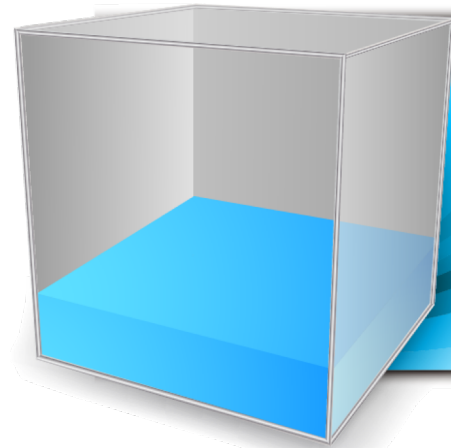
原则四：围绕教学目标 丰富课堂活动

教学目标与 活动认知罗盘



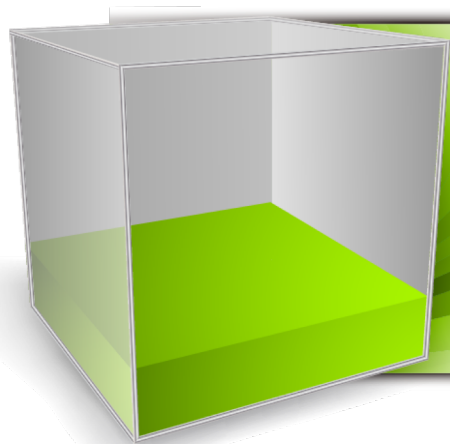
教学目标

知识传授



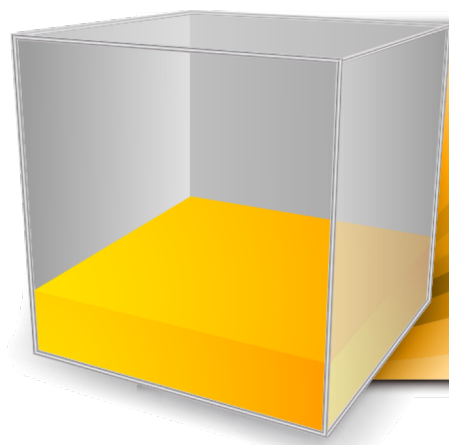
熟悉基本的社会科学选题步骤、**研究方法**；掌握**学术研究规范**；熟悉检索文献的方法和评价文献的标准；掌握开题报告、文献综述、学术论文的**篇章结构**特点和**写作方法**。

能力培养



能够选取合适的研究话题；能够**分析、比较、整合**文献资源并进行引述、改述与综述；能够发现**研究问题**并确定相应研究方法；能够独立/合作开展研究并**解决具体问题**；能够用论文和学术海报展示研究成果。

