

以思辨能力培养为导向 建设“两性一度”一流课程

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提 纲

1. 思辨教学与“金课”建设
2. 思辨教学的八项原则及其应用

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1. 思辨教学与“金课”建



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什么是思辨教学？

以培养学生**思辨能力**为导向的
教学设计和教学活动

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思辨能力

勤学好问，相信理性，尊重事实，谨慎判断，公正评价，敏于探究，持之以恒地追求真理；能对证据、概念、方法、标准、背景等要素进行阐述、分析、评价、推理与解释；能自觉反思和调节自己的思维过程。

DELPHI CT

The New Version of Bloom's Taxonomy



什么是“金课”？

《教育部关于一流本科课程建设的实施意见》

——**提升高阶性**。课程目标坚持知识、能力、素质有机融合，培养学生解决复杂问题的综合能力和**高级思维**。课程内容强调广度和深度，突破习惯性**认知模式**，培养学生**深度分析、大胆质疑、勇于创新**的精神和能力。

——**突出创新性**。教学内容体现前沿性与时代性，及时将学术研究、科技发展前沿成果引入课程。教学方法体现先进性与**互动性**，大力推进现代信息技术与教学深度融合，积极引导學生进行**探究式与个性化学习**。

——**增加挑战度**。课程设计增加**研究性、创新性、综合性**内容，加大学生学习投入，科学“增负”，让学生体验“跳一跳才能够得着”的学习挑战。严格考核考试评价，增强学生经过刻苦学习收获能力和素质提高的成就感。

思辨能力培养与外语教学的关系

“语言应作为发展高阶思维能力的手段。在语言教学中，这意味着学生并不是为语言而学习语言的，而是旨在发展他们的思维能力，并在超越语言课堂的情形中运用思维能力。”

(Richards and Rodgers)

高级语言能力不仅包括语法、语篇、语用等方面的知识，而且包括理解和生产学术文本所需要的阐释、分析、评价、推理、解释、反思等高阶思维能力。

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GRE Writing: Argument

Fifteen years ago, Omega University implemented a new procedure that encouraged students to evaluate the teaching effectiveness of all their professors. Since that time, Omega professors have begun to assign higher grades in their classes, and overall student grade averages at Omega have risen by 30 percent. Potential employers, looking at this dramatic rise in grades, believe that grades at Omega are inflated and do not accurately reflect student achievement; as a result, Omega graduates have not been as successful at getting jobs as have graduates from nearby Alpha University. To enable its graduates to secure better jobs, Omega University should terminate student evaluation of professors.

Critical Thinking

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2. 思辨教学的八项原则及其应用



1. Target: 目标

思辨教学应将思辨能力培养纳入教学目标

- ▶ **Highlight CT objectives in your syllabus: cognitive skills and affective dispositions**

大学思辨英语教程系列

《精读1:语言与文化》第9单元CT教学目标示例

- ✓ Evaluate the strengths and weaknesses of anecdotes as evidence
- ✓ Evaluate the impact of globalization on language
- ✓ Generate evidence by conducting an interview

▶ Ensure student understandings: orientation

▶ Make CT visible through the teaching process

—使用思辨术语：阐释、分析、评价、推理、解释、反思

2. Inquire: 探究

思辨教学应创造自由探究的机会

***Inquiry-based learning* is a form of active learning that starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge.**

哈佛大学金课: **Justice (Michael Sandel)** :
<http://justiceharvard.org/themoralsideofmurder/>

“思辨型教师不是布道者，而是发问者。教师要学会提出问题，探索意义，寻求理由和证据，促进深入思考，避免讨论陷入混乱，鼓励倾听，引导有效的比较与对照，提示矛盾与不一致，解释影响和后果。思辨型教师应认识到，教育的首要目标是要教会学生怎样学习。” (Paul et al.)

