

# 混合式教学模式下的 综合商务英语课程示范 与讨论

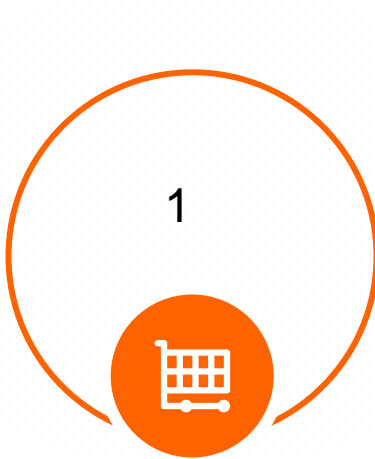
陈珞瑜 中南民族大学

2021-07-30



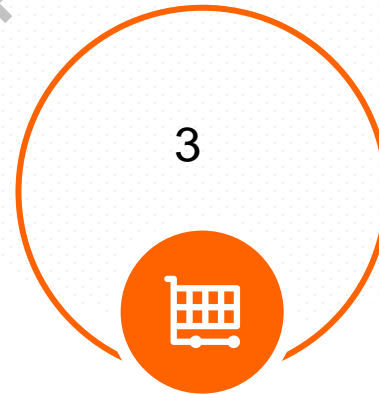
# 一小时的课程能让您有哪些收获?

我的课程如何设计混合式教学?



混合式学习相关文献

什么是混合式学习? 有哪些模式?



我的课程如何实施混合式教学?



# “混合式教学” Vs “混合式学习”

blended learning ? Q

## Phrases

blended learning

% Count  
100% 62,000

blended teaching ? Q

## Phrases

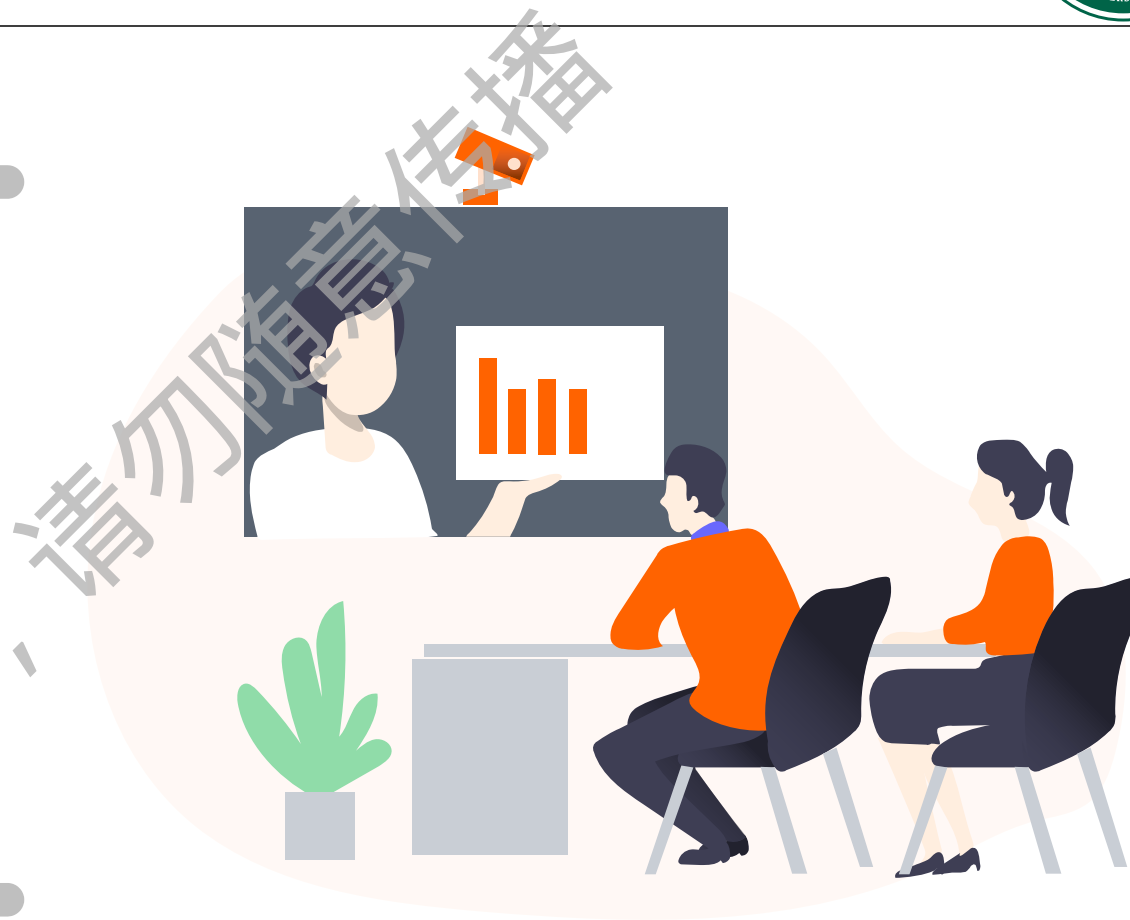
blended teaching

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100% 350

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# 目录

- 01 教学目标
- 02 教学内容
- 03 教学设计
- 04 教学实施
- 05 教学效果





## 01 教学目标

## 课程概况



### 课程名称

商务综合英语  
3-4



### 课程性质

专业必修课



### 课程教材

新标准商务英语综合教程  
3-4



### 课程背景

传统课程以讲授式为主



### 课程痛点

英语与商务融合度欠佳，以语言学习为主



# 《商务综合英语3-4》课程目标三维合一

## 知识探究

识记并阐述包括**国际商务、企业管理、市场营销、商业竞争、商务谈判、国际贸易、国际投资、创新创业、电子商务、客户服务**等基本商务知识，构建完整商务知识体系。

## 能力培养

通过在线课程视频的学习及章节测验，具备**自主学习、终身学习能力及商务英语运用能力**；通过探究性任务，具备**思辨能力、商务分析决策和实践能力及数字化信息素养能力**；通过小组任务，具备**团队合作能力及沟通协调能力**。

## 价值引领

通过案例分析，树立**正确世界观与人生观**，良好的道德品质，中国情怀；开拓国际视野，增强**人文与科学素养**，具备**职业精神、商业伦理意识和社会责任感**。

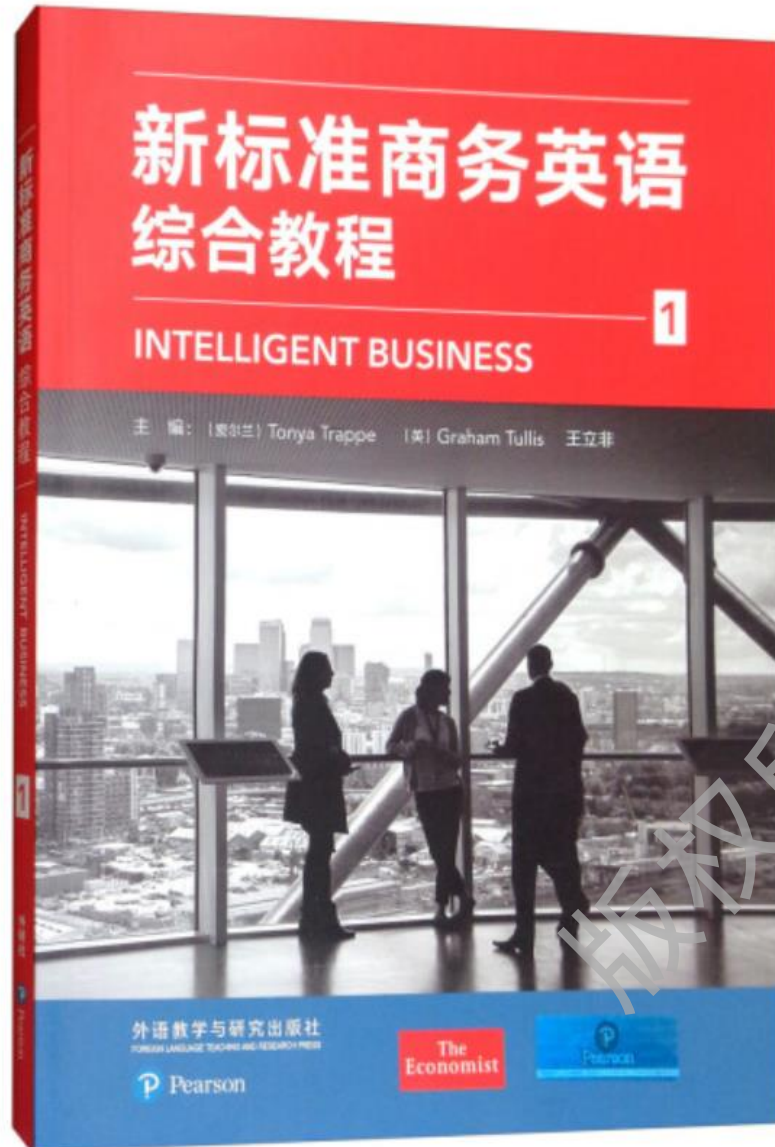


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## 02 教学内容



# 教学内容---教材选择



**Reading** 精选权威期刊 The Economist 中的文章

**Business knowledge** 精讲相关领域商务知识

**Language work** 设计针对词、句、段、篇的语言练习，题型丰富（涵盖词义辨析、中英互译、完形填空、篇章改错和阅读理解等题型）

**Grammar in use** 加强语法能力的同时，强调实际运用

**Listening** 选取内容真实、体裁丰富的音频资源，设计题型多样的听力练习，循序渐进地提升学生的听力技能

**Career skills** 讲解实用、有效的商务技能

**Culture at work** 对比不同国家职场文化差异

**Dilemma & Decision** 展示真实的商务案例

高等英语教学网教材支持中心 ([heep.unipus.cn/support/](http://heep.unipus.cn/support/))



# 课程改革发展历程



校级本科教学质量工程  
商务综合英语在线课程

2019.6

校级本科教学质量工程  
混合式教学在商务综合  
英语教学中的应用研究

中南民族大学在线课程  
学习中心

2019.  
11

学银在线

省级线上线下混合式一  
流课程获批

2021  
.6

国家级线上线下混合式  
一流课程推荐



# 学银在线慕课：商务综合英语

## 新标准商务英语综合教程3

第一到第十单元主题：

广告、法律、投资、能源、上市、银行、培训、  
咨询，人力资源和组织；

## 新标准商务英语综合教程4

第十一到二十单元主题：

变革、责任、治理、初创企业、资源、领导力、  
数字营销、风险、商业伦理、发展。



当前位置: 首页 > 学银慕课 > 商务综合英语



## 商务综合英语

主讲教师: 陈珞瑜 副教授 / 中南民族大学

第4期 起止日期: 2021-01-11至2021-07-31

教学进度: 预报名 **进行中** 已结束 学时: 64学时

课程简介: 《商务综合英语》材料新颖、主题典型、语言地道, 为学生学习专业商务语言提供良好素材; 课程紧扣单元主题, 精讲相关领域商务知识, 兼顾专业性与实用性, 以拓宽学生的商务视野, 提升商务素养。真实的商务案例与商务知识点紧密结合, 深入浅出; 同时课程讨论注重培养学生的问题意识, 激发学生分析问题、解决问题的能力。

编辑本页

课程统计

期次管理



808288

累计页面浏览量



1598

累计选课人数



290

累计互动次数

服务保障:

24小时内解答

X2倍速播放

课程结业证书

课程介绍

章节目录 试读

师生互答

常见问题



# Organization: 慕课与教材相匹配

- ① Business Knowledge
- ② Reading Cultural Tips
- ③ Words and Phrases
- ④ **Supplementary Readings**
- ⑤ **Supplementary Videos**
- ⑥ Listening
- ⑦ Quiz

- ^ 第5章 Going Public: Searching for Shareholders
  - 5.1 Business Knowledge
    - 5.1.1 Warming-up Vocabulary Exercise
    - 5.1.2 Pros and Cons of Going Public
    - 5.1.3 Process of IPO
    - 5.1.4 Global Leading Stock Exchanges
  - 5.2 Reading Cultural Tips
  - 5.3 Words and Phrases
  - 5.4 Supplementary Reading
  - ^ 5.5 Supplementary Videos
    - 5.5.1 What is The Nasdaq Stock Exchange
    - 5.5.2 How the New York Stock Exchange Works
    - 5.5.3 Google From IPO to Cash Cow
    - 5.5.4 Alibaba Group- The Journey to IPO
    - 5.5.5 WeWork CEO sells \$750 million in shares ahead of IPO
  - 5.6 Listening
  - 5.7 Quiz

# Business Knowledge---Warming up---慕课视频5.1.1



3

Read the words and phrases and their explanations. Then complete the following paragraph with the words and phrases. Change the form when necessary.

- 1. capital:** money or property, especially when it is used to start a business or to produce more wealth
- 2. regulator:** someone who makes sure that a system operates properly or fairly
- 3. file:** to give a document to a court or other organizations so that it can be officially recorded and dealt with
- 4. initial public offering (IPO):** the first time that stocks in a company are available for the public to buy on the stock market
- 5. stock exchange:** a place where stocks and shares are bought and sold
- 6. underwrite:** to support an activity, business plan, etc. with money, and to take financial responsibility if it fails
- 7. account:** an arrangement in which a bank keeps your money safe so that you can pay more in or take money out

A(n) initial public offering (IPO) takes place when a private company raises capital by introducing its shares on the stock market and becomes a public limited company (plc). Before a private company can go public, it must comply with the requirements regulators of the stock exchange of the (Securities Exchange Commission in the US) and file an application giving full details of its accounts. Most companies prefer to use the services of an investment bank to manage or underwrite the offering.