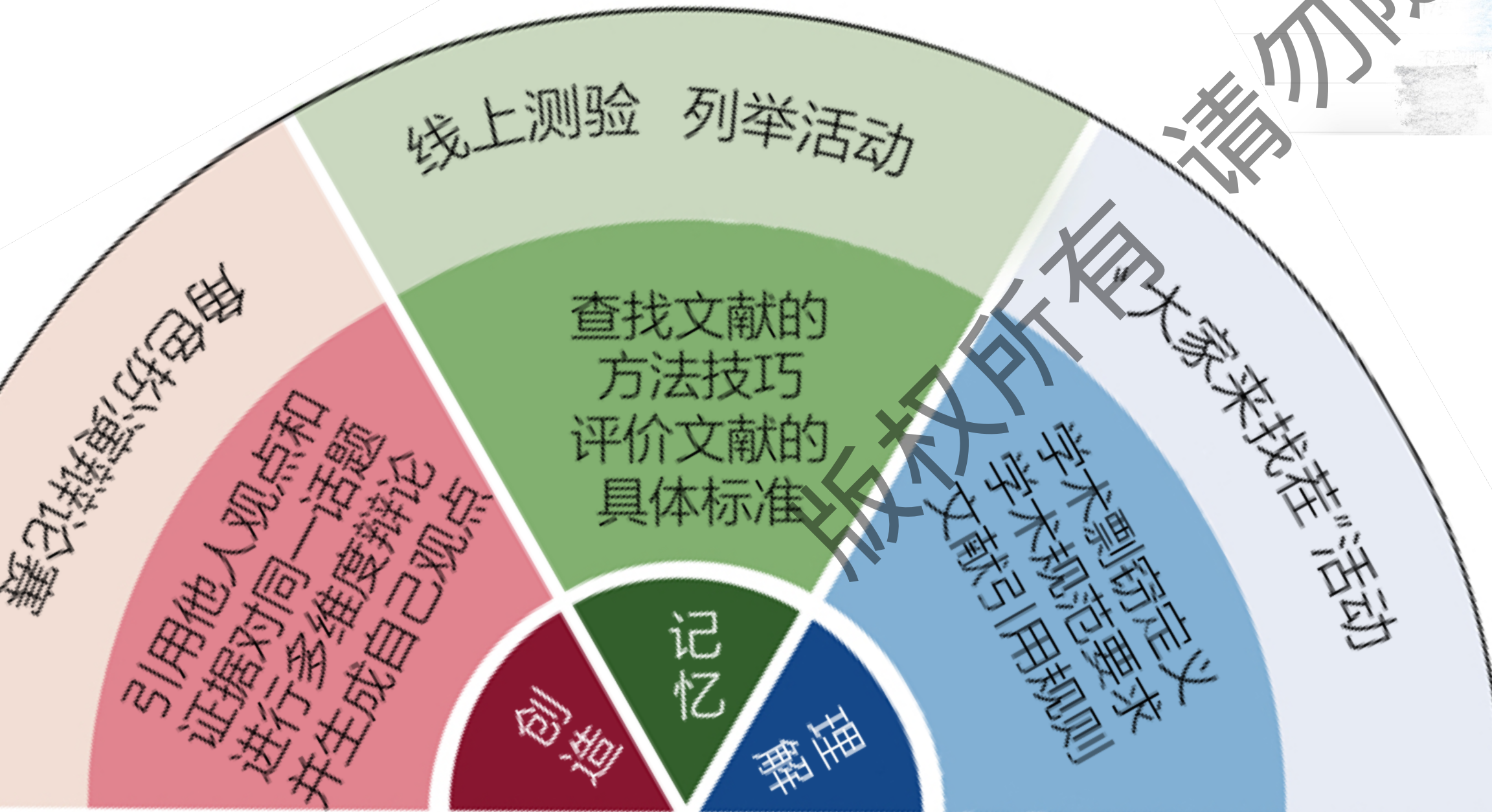
价值塑造



建立良好的**学术道德**；树立学术自信；具备评判性思维和大胆质疑的精神；提升**创新思维**；兼具国际视野与**家国情怀、科学精神与人文素养**。



教学目标与活动认知罗盘



提交截止时间: 2020年03月13日 10:14

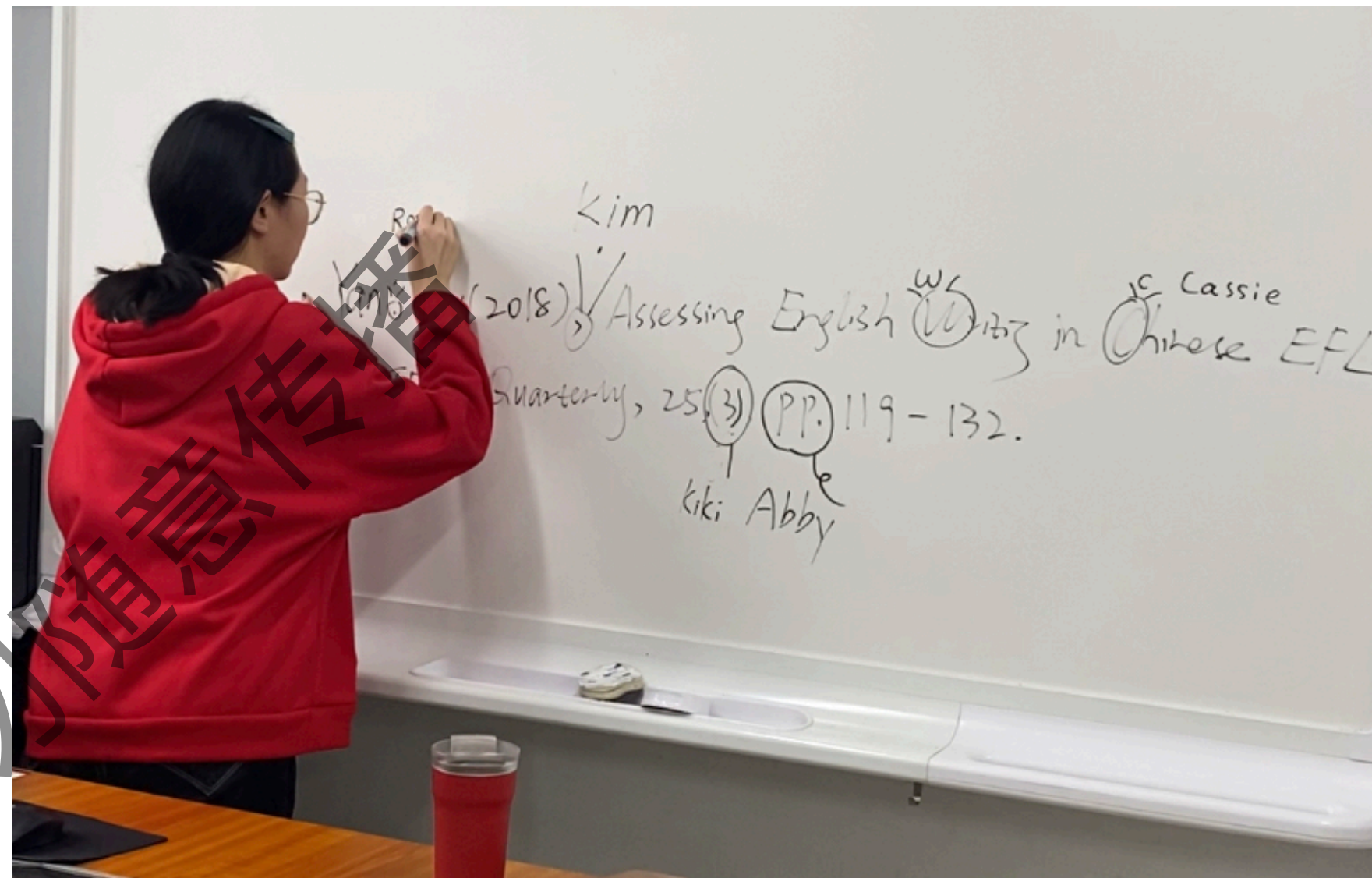
练习	提交人数	提交次数	平均分	最高分	最低分
Sources	22	22	47.27	50	30