Basic teaching strategies:

- ▶ **Learning as a process of exploration**
- ▶ **Reasoning for knowledge**
- ▶ **Engaging in CT activities**
- ▶ **Practicing Socratic questioning**

Nail Mercer: dialogic teaching / exploratory talk

为了确保对话与探索的有效进行，教师对学生的合作学习应提供有效的指导，包括：设计有效的活动，使讨论和合作推理成为可能；提供活动所需要的语言资源并示范如何进行有效的探索式交谈或“**集体思考**”（think together），为学生的探究式学习搭建必要的脚手架。同样重要的是，教师应该为小组讨论建立规则。

CT Classroom Culture

- ✓ We share ideas and listen to one another;
- ✓ We talk one at a time;
- ✓ We respect each other's opinions;
- ✓ We give reasons to explain our ideas;
- ✓ If we disagree, we try to ask “why”;
- ✓ We always try to agree at the end.

Strategies for Effective Questioning (Gibbs)

- ▶ **Ask questions that invite more than one plausible answer.**
- ▶ **Provide wait time after asking a question to give less confident students time to think.**
- ▶ **Ask follow-up questions, such as, “What can you add?” or “What is your opinion?”**
- ▶ **Request a summary. “Who can make the point in different words?”**

- ▶ **Provide feedback that neither confirms nor denies students' responses to ensure the discussion remains open. Examples are: "Interesting." or "I hadn't thought of that."**
- ▶ **Survey the other students: "Who agrees with Max? Who disagrees? Why?"**
- ▶ **Encourage students to direct questions to other students.**
- ▶ **Play devil's advocate: "How would you feel if...?"**

Socratic Questioning

Questions for Clarification

- ▶ What do you mean by _____?
- ▶ What is your main point?
- ▶ How does _____ relate to _____?
- ▶ Could you put it another way?
- ▶ What do you think is the main issue here?
- ▶ Let me see if I understand you: you mean _____ or _____?
- ▶ Jane, could you summarize in your own words what Richard has said?
- ▶ Richard, is that what you meant?
- ▶ Could you give me an example?
- ▶ Would this be an example: _____?
- ▶ Could you explain that further?

Questions that Probe Reasons and Evidence

- ▶ **What would be an example?**
- ▶ **Could you explain your reasons to us?**
- ▶ **Are those reasons adequate?**
- ▶ **Do you have any evidence for that?**
- ▶ **How could we find out if that is true?**

Questions about Viewpoints or Perspectives

- ▶ How would other groups of people respond? Why?
- ▶ How could you answer the objection that _____ would make?
- ▶ Can anyone see this another way?
- ▶ What would someone who disagrees say?

3. Routinize: 常规

思辨教学应针对高阶思维进行常规化训练

思辨能力不是天生的禀赋，也不是偶尔表现的行为，而是经过反复训练养成良好思维习惯。如果游泳、网球、驾驶等身体技能都需要经过专业训练才能掌握的话，那么比这些活动复杂无数倍的思辨就更需要经过长期反复训练才能内化为习惯。

► Practice CT routines:

Ron Ritchhart, *Making Thinking Visible*

罗恩·理查德，《哈佛大学教育学院思维训练课：让学生学会思考的20个方法》，中国青年出版社，2014

- ▶ **What Makes You Say That?** *Interpretation with justification routine*
- ▶ **Think Puzzle Explore** *A routine that sets the stage for deeper inquiry*
- ▶ **Think Pair Share** *A routine for active reasoning and explanation*
- ▶ **Circle of Viewpoints** *A routine for exploring diverse perspectives*
- ▶ **I used to Think... Now I think...** *A routine for reflecting on how and why our thinking has changed*
- ▶ **See Think Wonder** *A routine for exploring works of art and other interesting things*
- ▶ **Compass Points** *A routine for examining propositions*