Previous page

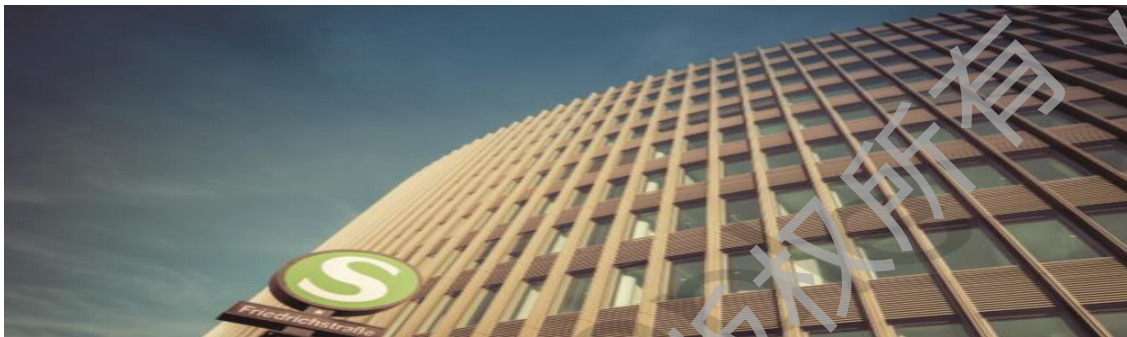
HOME

Next page

## Leading stock exchanges in the world

### New York Stock Exchange

The New York Stock Exchange (abbreviated as NYSE and nicknamed “Big Board”) is an American stock exchange located in Lower Manhattan, New York City, New York. It is by far the world’s largest stock exchange by market capitalization of its listed companies.



### National Association of Securities Dealers Automated Quotations

The National Association of Securities Dealers Automated Quotations (NASDAQ) is an American stock market that handles electronic securities trading around the world. To qualify for listing on the exchange, a company must be registered with the Securities and Exchange Commission (SEC), have at least three market makers (financial firms that act as brokers or dealers for specific securities), and meet minimum requirements for assets, capital, public shares, and shareholders.

# Business Knowledge 15 minutes \*20=300 minutes

1. 2-3分钟

基础词汇导入

**Capital:** money or property, especially when it is used to start a business or to produce more wealth

**Regulator:** someone who makes sure that a system operates properly or fairly

**File:** to give a document to a court or other organizations so that it can be officially recorded and dealt with

**Initial public offering (IPO):** the first time that stocks in a company are available for the public to buy on the stock market

**Stock exchange:** a place where stocks and shares are bought and sold

**Underwrite:** to support an activity, business plan, etc. with money, and to take financial responsibility if it fails

**Account:** an arrangement in which a bank keeps your money safe so that you can pay more in or take money out

A(n) \_\_\_\_\_ takes place when a private company raises \_\_\_\_\_ by introducing its shares on the stock market and becomes a public limited company (plc). Before a private company can go public, it must comply with the requirements of the \_\_\_\_\_ of the \_\_\_\_\_ (Securities Exchange Commission in the US) and \_\_\_\_\_ an application giving full details of its \_\_\_\_\_. Most companies prefer to use the services of an investment bank to manage or \_\_\_\_\_ the offering.

3. 1-3分钟

企业案例

2. 12分钟

商务知识点

**FINALLY**

Publicly traded companies are subject to oversight by regulators like the U.S. Securities and Exchange Commission. And once you list your company on an exchange, you're not just reporting to yourself anymore, you answer to all your shareholders.

4. 1.5分钟

要点回顾





## 03 教学设计

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# 课程设计前需要了解

什么是混合式教学？

混合式教学有哪些模式？

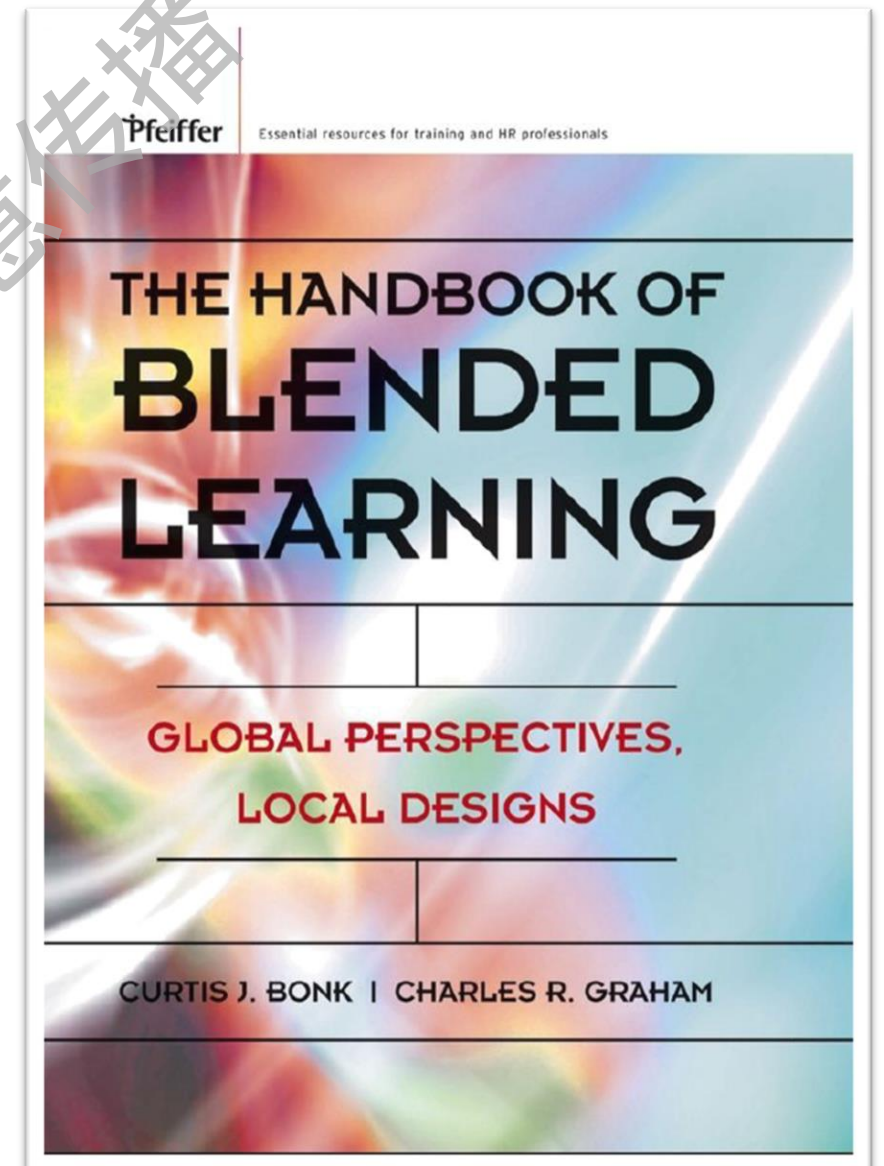




# Blended / Hybrid Learning Definitions

Graham (2006) defines blended learning as follows: “Blended learning systems combine face-to-face instruction with computer-mediated instruction” (p. 5).

Graham, C. R. (2006). Blended learning systems: Definition, current trends and future directions. In C. J. Bonk & C. R. Graham (Eds.), *The handbook of blended learning: Global perspectives, local designs* (pp. 3–21). San Francisco: Pfeiffer.





# Blended / Hybrid Learning Definitions



Charles R. Graham



[Brigham Young University](#)

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[blended learning](#) [online learning](#) [digital learning](#) [learner engagement](#) [educational technology](#)

标题	引用次数	年份
<a href="#">Blended learning systems</a> CR Graham CJ Bonk & CR Graham, The handbook of blended learning: Global perspectives ...	3439	2006
<a href="#">The handbook of blended learning: Global perspectives, local designs</a> CJ Bonk, CR Graham Pfeiffer	3244 *	2006
<a href="#">Blended Learning Environments: Definitions and Directions.</a> RT Osguthorpe, CR Graham Quarterly Review of Distance Education 4 (3), 227-33	1783	2003

# Blended / Hybrid Learning Definitions

Garrison and Kanuka (2004) define blended learning as “the thoughtful integration of classroom face-to-face learning experiences with online learning experiences” (p. 96).

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *Internet and Higher Education*, 7, 95–105.



# Blended Learning Definitions



Heather Kanuka

[University of Alberta](#)

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[Teaching](#) [Learning](#) [Technology](#) [Higher Education](#)

关注

标题

引用次数

年份

[Blended learning: Uncovering its transformative potential in higher education](#)

DR Garrison, H Kanuka

The internet and higher education 7 (2), 95-105

4859

2004

[The theory and practice of online learning](#)

T Anderson

Athabasca University Press

2262

2008

[Online social interchange, discord, and knowledge construction](#)

T Anderson, H Kanuka

Journal of Distance Education

1015

1998



# Blended / Hybrid Learning Definitions

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Allen, I. E., & Seaman, J. (2010). Class Differences: Online Education in the United States. Sloan Consortium.

Class differences: Online education in the United States, 2010.

IE Allen, J Seaman - Sloan Consortium (NJ1), 2010 - ERIC

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☆ 被引用次数: 872 相关文章



Up until now higher education has, for the most part, been evolving its way forward—sometimes enthusiastically, sometimes hesitantly—in its adoption of online and blended course models. But the pandemic delivered a seismic jolt that greatly accelerated this evolution, forcing higher education to become inventive and create an array of new course models to cope with a truly unique situation. Especially challenging was the fact that often the hybrid models crafted over the summer of 2020 had to be modified almost on the fly, according to the ebbs and flows of the pandemic. The result is that higher



Against that there is the **consistent finding** across the EDUCAUSE student studies: “Students continue to want face-to-face classes more than any other learning environment, with a majority preferring either completely or mostly face-to-face.” The opportunity for international higher education is to find the right balance point to best serve its teaching and learning mission.



# 混合式学习定义



□ 216 从Blending Learning看教育技术理论的新发展  
(上)

何克抗

电化教育研究

2004-03-30

期刊

2084 8276



所谓 Blending Learning 就是要把传统学习方式的  
优势和 e-Learning(即数字化或网络化学习)的优  
势结合起来,也就是说,既要发挥教师引导、启发、监  
控教学过程的主导作用,又要充分体现学生作为学习  
过程主体的主动性、积极性与创造性。目前国际教育  
技术界的共识是,只有将这二者结合起来,使二者优  
势互补,才能获得最佳的学习效果。



# 混合式学习定义

□ 7 混合学习的原理与应用模式

李克东; 赵建华

电化教育研究

2004-07-30

期刊

1950 13423

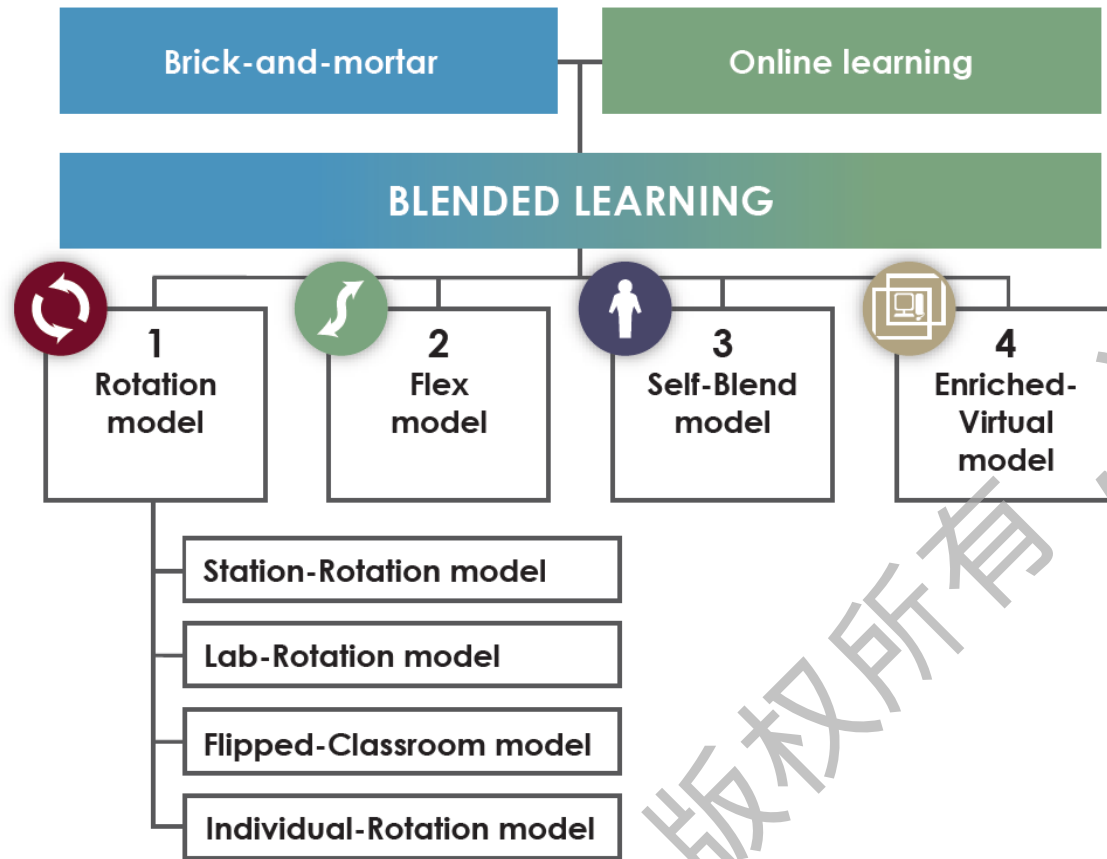


## 一、混合学习的理论基础

简单而言,混合学习可以看作面对面的课堂学习(Face-to-Face)和在线学习(Online Learning,或e-Learning)两种方式的有机整合。混合学习的核心思想是根据不同问题、要求,采用不同的方式解决问题,在教学上就是要采用不同的媒体与信息传递方式进行学习,而且这种解决问题的方式要求付出的代价最小,取得的效益最大。这种思想有重要传播学理论依据。