导出数据

学号	昵称	真实姓名	答对数量	得分
			5	50
			5	50
			5	50
			5	50

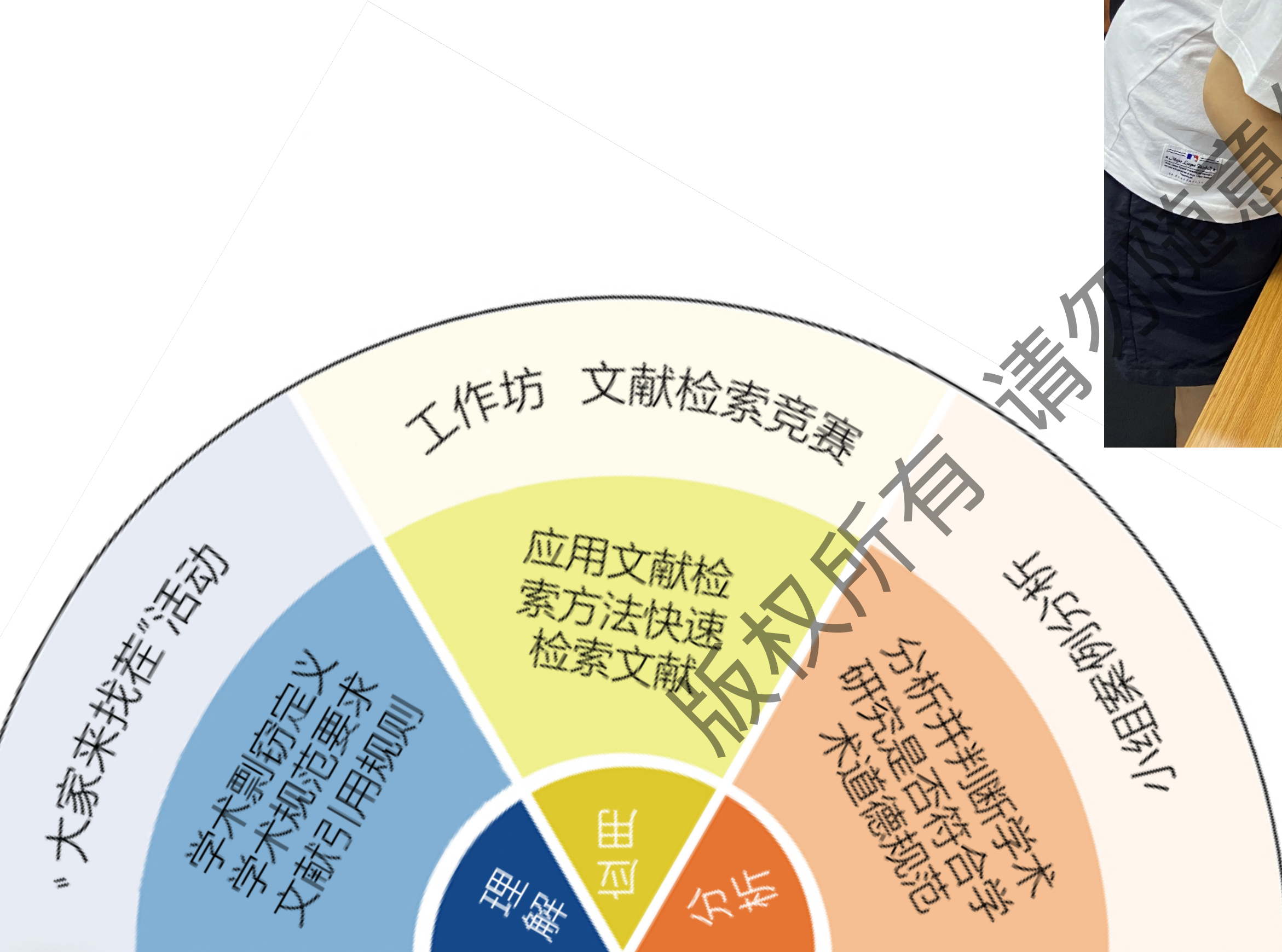
线上测验—记忆目标

教学目标与活动认知罗盘



大家来找茬—理解目标

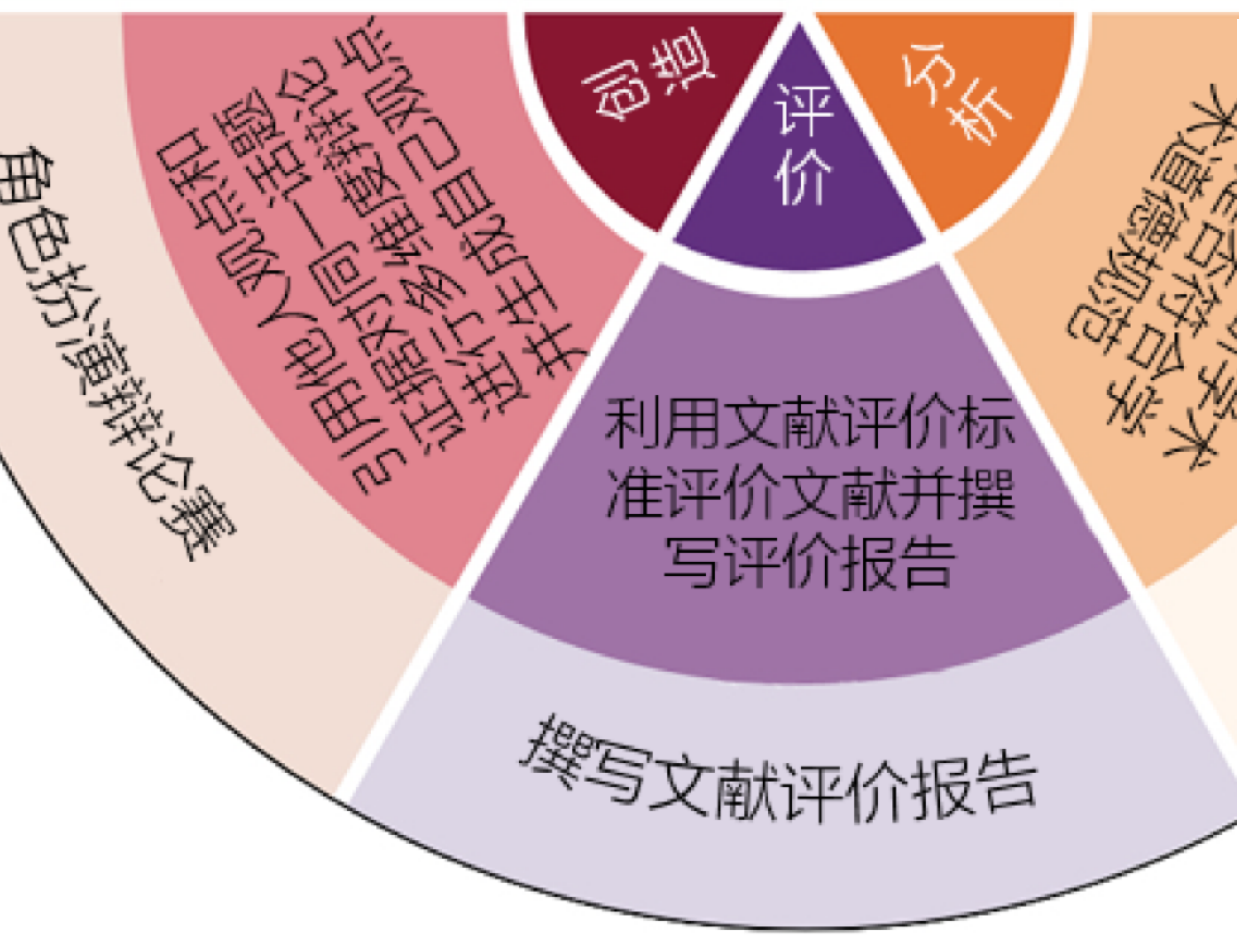
教学目标与活动认知罗盘



文献检索竞赛—应用目标



小组案例分析—分析目标



Currency: The book is published in November 1991. The article on Wechat is published in July 2020. But the timeliness is not so important to my information need. Because the social background of popular literature and situation of women don't change fundamentally.

Coverage/relevance: My topic is "popular literature and women". I want to research on the relations between women's needs, status as well as influence and popular literature specially the romance. The article on Wechat focus more on international literature and trend of cultural production. The research field of the book corresponds to my interests.

Authority: Janice Radway, the author of the book, is a professor of Communication Studies and gender studies. She is widely known for her scholarship on readers, reading, books, and the history of middlebrow culture. She has served as the editor of American Quarterly, the