Think-Pair-Share

A routine for active reasoning and explanation

- Pose a question
 - Think individually
 - Exchange ideas in pairs
 - Share ideas in groups
-
- *Intellectually challenging questions*
 - *Independent thinking*
 - *Perspectivizing*
 - *Evaluating*

4. Integrate: 融合

思辨教学应融合知识传授/语言能力和思辨能力培养

思辨教学并不主张教学仅仅聚焦于思辨能力培养，当然也反对教学仅仅聚焦于知识传授/语言训练。这两种教学路径都会让教学误入歧途，既不能真正提高思辨能力，也会阻碍知识/语言的习得。思辨学习与知识/语言学习应融为一体，相互促进。

► **From explicit language learning to implicit language learning:**

Learn a language while using it.

- ✓ **Task/project-Based Language Teaching**
- ✓ **Cooperative Language Learning**

大学思辨英语教程系列 《口语1: Intercultural Conversations》 : An Activity from Unit 10

Internet friendships vs. face-to-face friendships

1. Read the article below and summarize the major points made by each person regarding the advantages and disadvantages of virtual friends.

Striking up Internet friendships: Is it safe or not?

.....

2. With a show of hands, find out who in your class are for virtual friendship and who are against. Then work in groups of four, with each group either supporting or opposing virtual friendship. Share your summary of points for your side in the article in Step 1 and brainstorm for more arguments. Write them down. The group then discusses and decides on three strong arguments for your side.

For Virtual Friendship

Argument 1: _____

Argument 2: _____

Argument 3: _____

Argument 4: _____

Argument 5: _____

Against Virtual Friendship

Argument 1: _____

Argument 2: _____

Argument 3: _____

Argument 4: _____

Argument 5: _____

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3. Group representatives take turns to present the arguments on behalf of the group in front of the class, and the rest of the class take notes of the arguments.

4. The class then discusses and concludes what is a fair-minded view of virtual friends.

5. Reflect: 反思

思辨教学应通过反思活动培养元认知能力和自我调节思维的能力

Thinking about one's own thinking:

“对自己的推理过程的检验，不仅核查推理的结果，而且核查是否正确使用了认知技巧；对自己的观点和理由从元认知角度进行客观的、深入的自我评价，判断在多大程度上自己的思考受到知识欠缺或成见、偏见、情感或任何其他因素的影响，从而局限了自己的客观性或理性；反思自己的动机、价值、态度或利益，确定自己在做出分析、阐释、评价、推理和表达时努力做到了无偏见、公正、缜密、客观、尊重事实、讲道理、冷静。” (Facione)

- ✓ **Problem-solving**
- ✓ **Discussing problem-solving process and metacognition**
- ✓ **Keeping reflective journal**
- ✓ **Portfolio assessment**

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6. Content: 内容

思辨教学应提供富有认知挑战性的学习材料

在语言学习中，输入的思辨性在很大程度上将决定输出的思辨性。一方面，语言材料的输入为学生提供了输出的参照标准；语言输入材料的思想高度将在很大程度上决定输出语言的思想高度。另一方面，输入材料直接构成了学生产出文本的语言和思辨原料；输入原料的思辨含量将直接影响输出文本的思辨含量。

- ▶ **阅读经典原著**
- ▶ **Content-Based Instruction**
- ▶ **Content and Language Integrated Learning**

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教材升级换代：《大学思辨英语教程》系列



精读 Reading Critically

精读 1	语言与文化 Language and Culture
精读 2	文学与人生 Literature and Life
精读 3	社会与个人 Society and Individual
精读 4	哲学与文明 Philosophy and Civilization

写作 Writing Critically

写作 1	记叙文写作 Narrative Writing
写作 2	说明文写作 Expository Writing
写作 3	议论文写作 Argumentative Writing
写作 4	学术论文写作 Academic Writing

听力 Listening Critically

听力 1	聆听生活 Listening to Life
听力 2	品鉴文化 Savoring Culture
听力 3	观察社会 Observing Society
听力 4	走近学术 Approaching Research