# Blended Learning Models

Figure 1. Blended-learning taxonomy



不过在我们的研究中，我们发现大多数的混合式课程符合四种主要模式的一般参数：转换模式（Rotation）、弹性模式（Flex）、菜单模式（A La Carte）以及增强型虚拟模式（Enriched Virtual）。图1-1描述了这些术语之间的关系。

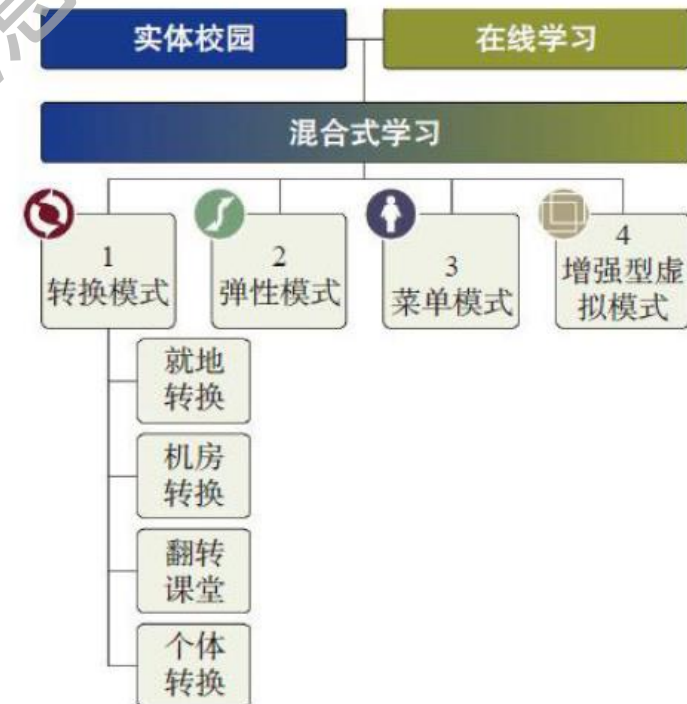


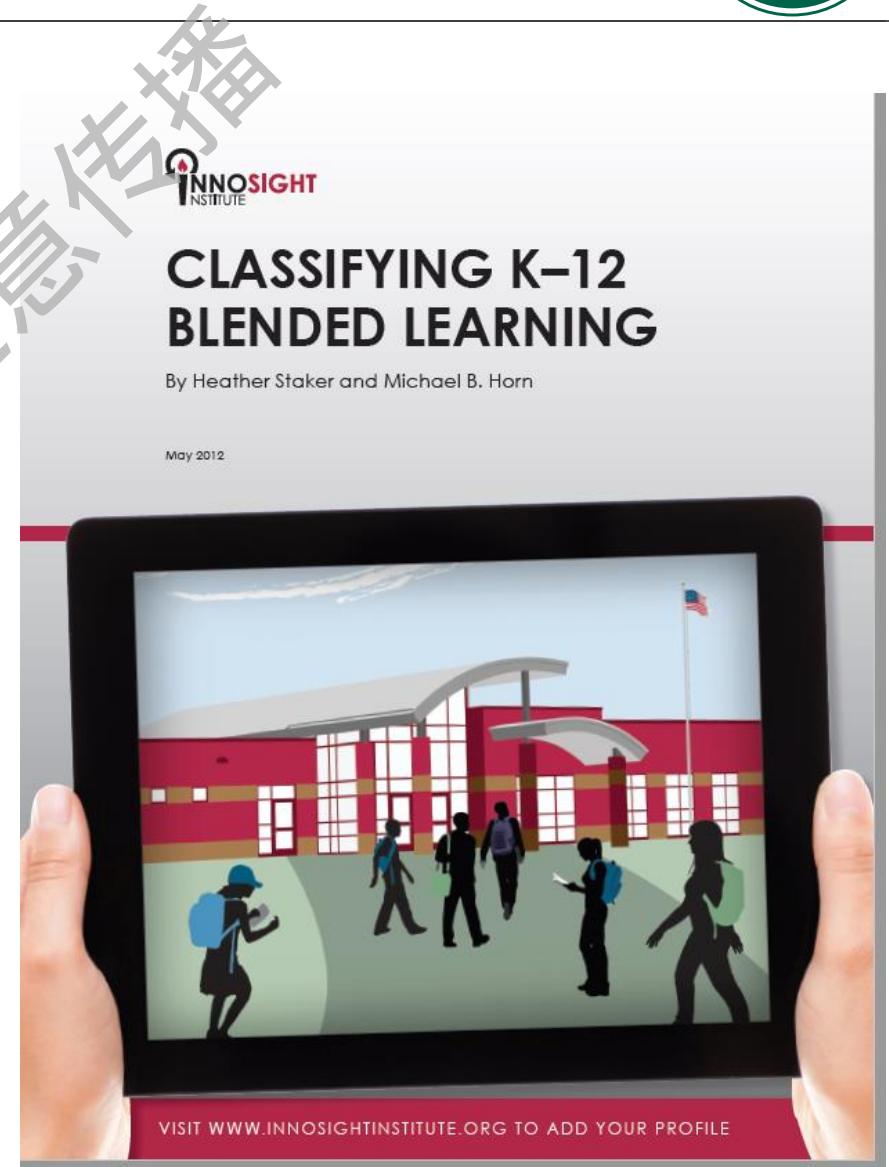
图1-1 混合式学习模式

Staker, H., & Horn, M. B. (2012). Classifying K-12 blended learning. Innosight Institute.

[美] 迈克尔·霍恩，希瑟·斯特克. 2015. 混合式学习：用颠覆式创新推动教育革命 [M]. 聂风华，徐铁英，译. 机械工业出版社.

# Blended Learning Models

- 1) **The rotation model** where students rotate between learning modalities, one of which is online learning. Other modalities include full-class instruction, group projects and individual tutoring.
- 2) **The flex model** where content is delivered primarily online and students move on an individually customized schedule. The teacher or other adults provide face-to-face support as needed through activities such as small-group instruction, group projects and individual training.
- 3) **The self-blend model** where students take one or more online courses to supplement traditional courses.
- 4) **The enriched-virtual model** where students divide their time between attending a campus and learning remotely in an online setting.



# Blended Learning Models

Figure 6. Station-Rotation model, KIPP LA Empower Academy

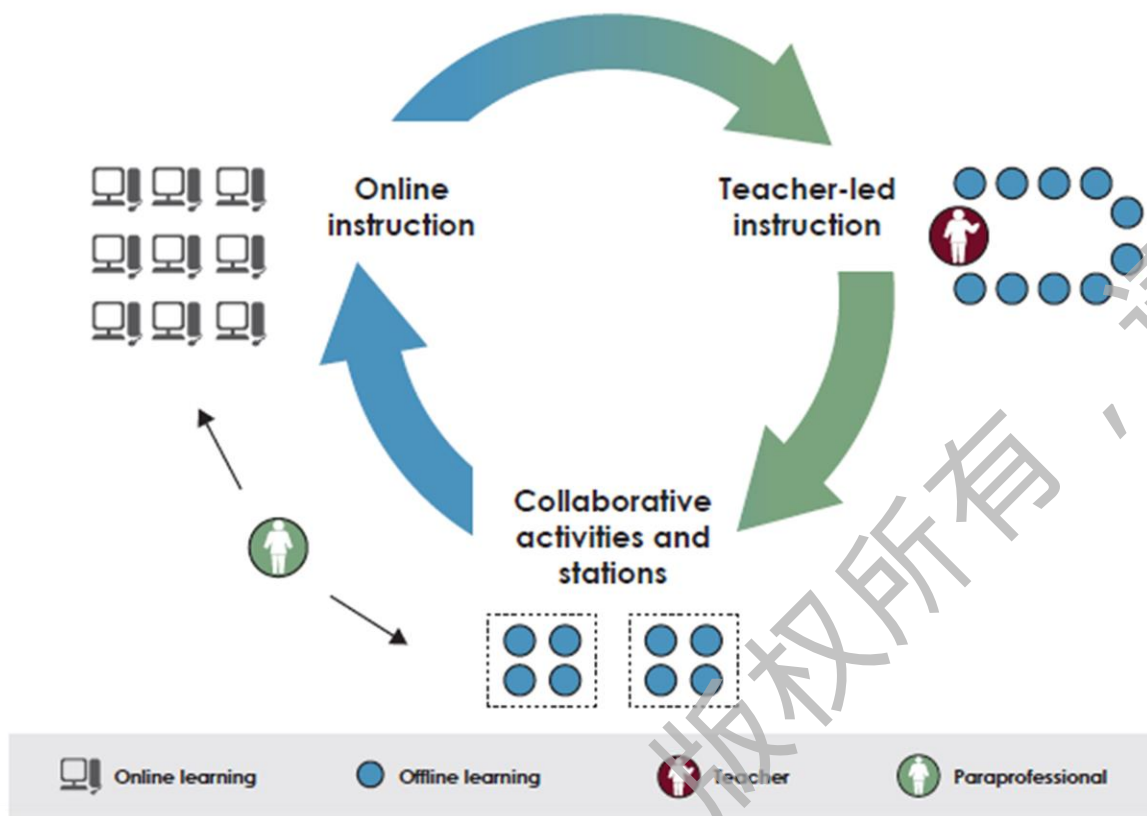
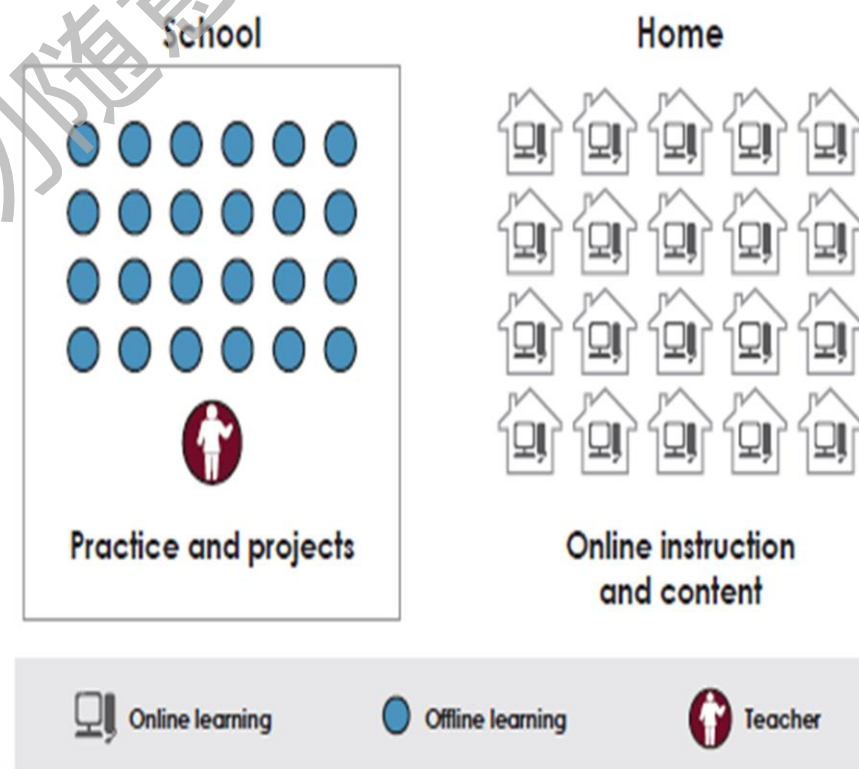