official journal of the American Studies Association. Hanning Gao, the author of the article, is from Institute of literature, Chinese Academy of Social Sciences. She has published some articles about emerging Internet literature aiming at women's preference. The platform on

撰写评价报告—评价目标



角色扮演辩论赛—创造目标



版权所有

请勿随意传播

教学目标、内容、活动和评价强对齐

教学目标	评价手段	内容与资源	学习活动
<ul style="list-style-type: none">• 复述查找文献的步骤方法和技巧• 描述评价文献的具体标准并分析文献价值• 培养学生的基本科研素养和学术能力• 培养学生的批判性思维、大胆质疑的精神• 提升学生的人类命运共同体意识	<ul style="list-style-type: none">• 检索三篇与自己的选题相关的高价值文献• 根据文献评价的五个标准对其中一篇文献进行分析并撰写分析报告	<ul style="list-style-type: none">• 《学术英语写作》在线课程“文献检索与评价”视频内容• 老师自备和整合的教学资料• 在线测验• 课堂授课讲解及工作坊讲义• 学生准备的文献资源	<ul style="list-style-type: none">• 线上观看课程视频并用思维导图整理学习笔记• 在线测验检测视频学习效果并找出难点• 课前小组寻找两篇文献• 课上重点解决视频难点• 课上同伴活动巩固文献评价标准和能力• 对比相似文献价值• 工作坊展示文献检索方法• 个人独立检索文献资源• 撰写文献评价报告

原则五：做好首尾呼应，及时复习反馈



混合式教学设计

通过在线问卷了解学生需求并及时反馈

3. 你上这门课想达到什么目标?

答题人数: 44

[查看详情](#)

4. 你对老师有什么期待? (What do you expect from the instructor?)

答题人数: 44

[查看详情](#)

5. 你对自己有什么期待? (What do you expect from yourself in this course?)

答题人数: 44

[查看详情](#)

6. 你对学术英语写作有什么疑惑或者困难?