口语 Speaking Critically

口语 1	文化之桥 Intercultural Conversations
口语 2	沟通之道 Interpersonal Discussions
口语 3	演讲之法 Public Speeches
口语 4	辩论之术 Topical Debating

7. Evaluate: 评价

思辨教学应运用思辨标准评价教与学

- ▶ **Apply intellectual standards to the elements of reasoning in order to develop intellectual traits (Paul and Elder) >>>**
- ▶ **Bring intellectual standards into the classroom**
- ▶ **Incorporate CT performance into learning and teaching assessment**

► **Innovating peer review in writing:**

--Reviewing the **criteria**

--Taking turns reading papers aloud slowly
in small groups

--Discussing

--Constructive recommendations

A checklist for analyzing an argument

What is the author's claim or thesis? Ask yourself:

- What claim is being asserted?
- What assumptions are being made—and are they acceptable?
- Are important terms satisfactorily defined?

What support (evidence) is offered on behalf of the claim? Ask yourself:

- Are the examples relevant, and are they convincing?
- Are the statistics (if any) relevant, accurate, and complete? Do they allow only the interpretation that is offered in the argument?

--If authorities are cited, are they indeed authorities on this topic, and can they be regarded as impartial?

--Is the logic—deductive or inductive—valid?

--If there is an appeal to emotion—for instance, if satire is used to ridicule the opposing view—is this appeal acceptable?

Does the writer seem to you to be fair? Ask yourself:

--Are counterarguments adequately considered?

--Is there any evidence of dishonesty or of a discreditable attempt to manipulate the reader?

--How does the writer establish the image of himself or herself that we sense in the essay? What is the writer's tone, and is it appropriate?

改革课程评价标准

- ▶ **Student Course evaluation form >>>**
- ▶ **The Holistic Critical Thinking Scoring Rubric >>>**

8. Fulfill: 实现

思辨教学应促进立德树人

- ▶ **Cultivating both cognitive skills AND intellectual virtues**
- ▶ **Culminating in self-actualization or self-fulfillment**