Figure 8. Flipped-Classroom model, Stillwater Area Public Schools



# Blended Learning Models

Figure 10. Flex model, San Francisco Flex Academy

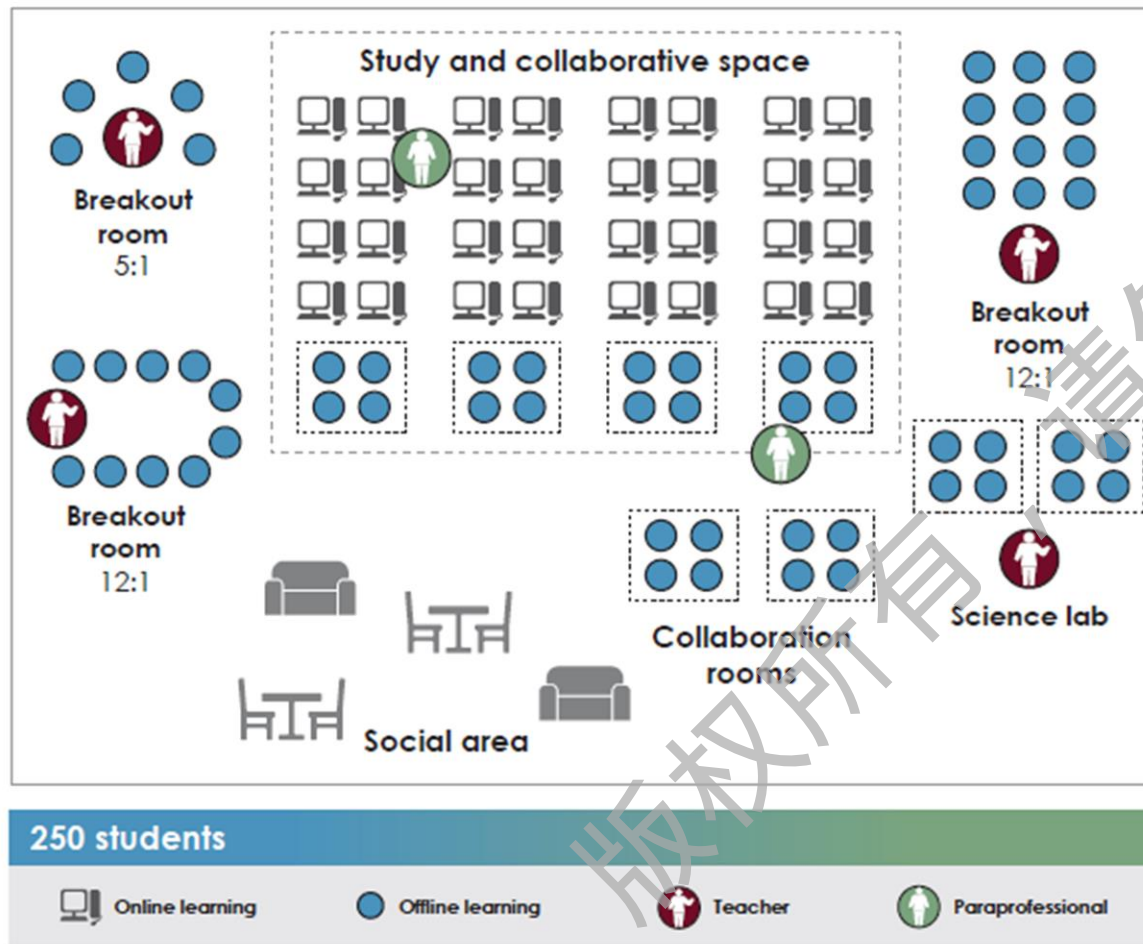
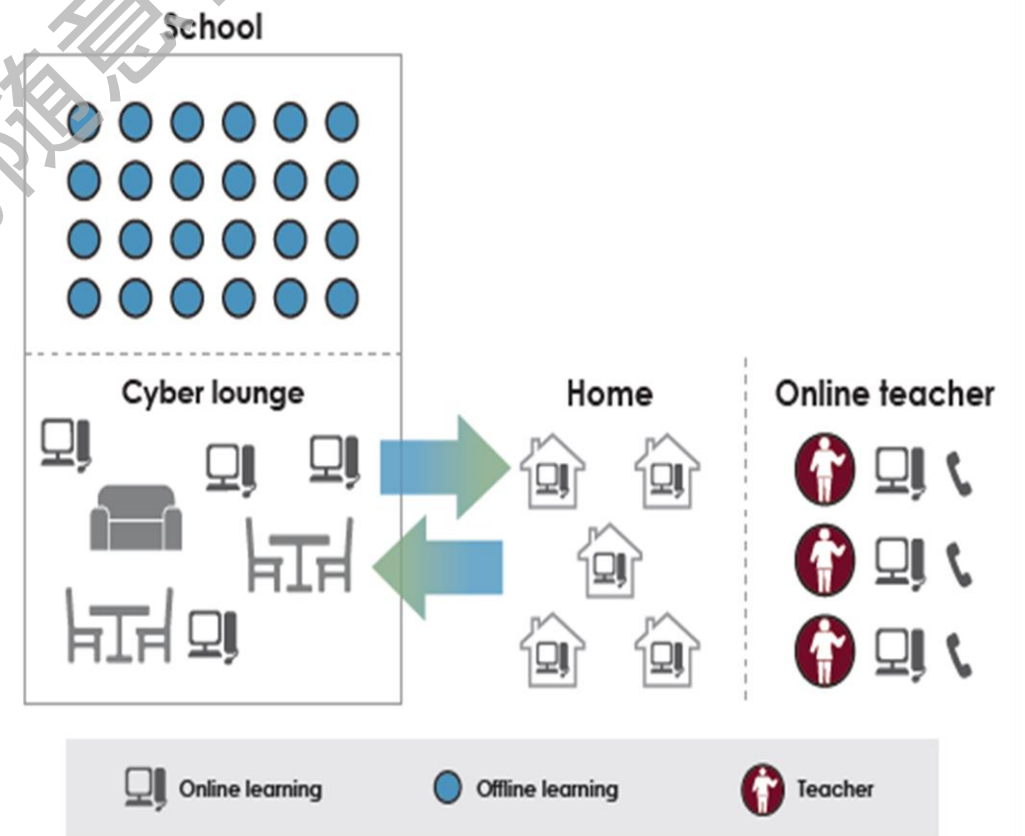
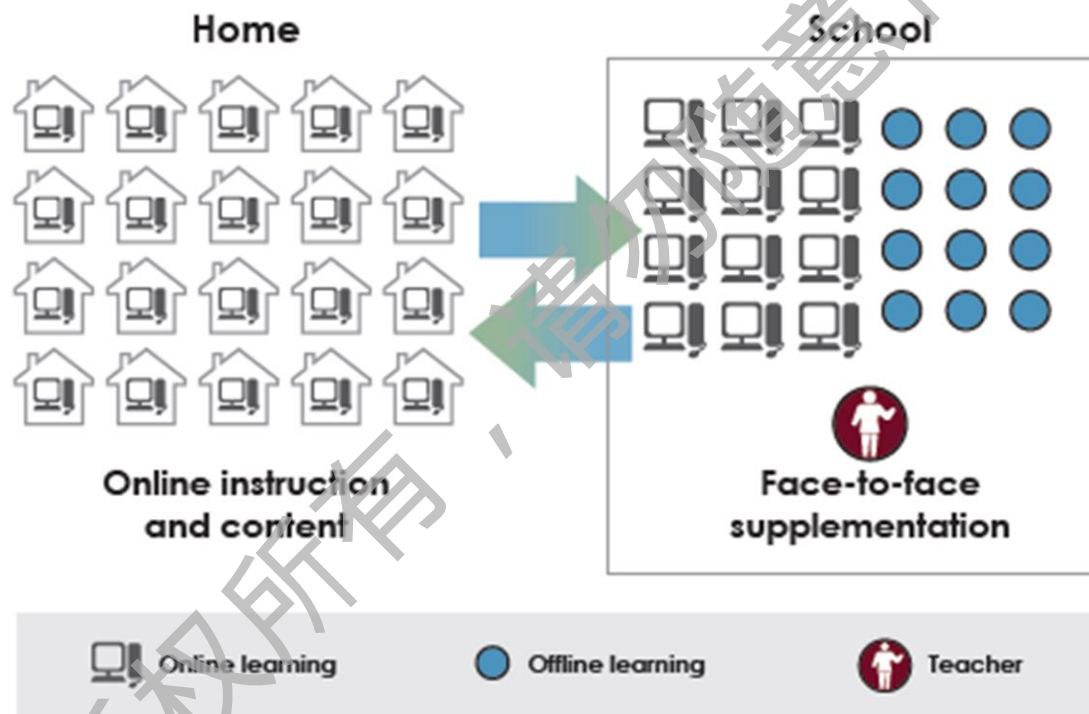


Figure 11. Self-Blend model, Quakertown Community School District



# Blended Learning Models

Figure 12. Enriched-Virtual model, Albuquerque eCADEMY



Staker, H., & Horn, M. B. (2012). Classifying K-12 blended learning. Innosight Institute.



# Blended Learning Models

Although not developed specifically for blended learning, one of the most influential blended learning models is **the community of inquiry framework**.

It has been argued that the generic nature of the framework, and that it resonance well with both face-to-face and online learning, make it useful for understanding and designing blended learning (Garrison and Vaughan 2008). A community of inquiry is described as “the ideal and heart of higher education” and “shaped by **purposeful**, **open**, and **disciplined** discourse and reflection” (p. 14).

Garrison, D. R., & Vaughan, N. D. (2008). Blended learning in higher education: Framework, principles, and guidelines: John Wiley & Sons.