答题人数: 44

[查看详情](#)

7. 有什么其他想要告诉老师的吗? (如你的学习需求、性格特点、学习风格或是其他想要老师了解的信息)

答题人数: 44

[查看详情](#)

版权所有 请勿随意传播

线上测验了解学生对视频的掌握程度和难点

所有课堂 > 课堂管理 > 第8次上课 > 练习统计

[? 帮助](#)

[成绩统计](#) [统计图](#) [题目数据统计](#)

[发送练习题目到题库](#)

提交截止时间：2020年03月13日 10:14

练习	提交人数	提交次数	平均分	最高分	最低分
Sources	22	22	47.27	50	30

[导出数据](#)

序号	昵称	真实姓名	答对数量	得分
1	Temel Fatem		5	50
2	175	彭增豪	5	50
3	不想取昵称呀		5	50
4			5	50

线上平台讨论区对学生问题即时反馈

An Examination of the Effect of Metaphor on Polysemy

Since my research goal is to find out the effect of metaphor on the extension of word meaning, I will employ the following research method:

First, I will investigate the meaning-extension procedures of certain specific English words, encompassing various word categories. Afterwards, I will take the same investigation into Chinese words.

Second, I will conduct a comparative investigation on the basis of data above to formulate a hypothesis about how metaphor is engaged in the mechanism of word meaning extension. Furthermore, I should like to dig deeper in the foregoing procedure and come to an insight about the nature of metaphor.

Third, I will employ my hypothesis to test its explanatory power in a random of target words as well as revise the theory.

5月6日

0 | 评论(2) | 举报 | 管理

1. You can explain what kind of analysis method you would employ to make the result more objective.
2. You can ask some professional person such as teachers who specilized in this aspect to make your investigate more persuasive.

5月7日

0 | 举报 | 管理

I have two concerns:

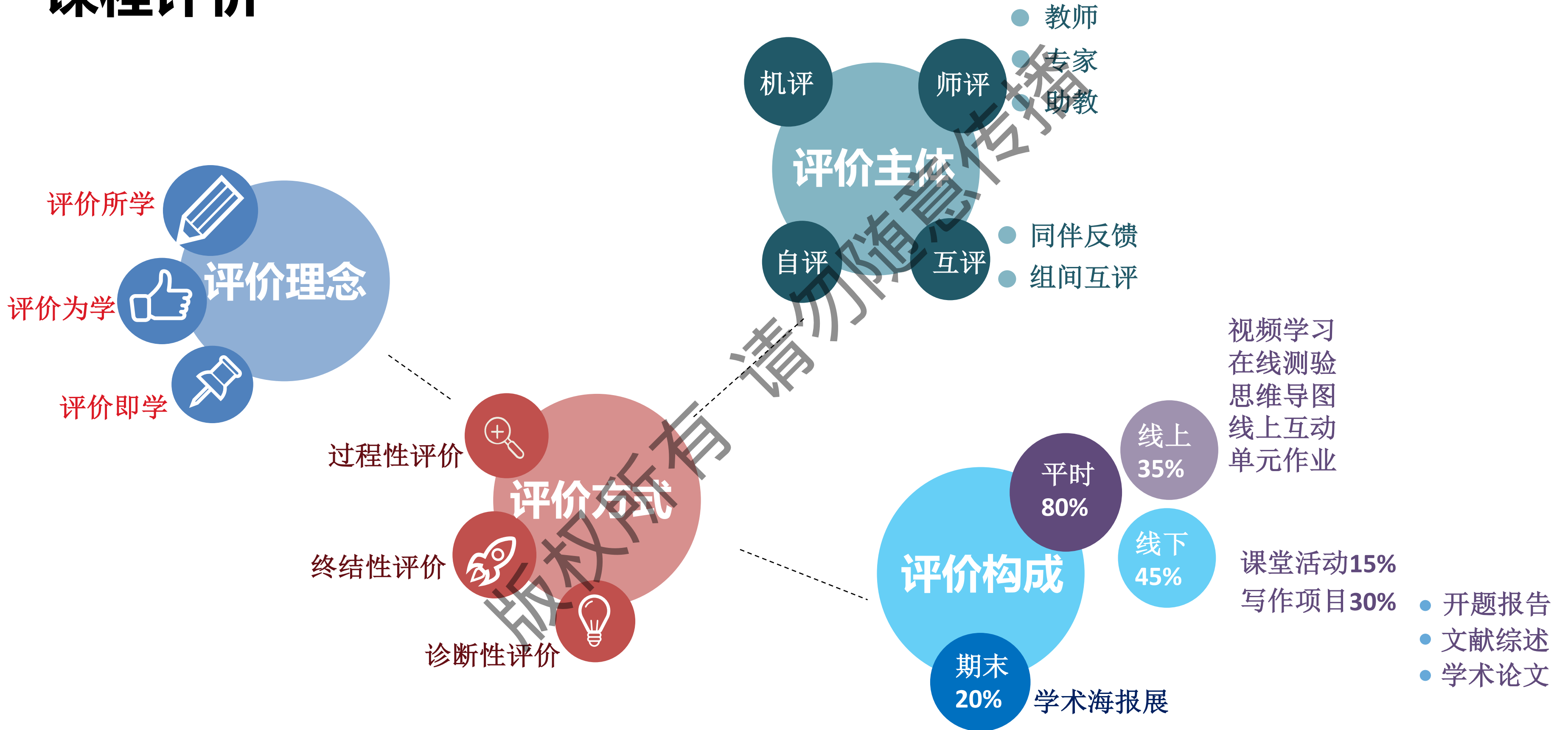
1. the transfer of effect of metaphor in English to Chinese. Is it transferrable?
2. "dig deeper in the foregoing procedure and come to an insight about the nature of metaphor." Can you elaborate on this part?