Self Fulfillment

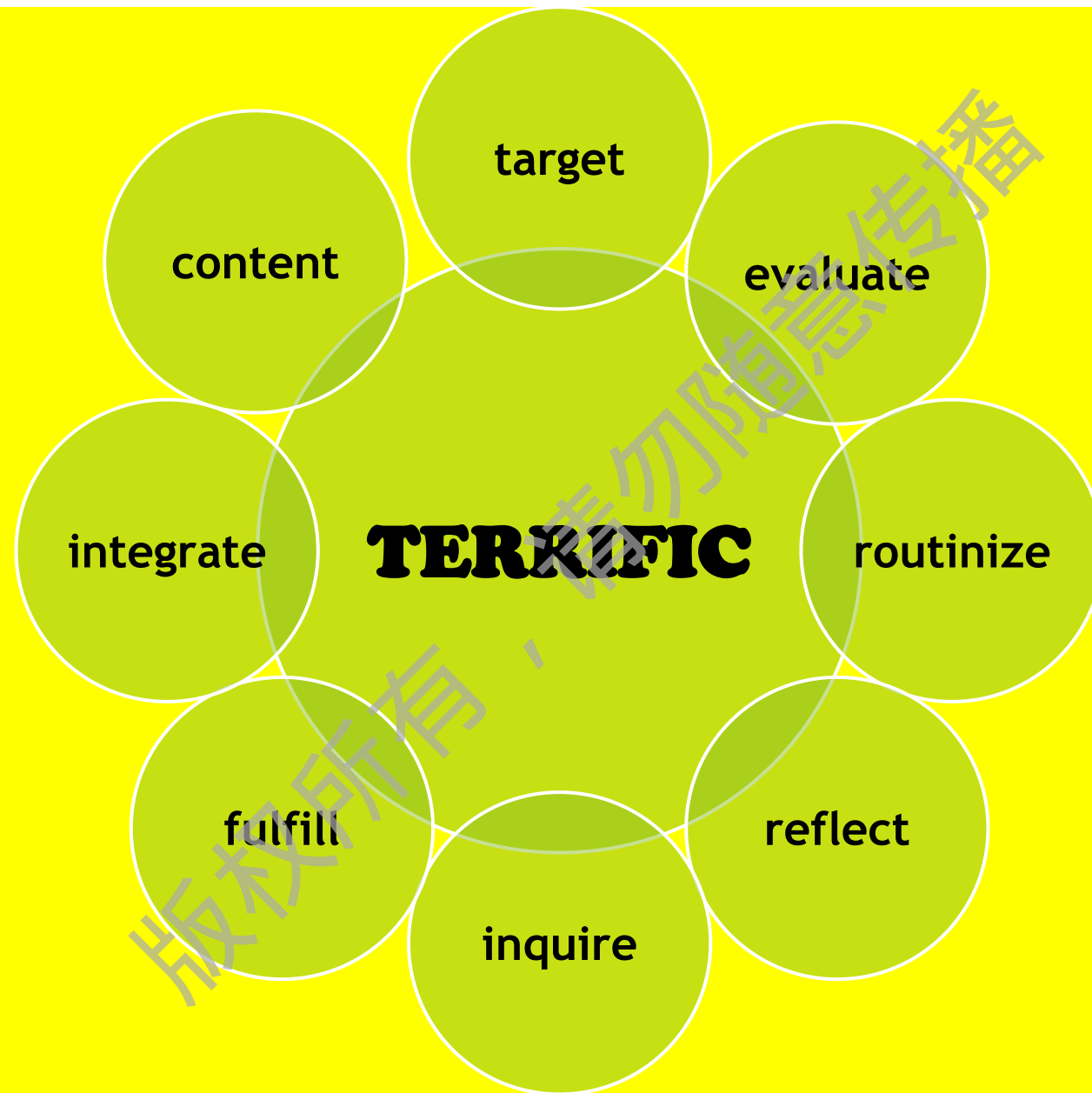
敏于判断现实的真伪，能够坦然接受自我、他人与自然，保持纯朴和天真的性情，善于发现和解决问题，乐于独处，自主自立，总是用新鲜的眼光欣赏生活和世界，拥有与世界交融的巅峰时刻，寻求与全人类的团结与和谐，拥有良好的人际关系，具有民主和谦虚的态度，善于区别目的与手段以及是非善恶，具有幽默感，拥有创造力，抵制文化同化。（Maslow, 1970）

思辨理论的中国视角

- 君子**和**而不同，小人同而不和。（《论语》）
- **仁**者不忧，知者不惑，勇者不惧。（《论语》）
- 博学之，审问之，慎思之，明辨之，笃**行**之。
（《中庸》）
- 大学之道，在明明**德**，在亲民，在止于至**善**。
（《礼记·大学》）
- **立德树人**

总 结

“思辨型教师不是布道者，而是发问者。教师要学会提出问题，探索意义，寻求理由和证据，促进深入思考，避免讨论陷入混乱，鼓励倾听，引导有效的比较与对照，提示矛盾与不一致，解释影响和后果。思辨型教师应认识到，教育的首要目标是要教会学生怎样学习。” (Paul et al.)