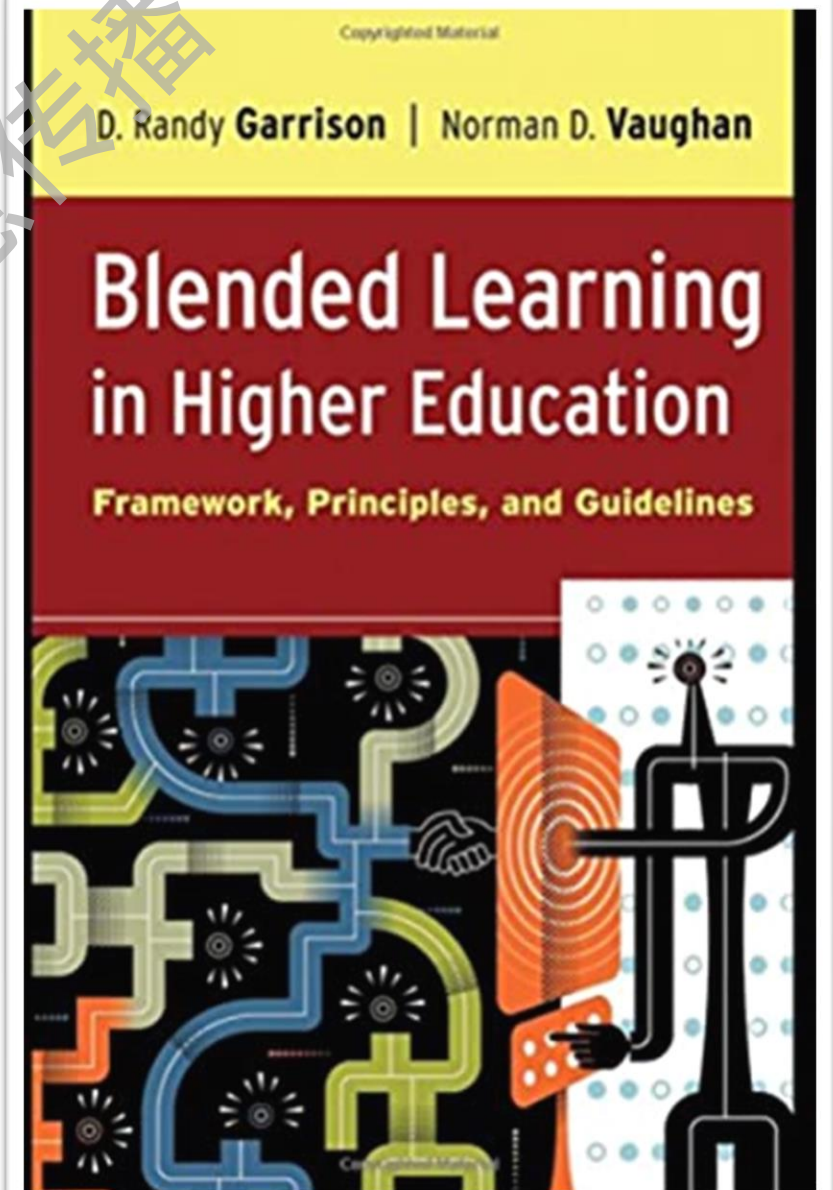






Figure 2.1 Community of Inquiry Framework

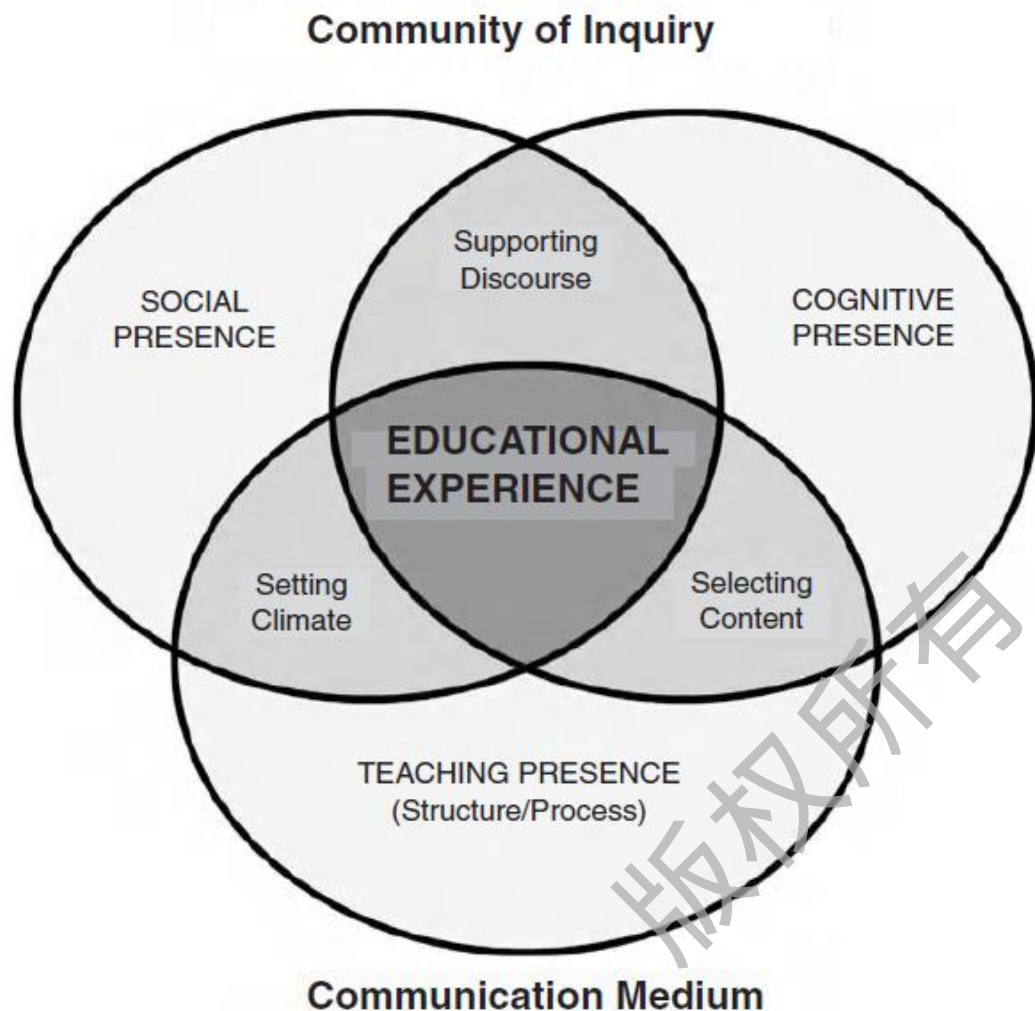


Table 2.1 Community of Inquiry Categories and Indicators

Elements	Categories	Indicators (examples only)
Social presence	Open communication	Enabling risk-free expression
	Group cohesion	Encouraging collaboration
	Affective/personal	Expressing emotions, camaraderie
Cognitive presence	Triggering event	Having sense of puzzlement
	Exploration	Exchanging information
	Integration	Connecting ideas
	Resolution	Applying new ideas
Teaching presence	Design & organization	Setting curriculum and methods
	Facilitation of discourse	Sharing personal meaning
	Direct instruction	Focusing discussion

# Word Frequency of *Blended learning in higher education: Framework, principles, and guidelines*



Rank	Freq	Word	Rank	Freq	Word
1	1168	learning	16	158	redesign
2	555	students	17	152	process
3	547	blended	17	152	time
4	529	course	19	147	support
5	523	face	20	142	experience
6	417	online	21	139	activities
7	351	inquiry	22	135	design
8	261	community	23	133	educational
9	256	teaching	24	131	discourse
10	245	higher	25	126	assessment
11	239	education	26	115	technology
12	221	faculty	27	111	communication
13	190	presence	28	105	new
14	188	student	28	105	provide
15	163	discussion	30	103	group

# Planning Framework

A good way to start the (re)design process is to reflect on a series of key questions about the course:



- 1** What do you want your students to know when they have completed your blended learning course?

---

- 2** What types of learning activities will you design that integrate face-to-face and online components?

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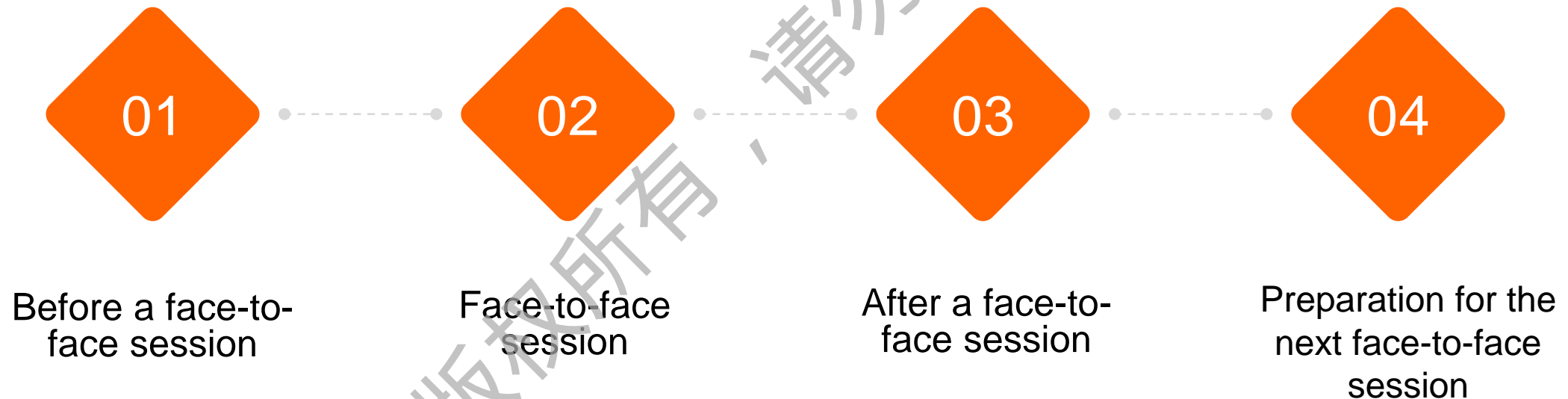
- 3** What means will you use to assess these integrated learning activities?

---

- 4** How will information and communication technologies be used to support blended learning?

# Planning Framework

An inquiry-through-blended-learning approach can be used to intentionally integrate these forms of communication to support the progression of inquiry through to resolution or application. This approach consists of four interconnected phases:



**Table 7.2 Design Considerations Before a Face-to-Face Session**

<i>Nature of Inquiry</i>	<i>Learning Activities</i>	<i>e-Learning Tools/Resources</i>
Learner	Reading/writing	Communication
Create a <i>triggering event</i>	Prereading assignment or activity on a specified topic or issue	Announcements section of a learning management system (i.e., Blackboard, WebCT)
Advance organizer		Group e-mail feature within an LMS
Stimulate connections	Followed by a self-assessment quiz, survey, or discussion forum	Posting or linking to prereading assignments
Teacher	Listening/writing	Web-based library indexes and abstracts
Determine learner's prior knowledge or experience with the topic or issue	Auditory/visual presentation of information	Social book marking (Delicious, Furl)
	Followed by a self-assessment quiz, survey, or discussion forum activity	Digital learning objects
		Podcasting
		Adobe Presenter
		Learning Object Repositories
		Self-assessment quizzes
		Test manager tools
		Anonymous surveys
		Survey tools
		Discussion forum
		Preclass discussion regarding questions and issue related to the required reading

**Table 7.3 Design Considerations During a Face-to-Face Session**

<i>Nature of Inquiry</i>	<i>Learning Activities</i>	<i>e-Learning Tools/Resources</i>
Defining the <i>triggering events</i> (key questions)	a) Talking/listening Dialogue with teacher and fellow learners about the specified issue or topic	i) Displaying quiz or survey results LMS results for quizzes and surveys
Beginning to <i>explore</i> the questions	Mini-lecture and/or tutorial to address the results of the pre-class quiz or survey	Overheads of information printed out from the LMS ii) Conducting in-class quizzes and surveys to promote dialogue and small- group work
	Large or small group discussion or activity	Classroom response systems (clickers)
	Case study	iii) Displaying digital learning objects and resources
	Initiation of an individual or group project	Objects uploaded to the course Web site and links to external learning object and resource sites (e.g., animations, video clips, PowerPoint presentations)
		Merlot ( <a href="http://www.merlot.org/">http://www.merlot.org/</a> )
		iv) Displaying assignments and student work
		Assignment folders within LMS that contain the assignment handout, tutorial, resources, and examples of past student work



# 结合布鲁姆认知目标分类设计混合教学活动

中国大学MOOC

## 教学活动的的设计

结合布卢姆认知目标分类设计混合教学活动

# 结合布鲁姆认知目标分类设计混合教学活动

## 结合布鲁姆教学目标分类设计混合教学

哪些教学活动是适合放在线上完成的、  
哪些又是适合在班级面授课堂中实现的呢？



**相对低阶的教学目标可以通过线上学习活动来实现**

例如：通过观看慕课视频学习基本概念，在视频观看结束之后还可以让学生自己写出3-5个关键词来诠释自己对于知识的初步理解。

**相对高阶的教学目标可以通过线下面授课堂来实现**

例如：线下课堂可以用节省出来的基本知识讲解的时间来开展辩论、头脑风暴、角色扮演等活动，让学生在观点的交锋中深化对于知识的掌握和理解，在更深度的师生、生生互动实现高阶教学目标的达成



## 04 教学实施

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# 《商务综合英语》教学实施：教学痛点---英语与商务如何混合

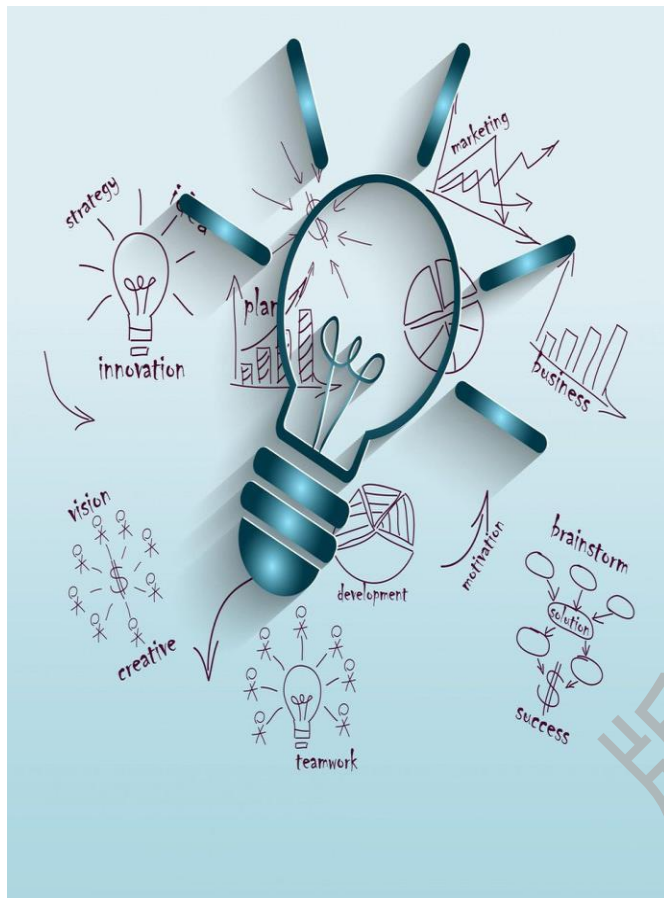


# 传统教学：每单元6课时

商务知识导入 2课时

课文讲解 2课时

课后练习 2课时



**Business** The Economist March 31st 2018

Also in this section

- 64 Riding in South-East Asia
- 65 An government-run mobile network
- 66 Innovation in menstrual products
- 66 Spain's Mediaset
- 67 European oil majors
- 68 Schumpeter: Getting a handle on a scandal

For daily coverage of business, visit [economist.com/business-finance](http://economist.com/business-finance)

**Ad agencies Mad men adrift**

**NEW YORK** Technology has upended the business model of the world's advertising giants. IN BUILDING the world's largest advertising company over the past 30 years, Sir Martin Sorrell, chief executive of WPP, has weathered two recessions and survived a global financial crisis. His firm nearly went bankrupt in the early 2000s. Now he must make his hardest advertising pitch yet, to convince the corporate world that image-building agencies like his are not dinosaurs on the brink of extinction.

The world's advertising giants are struggling to adapt to a landscape suddenly dominated by the duopoly of Google and Facebook. Some of their biggest clients, such as Procter & Gamble (P&G) and Unilever, are also being disrupted, in their case by smaller online brands and by Amazon. They are cutting spending on advertising services, and also building more capabilities in-house. Consultancies with digital expertise such as Deloitte and Accenture are competing with agencies, arguing that they know how to connect with consumers better, and more cheaply, using data, machine learning and app design.

The resulting picture is an industry under siege. WPP just had its worst year since the financial crisis, with declining revenues from like-for-like operations (ie, stripping out revenue from aquired businesses) and a slightly reduced profit margin. This year the company projects that organic growth will be flat, compared with 5% or so in better times. Its big rivals, including America's Interpublic Group and Omnicom Group and France's Publicis Group, have registered an aemic growth. Publicis posted 2.8% growth in its like-for-like operations in 2017. Investors are losing faith—one more so than WPP's, who have driven the company's shares down by 23% since mid-February (see chart).

The ad giants have conventionally made much of their money from huge fixed contracts with clients, which lock in long-term relationships with multiple agencies. Their holding-company structures include famous creative firms that design and make ads for TV and other media, but also a host of other businesses that bring in the bulk of their revenue, such as media-buying operations, digital services, brand consulting and public relations. This month Marc Pritchard, chief brand officer of P&G, criticised the model as a "Mad Men" operation that is "archaic" and overly complex in an era when campaigns and ads need to be designed and refined quickly across lots of platforms.