老师 5月7日

0 | 举报 | 管理

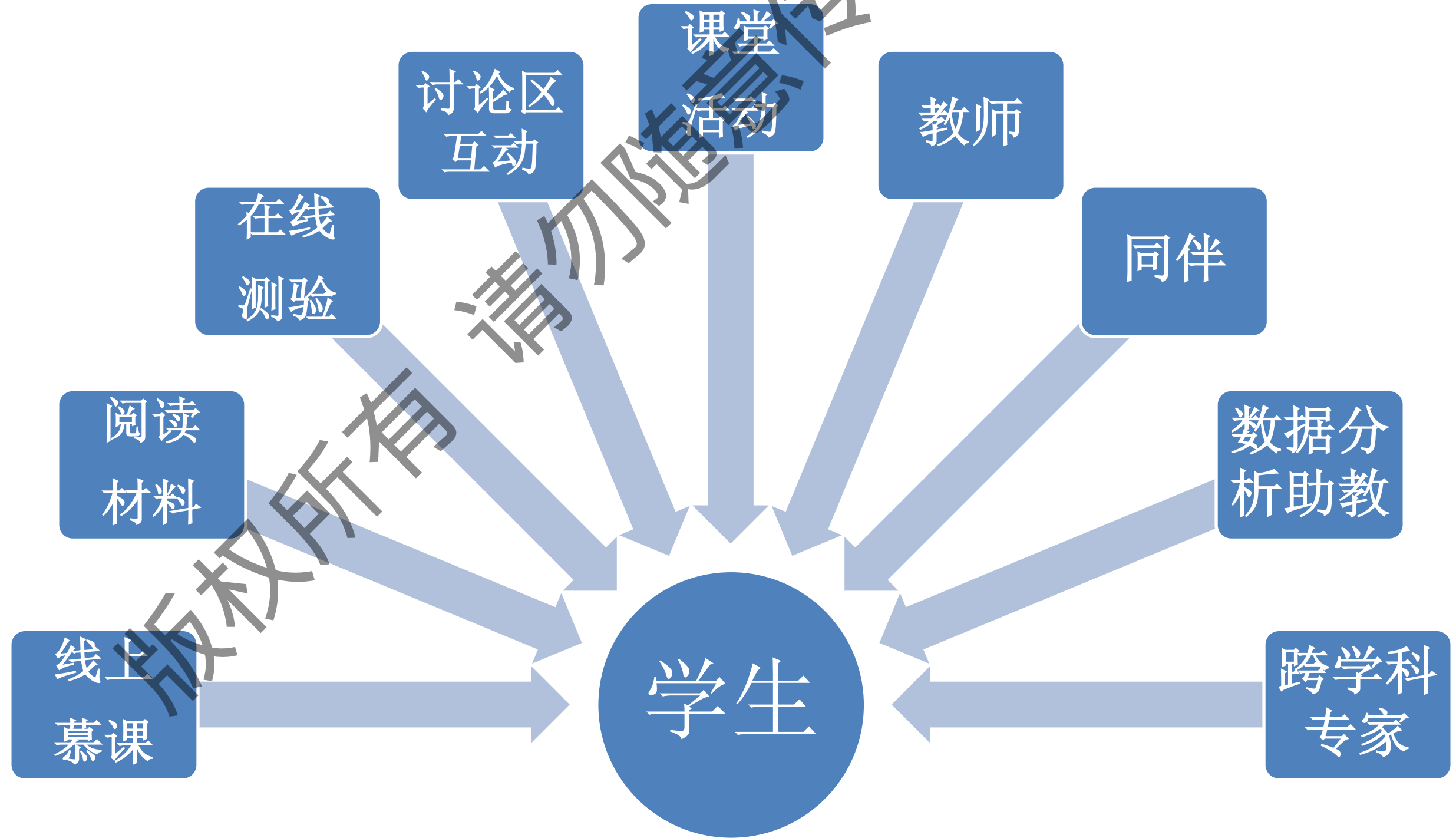
课程评价

原则六： 加强教学互动，重视过程考核



多模态资源、多形式活动、多角色参与、多角度互动

四多式鹰架 支撑全面化



研究能力

- ◆ 重视语言技能
- ◆ 研究能力不足
- ◆ 对研究过程和方法不熟悉

- ◆ 习惯碎片化阅读
- ◆ 学术读写能力弱
- ◆ 写作风格口语化

读写素养

学生

创新思维

- ◆ 语言工具性思维强
- ◆ 创新思维偏弱

人文精神

- ◆ 偏重了解西方文化
- ◆ 缺乏对现实问题的关注

原则七：合理运用技术，强调问题导向

教研相长

论文发表

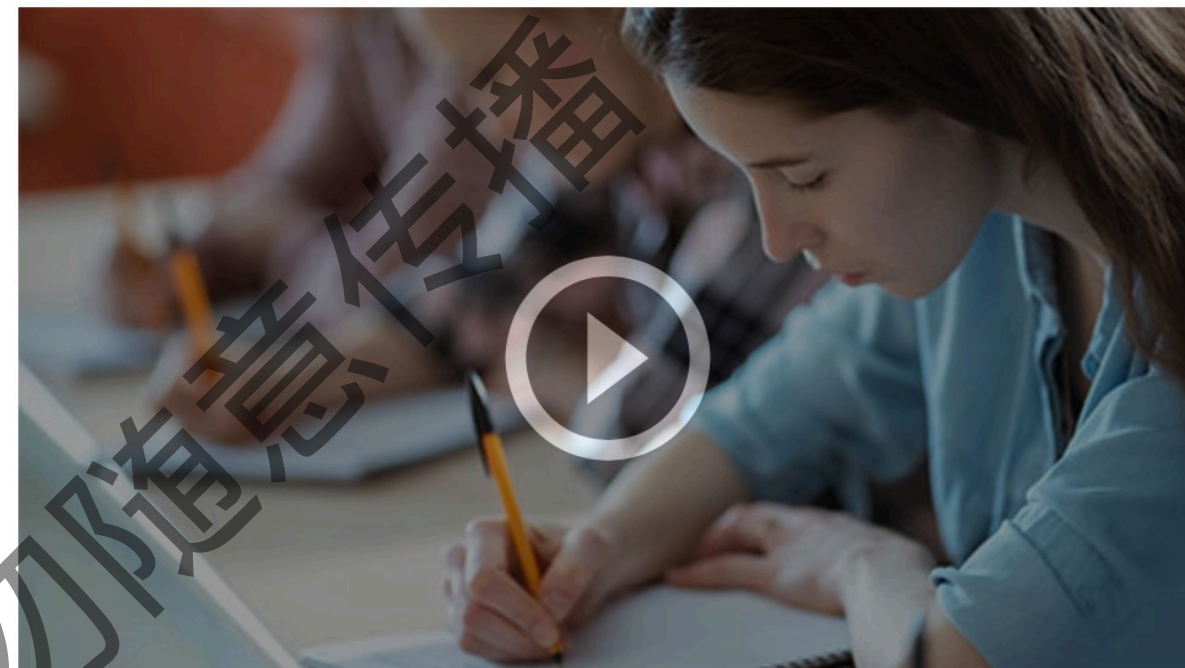
关于教师在线评价与反馈的教研论文发表在SSCI二区期刊The Asia-Pacific Education Researcher