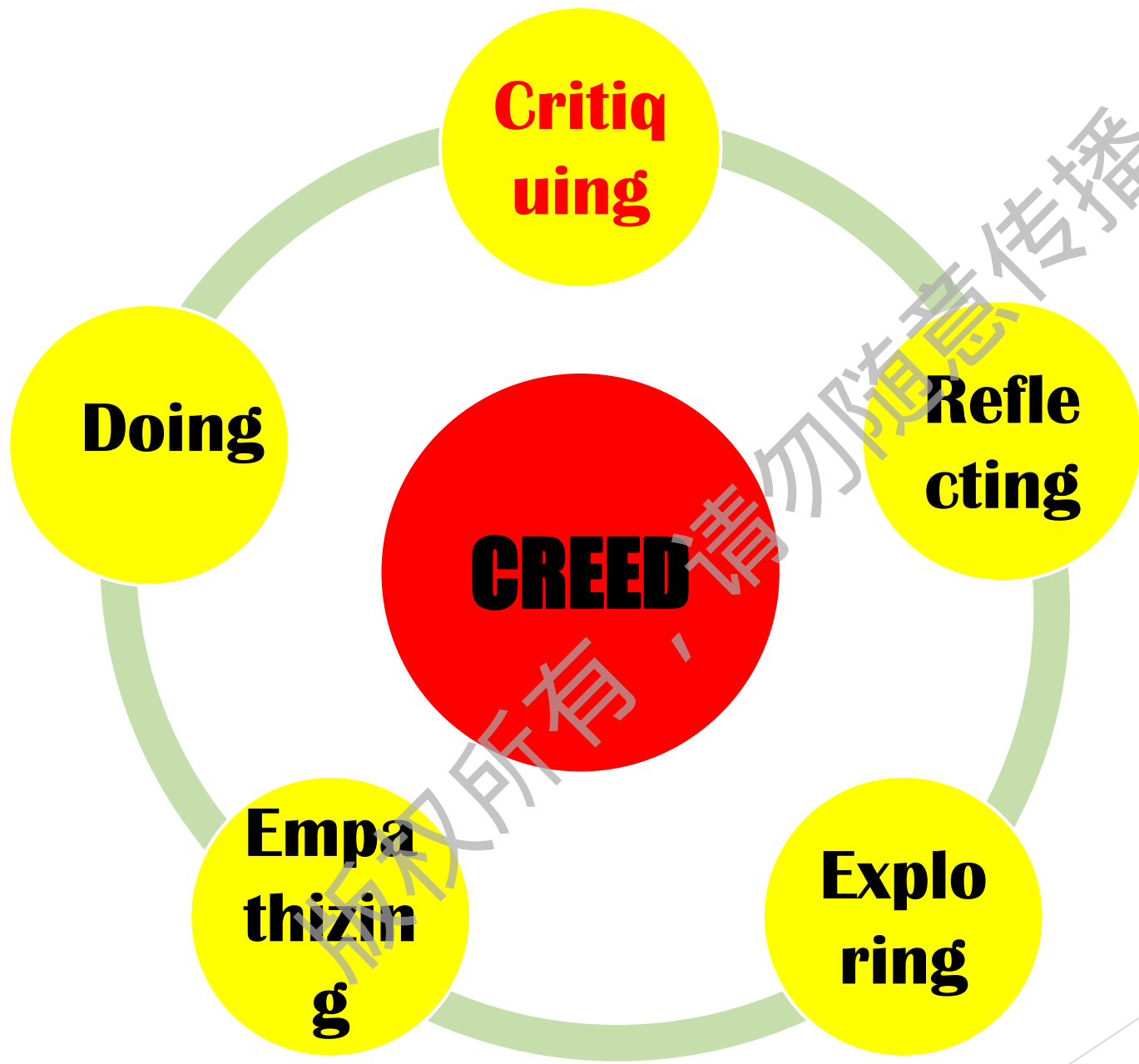


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跨文化外语教学原则



首批国家级线上一流课程



跨文化思辨英语教学：理念与方法

北京外国语大学 孙有中等

论文分享

1. 孙有中，2015，外语教育与思辨能力培养[J]，《中国外语》（2）：1,23。
2. 孙有中，2016，外语教育与跨文化能力培养[J]，《中国外语》（3）：1,17-22。
3. 孙有中，2017，人文英语教育论[J]，《外语教学与研究》（6）：859-870。

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