Technological forces are buffeting this model. The first big challenge is disintermediation. Despite the growing backlash against the tech giants, Google and Facebook make it easy for firms big and small to advertise on their platforms and across the internet via their powerful ad networks. The American advertising market grew by around 3% last year, to \$196bn, but only because of the tech giants. Moffett/Nathanson, a research firm, estimates that Google and Facebook each accounted for more than \$5bn of growth in advertising spend, and for almost 90% of online ad growth. All forms of conventional advertising, apart from outdoor, shrank.

The second headache is the rise of ad-free content for consumers, especially on Netflix, and the corresponding disruption of ad-supported television, which has declining viewership globally. This hurts agencies because their biggest clients, including the manufacturers of consumer goods, beverages and pharmaceuticals, use television the most. Planning campaigns and creating 30-second spots for television is a people-heavy, high-margin business that the agencies dominate. In America television advertising sales fell by \$4.9bn in 2017, or 23%, to \$62.4bn, according to Magna Global, which is owned by Interpublic. That is the biggest such drop in a non-recession year in two decades.

Third, Amazon's e-commerce might, and the growing clout of internet-era direct-to-consumer upstarts, have weakened

**It's a WPP-out**

Share prices January 1st 2013–2018, \$ terms

Source: Thomson Reuters

More and more people are becoming 5 \_\_\_\_\_, like me, of the ways in which advertising can affect them. The creative aspects of commercials, for instance, often cover up defects or problems in products. I have learned this well, since I have made purchases and lost money because the 6 \_\_\_\_\_ were of poor quality.

The future of advertising will most likely involve a much greater 7 \_\_\_\_\_ of public participation. I intend to become involved in consumer groups that want to 8 \_\_\_\_\_ people from misleading advertising. But I also want to see Americans keep their high 9 \_\_\_\_\_ of living in the process. In the future, if consumers like me really care about the quality of something as well as the quantity, 10 \_\_\_\_\_ advertisers will begin to care more about what they are trying to sell.

5. A. notice B. see  
C. conscious D. understanding

6. A. projects B. items  
C. rates D. points

7. A. level B. part  
C. degree D. amount

8. A. protect B. care  
C. guard D. save

9. A. standards B. criteria  
C. manner D. judgement

10. A. may be B. like  
C. possibly D. maybe



# 传统教学的主要缺点

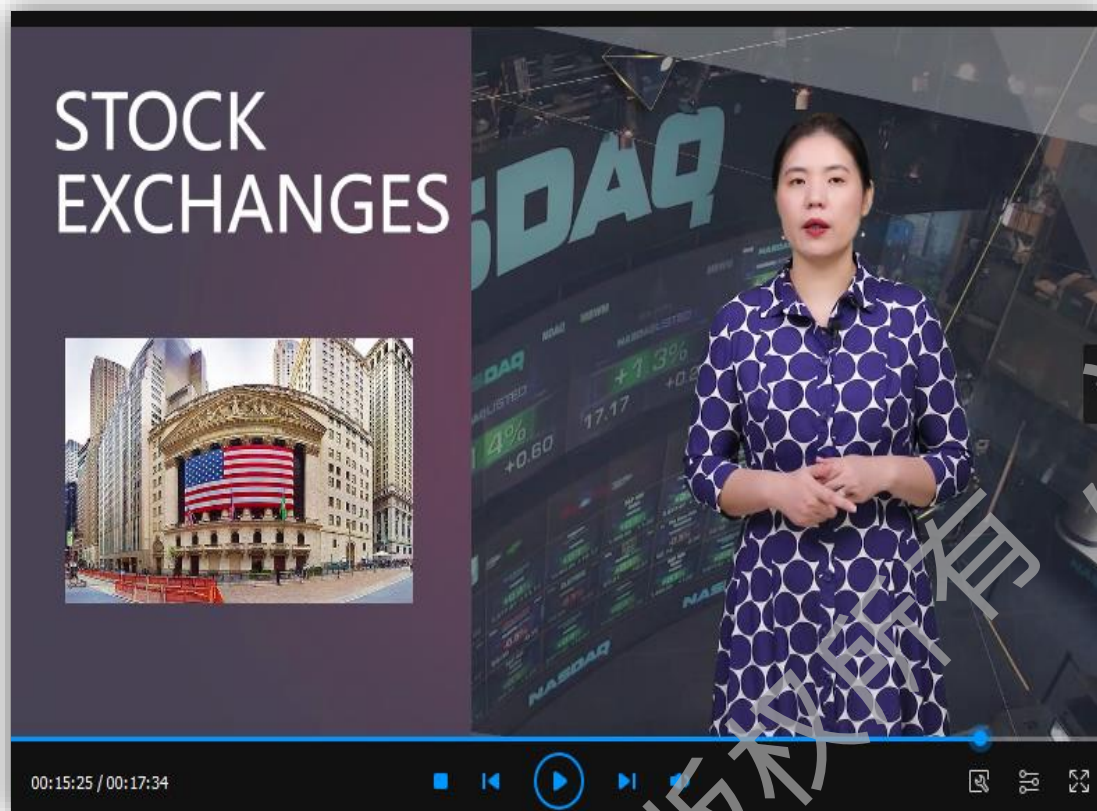
File Explorer view showing a directory structure for 'My Passport (F:) > 瑞 > 备课 > 2018.3-7 > 商务综合英语2'. The table lists files and folders with their names, modification dates, types, and sizes.

名称	修改日期	类型	大小
1	2018/12/28 13:47	文件夹	
2	2018/12/28 13:47	文件夹	
3	2018/12/28 13:48	文件夹	
4	2018/12/28 13:48	文件夹	
5	2018/12/28 13:48	文件夹	
6	2018/12/28 13:48	文件夹	
7	2018/12/28 13:48	文件夹	
8	2018/12/28 13:48	文件夹	
9	2018/12/28 13:48	文件夹	
10	2018/12/28 13:47	文件夹	
11	2018/12/28 13:47	文件夹	
12	2018/12/28 13:47	文件夹	
13	2018/12/28 13:47	文件夹	
14	2018/12/28 13:47	文件夹	
15	2018/12/28 13:47	文件夹	
16	2018/12/28 13:47	文件夹	
17	2018/12/28 13:47	文件夹	
18	2018/12/28 13:47	文件夹	
19	2018/12/28 13:47	文件夹	
20	2020/11/11 18:22	文件夹	
21	2018/12/28 13:47	文件夹	
22	2018/12/28 13:47	文件夹	
23-24	2018/12/28 13:47	文件夹	
25	2018/12/28 13:47	文件夹	
26	2018/12/28 13:48	文件夹	
27	2018/12/28 13:48	文件夹	
28	2018/12/28 13:48	文件夹	
29	2018/12/28 13:48	文件夹	
30	2020/3/31 0:22	文件夹	
31	2020/3/31 0:22	文件夹	
32	2020/3/31 0:21	文件夹	
presentation	2018/12/28 13:48	文件夹	
writing	2020/3/31 0:21	文件夹	
3.许晨批改版.doc	2017/4/15 23:30	Microsoft Word ...	114 KB

The reality of the face-to-face classroom is that much of the discussion **becomes vapor**. On the other hand, ironically, the written discourse of the so-called “virtual” online classroom offers permanency and perhaps more opportunity for **reflective and rigorous thought**.

Garrison, D. R., & Vaughan, N. D. (2008). Blended learning in higher education: Framework, principles, and guidelines: John Wiley & Sons. P45