课题研究

多元混合模式理念获批2020年省社科项目20CWZJ28立项。

版权所有 学术意义传播

示范效应



学术英语写作

快速上手的写作课

免费

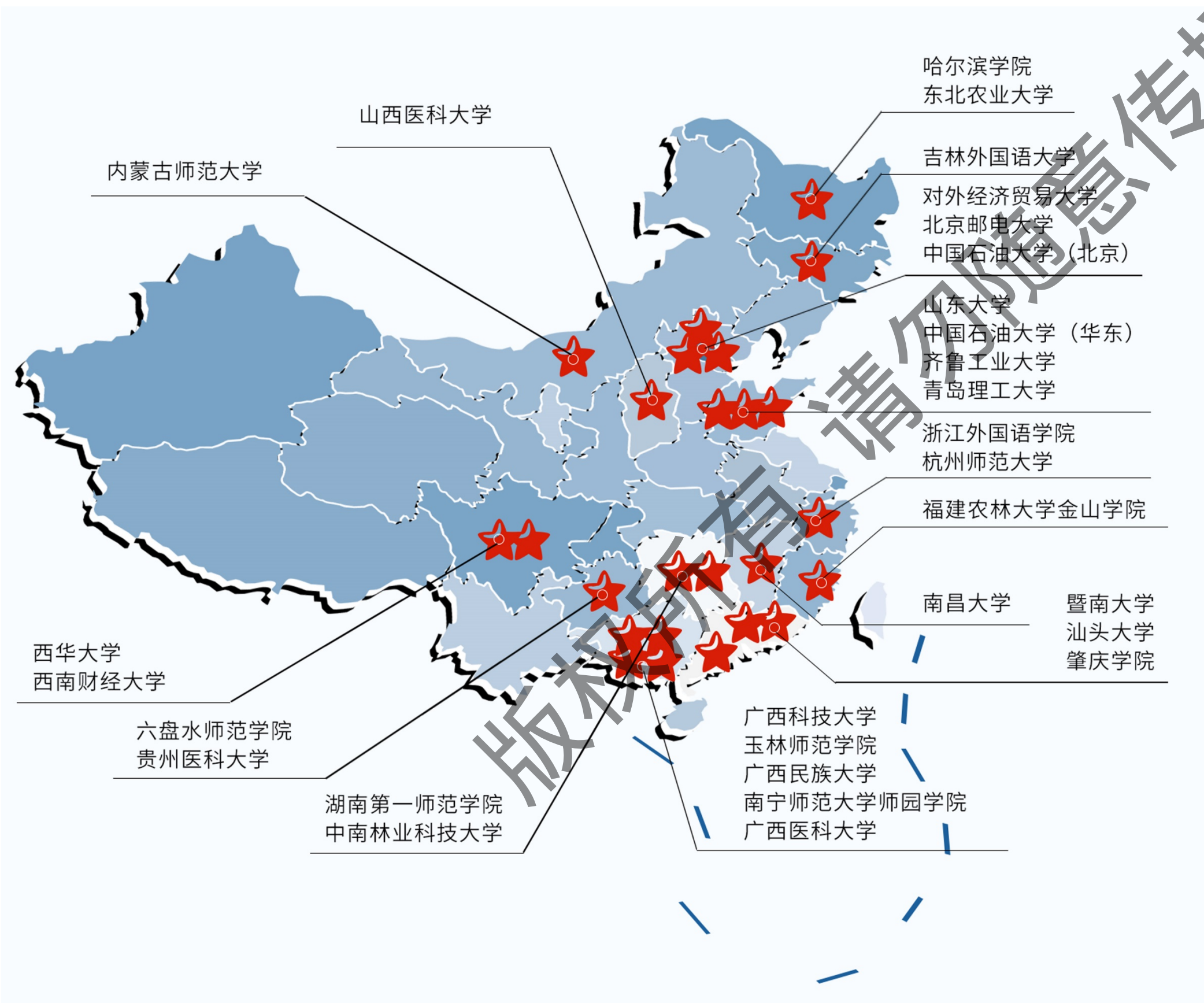
🏠 山东大学

🕒 建议每周学习2-3小时

👥 510人已参与

《学术英语写作》MOOC自2019年上线中国高校外语慕课联盟等平台至今已运行9学期，选课人数2万余人，学生来自**100**余所高校，包括北京大学、北京外国语大学、天津外国语大学、首都医科大学、哈尔滨工业大学等。

示范效应



全国30余所高校使用该课程开展混合式教学，包括对外经济贸易大学、中国石油大学、汕头大学、浙江外国语学院等高校。