# 混合式教学：线上慕课+线下智慧教学

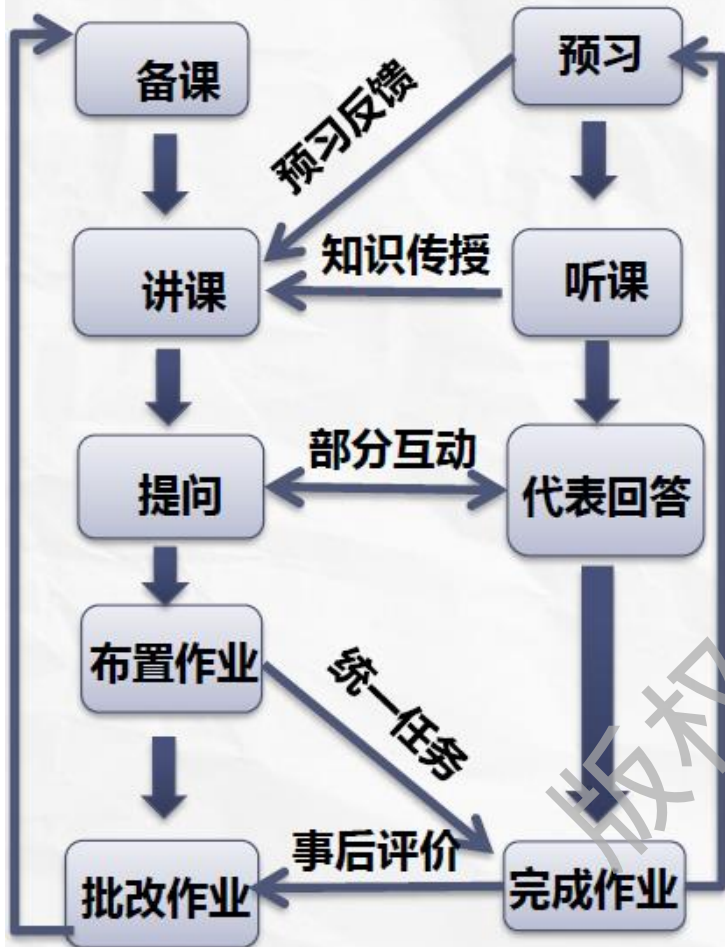


# 混合式教学之矛盾



# 混合式教学智慧课堂

## 智慧课堂的教学结构

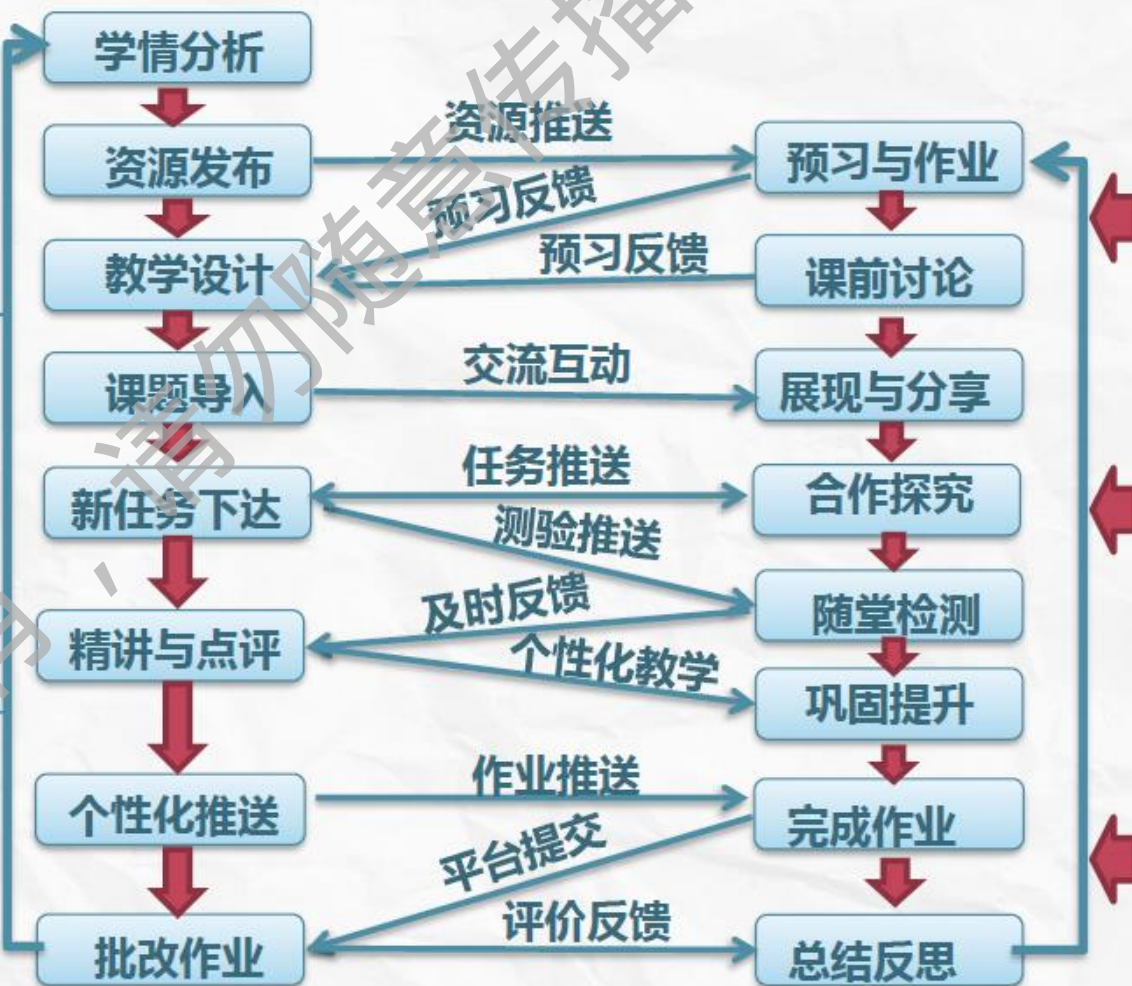


传统课堂“5+4”结构

课前

课中

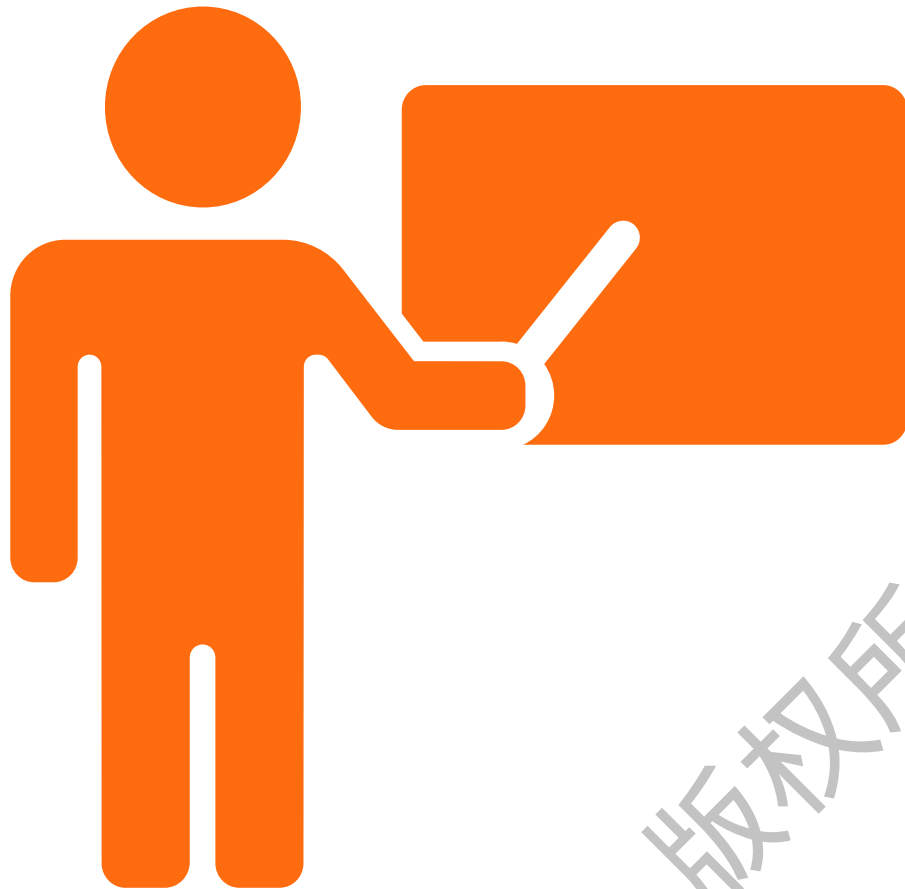
课后



智慧课堂“8+8”结构



# 《商务综合英语3》学情分析



先修课程《商务综合英语1-2》

掌握《商务综合英语》初步**商务知识**，但涉猎不深；

**复合知识**，**思辨创新能力与实践实务能力**仍需进一步提升；

**大三**大部分学生已开始为考研求职等做准备，对专业课的学习投入和热情与前期相比**显著下降**。



# 混合式教学实施

The screenshot shows the website interface for the South China University for Nationalities (SCUN) online learning center. At the top, there is a green navigation bar with the university's logo and name in Chinese and English, and a list of menu items: 首页 (Home), 通知公告 (Announcements), 学校全课 (All Courses), 通识课程 (General Education Courses), 学银课程 (Academic Courses), 课程中心 (Course Center), 操作手册 (User Manual), and 更多 (More). Below the navigation bar is a large banner image featuring the university's logo, the name '中南民族大学' (South China University for Nationalities), and a scenic view of the campus with a tall building and a lake. A search bar is located at the bottom left, and a user login area is at the bottom right, showing '欢迎 陈珞瑜 进入' (Welcome Chen Luoyu to enter) and buttons for '教学空间' (Teaching Space) and '退出' (Logout).

中南民族大学---陈珞瑜---商务综合英语3-4



目录

商英1802班

- 第1章 Adv...
- 1.1 Busine...
- 1.1.1 Wa...
- 1.1.2 Brie...
- 1.1.3 Clas...
- 1.1.4 Thr...
- 1.2 Reading...
- 1.3 Words...
- 1.4 Supple...
- 1.5 Suppl...
- 1.5.1 Lon...
- 1.5.2 分众...
- 1.5.3 Top...
- 1.6 Listenin...
- 1.7 Weekly...
- 1.8 Quiz

课程资料 | 题库 | 作业库 | 试卷库 |

全部题型 难度度 是否使用 按标题搜索 题型设置 查看题目详情 添加题目 添加目录 批量导入

共 885 题

序号	目录	题型	难易	题量	使用量	创建者	创建日期	操作			
<input type="checkbox"/>	连线题	---	---	1	---	陈珺瑜	2020-08-30				
<input type="checkbox"/>	听力题	---	---	8	---	陈珺瑜	2020-08-30				
<input type="checkbox"/>	阅读题	---	---	2	---	陈珺瑜	2020-08-30				
<input type="checkbox"/>	词汇选择题	---	---	534	---	陈珺瑜	2020-08-30				
<input type="checkbox"/>	完形填空	---	---	16	---	陈珺瑜	2020-08-30				
<input type="checkbox"/>	商务知识点判断题	---	---	138	---	陈珺瑜	2020-08-30				
<input type="checkbox"/>	商务知识点填空题	---	---	90	---	陈珺瑜	2020-08-30				
<input type="checkbox"/>	简答题	---	---	7	---	陈珺瑜	2020-08-30				
<input type="checkbox"/>	填空题	---	---	43	---	陈珺瑜	2020-08-30				
<input type="checkbox"/>	语法题	---	---	25	---	陈珺瑜	2020-10-27				
<input type="checkbox"/>	口语题	---	---	16	---	陈珺瑜	2021-04-17				
<input type="checkbox"/>	其它	---	---	5	---	陈珺瑜	2021-04-17				

全选 导出选中 删除选中 批量移动 批量复制 导出全部

回收站

# 线下面授课



# 混合式学习框架模型

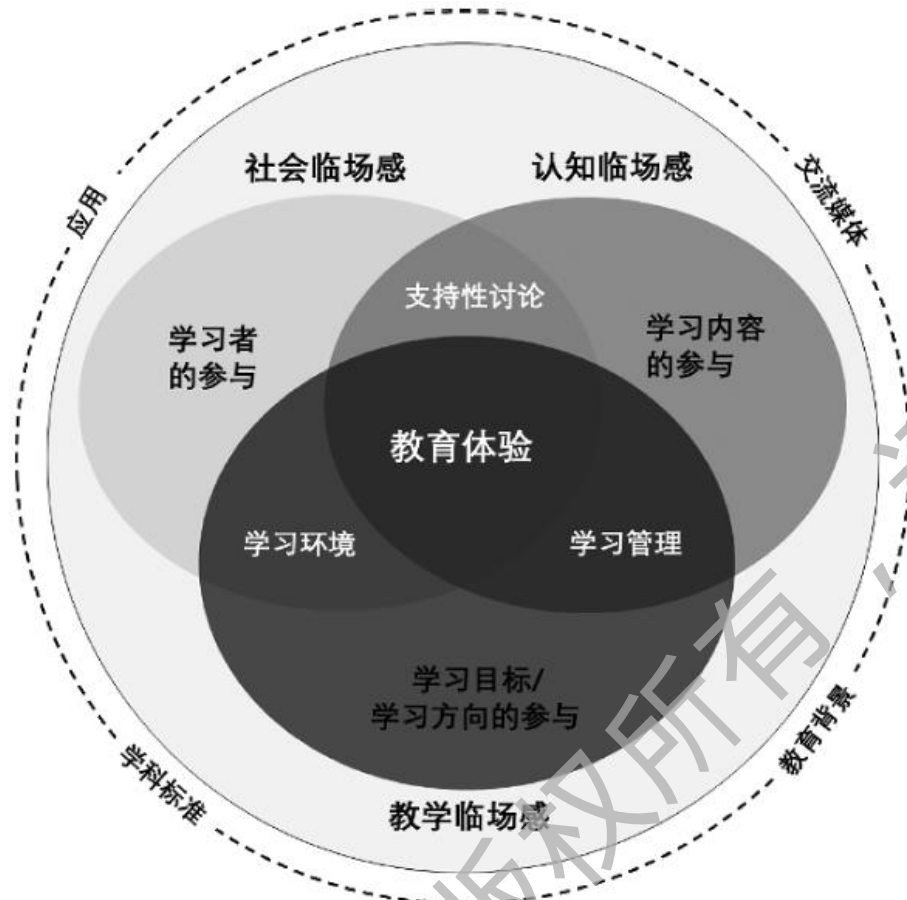


图1. 探究社区模型 (Community of Inquiry Framework)

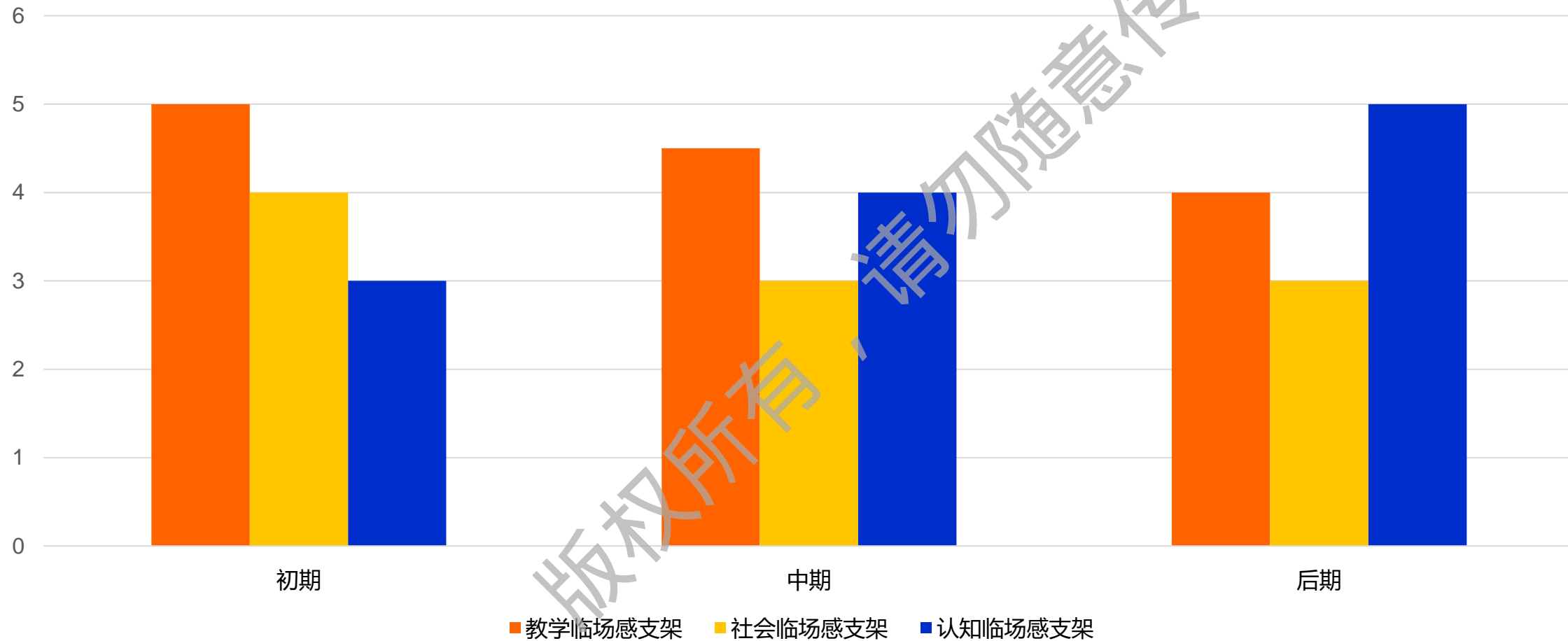
表1 探究社区模型的二级维度与典型策略

要素	二级维度	典型策略(示例)
认知临场感	触发事件	引起困惑
	探索	信息交流
	整合	整合观点
	解决	应用解决方案
社会临场感	情感表达	情绪
	开放式沟通	轻松自由的表达
	群体凝聚力	鼓励合作
教学临场感	教学管理	设计和启动讨论话题
	建立理解	分享个人观点
	直接指导	集中讨论



# 混合式教学动态支架模型

混合式教学动态支架



## 最高被引

[1]	国内外混合式教学研究现状述评——基于混合式教学的分析框架[J] 冯晓英,王瑞雪,吴怡君.远程教育杂志.2018(03)	552
[2]	“互联网+”时代的混合式学习:学习理论与教学法基础[J] 冯晓英,孙雨薇,曹洁婷.中国远程教育.2019(02)	168
[3]	“互联网+”时代核心目标导向的混合式学习设计模式[J] 冯晓英,王瑞雪.中国远程教育.2019(07)	68
[4]	在线学习环境中学习行为对知识建构的影响[J] 陈鹏宇,冯晓英,孙洪涛,陈丽.中国电化教育.2015(08)	63
[5]	中国远程教育领域从业人员分类和能力需求的研究[J] 陈丽,李爽,冯晓英.中国远程教育.2004(21)	62
[6]	网络导学中辅导教师角色能力条件的研究[J] 陈丽,冯晓英.中国电化教育.2012(07)	49
[7]	学习分析视角下在线认知水平的评价模型研究[J] 冯晓英,郑勤华,陈鹏宇.远程教育杂志.2016(06)	39
[8]	在线辅导的策略:辅导教师教学维度的能力[J] 冯晓英.中国电化教育.2012(08)	29
[9]	学习者在线学习水平的学习分析模型研究——临场感学习分析模型构建与方法探索[J] 冯晓英,刘月,吴怡君.电化教育研究.2018(07)	21
[10]	开放大学教师专业发展需求模型——基于扎根理论的研究[J] 冯晓英,冯立国,于晶.开放教育研究.2017(02)	20