示范效应

形成SPBBL特色教学模式，并形成了示范作用，受邀在温哥华、曼谷、北京、重庆多地推广，在第七届中国MOOC发展大会介绍SPBBL教学模式。



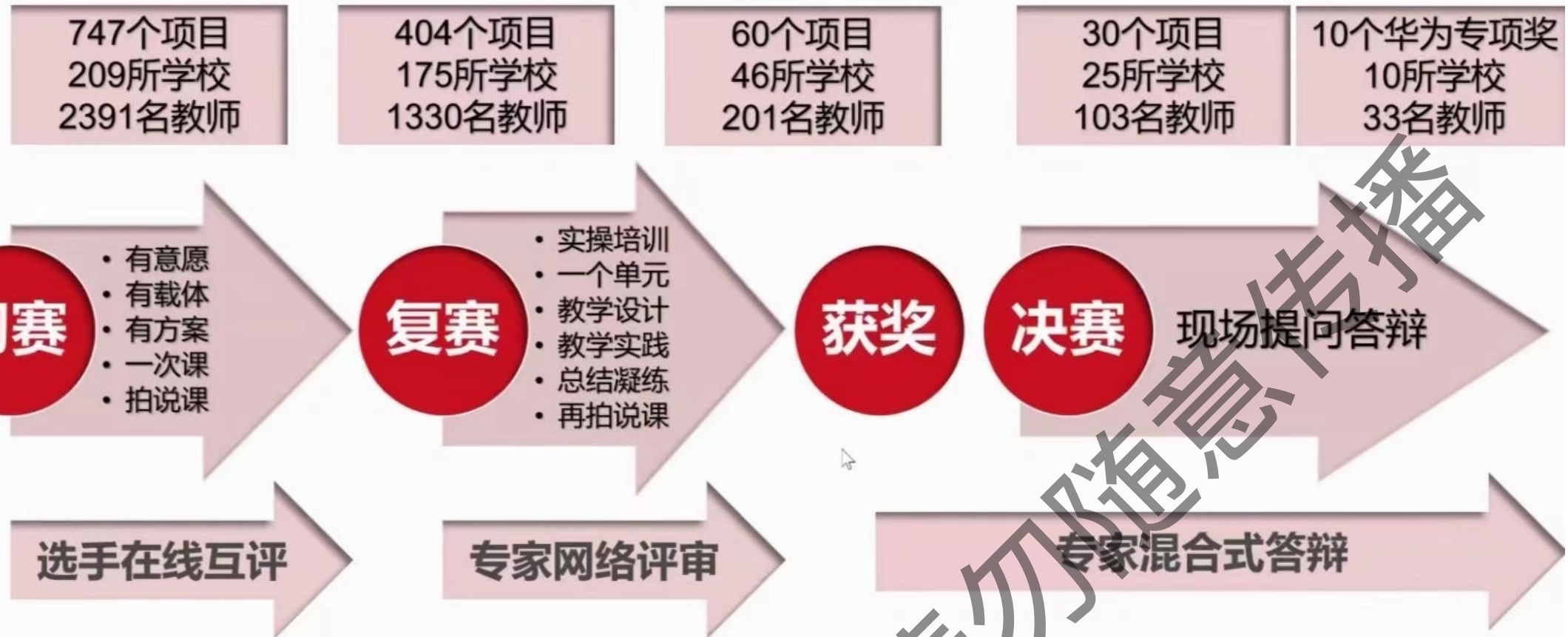
第二届UMOODCs基于慕课的 混合式教学优秀案例评选总决赛



排名	院校名称	分数
1	首都医科大学	96.36
2	山东大学	96.12
3	北京外国语大学	93.72
4	广东外语外贸大学	92.36
5	大连外国语大学	92.34
6	沈阳工业大学	91.90
7	湖北大学	89.24
8	吉林外国语大学	87.62



全国高校混合式教学设计大赛



谢谢大家！

版权所有

请勿随意传播