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[2]	“互联网+”时代的混合式学习:学习理论与教学法基础[J] 冯晓英,孙雨薇,曹洁婷.中国远程教育.2019(02)	5950
[3]	在线学习环境中学习行为对知识建构的影响[J] 陈鹏宇,冯晓英,孙洪涛,陈丽.中国电化教育.2015(08)	3338
[4]	“互联网+”时代核心目标导向的混合式学习设计模式[J] 冯晓英,王瑞雪.中国远程教育.2019(07)	3166
[5]	学习者在线学习水平的学习分析模型研究——临场感学习分析模型构建与方法探索[J] 冯晓英,刘月,吴怡君.电化教育研究.2018(07)	2639
[6]	“互联网+”时代混合式学习设计的方法策略[J] 冯晓英,曹洁婷,黄洛颖.中国远程教育.2020(08)	2454
[7]	学习分析视角下在线认知水平的评价模型研究[J] 冯晓英,郑勤华,陈鹏宇.远程教育杂志.2016(06)	2205
[8]	混合式教学改革:教师准备好了吗——教师混合式教学改革发展框架及准备度研究[J] 冯晓英,吴怡君,庞晓阳,曹洁婷.中国电化教育.2021(01)	2007
[9]	开放大学教师专业发展需求模型——基于扎根理论的研究[J] 冯晓英,冯立国,于晶.开放教育研究.2017(02)	1814
[10]	“互联网+”教师培训NEI模式构建——基于扎根理论的研究[J] 冯晓英,宋琼,张铁道,高勤丽,张晓.开放教育研究.2019(02)	1776

# 混合式教学课程实施初期

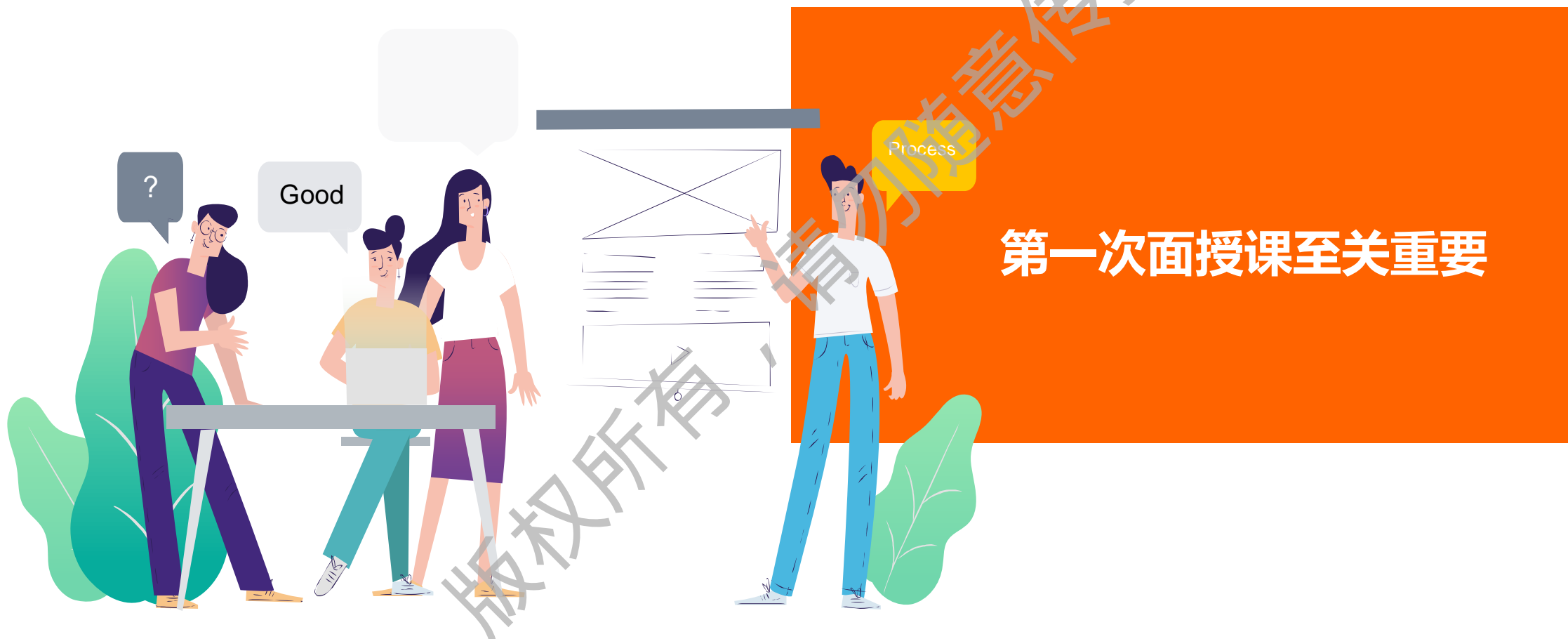
建立教学临场感，  
让学生了解并信任教师，  
为后续学习有效开展、  
学习者积极参与  
奠定重要基础。



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请勿随意传播

# 混合式教学课程实施初期



# 第一次面授课:

## How to plan well for the new academic year as a college junior in SCUN?



**Question 1** Am I fully prepared for the new semester?



**Question 2** What will be my future choices upon graduation?



**Question 3** What can I do to improve myself as a junior?



**Question 4** What are the objectives of this course?



**Question 5** What are your feedbacks for today's lesson?+ self-introduction





# 混合式教学课程实施初期：第一次面授课学生线下反馈

商英1801 罗莹 201821053014

学号: 201821053014  
姓名: 罗莹  
院系: 商英1801班  
照片:

目前的情况:

在专业学习上,大一的时候是专业十三,但是大二由于半年的疫情,本人又实在不够自律,现在刚开学感觉特迷茫,感觉都懵了。

规划

现在就计划每天都能记下专四单词,然后听听力,目前也在准备教资和计算机二级,主要是准备教资(最近一个月),

刚刚看了学姐的经验分享,我也要纠正语音语调了,虽然都已经有点晚了,但是我觉得不能再这样混下去了。

我要好好加油,天天搞点学习,考完教资考试时间过了就开始计划考英语证书的事。

补充:性格比较内向,一直在努力让自己外向一些,和别人多一些交流,应该会更有利于和别人锻炼口语。

反馈:感觉老师语速听着好舒服,第一节课给我们学姐们的经验参考,课程PPT也很棒!

亲爱的陈老师

您好

虽然我们还不熟悉,但是我相信在未来的学习生活中我们一定会相处的非常好!☺和我关系很好的前辈大力推荐您,我非常期待上您的课,现在机会来了,开心!!

现在请让我简单介绍一下自己的情况,我是一个外表活泼自信内心却敏感孤独的人,在同学老师面前我不喜欢散发负能量,作为班上的文艺委员活跃气氛也是我的责任,我会因为一些小事陷入低迷,现阶段我最大的问题就是担心毕不了业!从进校的第一天我就察觉到了与同学们之间的差距,一开始我还信心勃勃想得到奖学金,现在只求年级中等,不是我不相信自己的学习能力,只是我发现我的天赋点可能不在此,所以大二上学期我果断的报了辅修一财务管理,可能未来我会以此为主要方向。

关于目标,大家都差不多,我只是不考研选择直接就业,现在的我只想尽力完成两个专业的学业,然后考一些相关证书,最重要的就是提高自己的综合能力,增加竞争力,期待接下来一年与您的相处,希望老师原谅我这丑丑的字。

学号: 201821053029  
姓名: 喻然  
院系: 商英1801  
照片:

商英1801 喻然  
delimn

Feedback:

在这次课上,老师通过详尽的课程介绍让我了解了课堂内容还有老师的教学理念。我觉得老师对待这门课程非常认真,准备工作做得特别好,我非常喜欢老师的教学风格也会非常认真地尽我所能学好这门课。

自我介绍

我叫王千惠,英文名是Iris。

我认为自己是一个缺点比较明显的人。我的优点是做事效率高往往选择一次性把事情弄完。第二是我的口语还不错,在接触美剧美剧后,我的口语能力大大提升了,希望自己日后能坚持下去。

我的缺点我非常喜欢拖延,有时拖延会影响到学习。可能我会因为拖延而不能按时完成任务。我会尽力克服!

学号: 13  
学号: 201821053042  
姓名: 王千惠  
院系: 商英1801班  
照片:



## 混合式教学课程实施后期：期末学生线上反馈

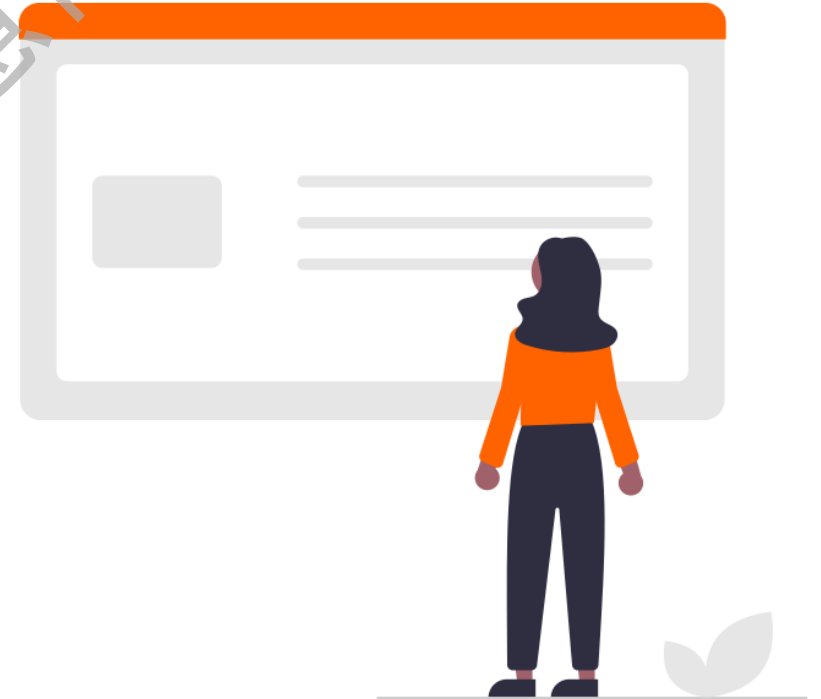
刚开始上老师的课堂时，跟班里同学讨论到课堂感受，有的同学觉得很是不习惯，因为她们可能比较喜欢刘老师那样的传统式教学，但我觉得这样的课堂形式很新鲜，知识面也比较广，老师在学习通发布的视频和相关资料都能够让我更深层次地了解课堂内容。之前也不是没有老师尝试过翻转课堂，但有的课后跟踪不到位，有的又压得太紧引起学生反感。实话实说，我觉得最水的老师是我们的外教。虽然她的课堂互动性很强，但是完全谈不上课后跟踪，课堂内容也缺乏深度，都是口头随便举的例子，我不知道她是迁就我们的接受程度还是说根本就没有用心准备课堂内容。但毕竟这样的老师还是少数的吧，是不是用心大家都有目共睹，所以我相信老师在综英课程教学方面所做的努力是没有白费的。

# 混合式教学课程实施初期：Planning Framework

For most students, blended learning will be a new experience; it is important to provide them with a proper course orientation.

Three items must be addressed:

- a description and rationale for strategies of blended learning;
- structure and expectations for the course;
- support and resources.



# 混合式教学课程实施初期：Planning Framework

- **Description and Rationale for Strategies**

- Share some of the literature about inquiry approaches and the effectiveness of blended learning.

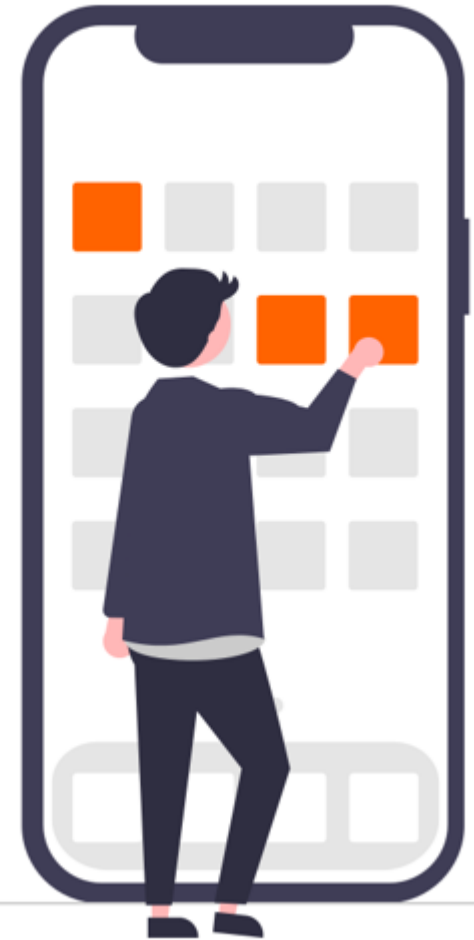
- Discuss with the students how a deep approach to learning, as well as each of the principles of effective teaching and learning, have been incorporated into the design of the blended course

- Share comments from students who have previously experienced blended courses.

- **Course Structure and Expectations**

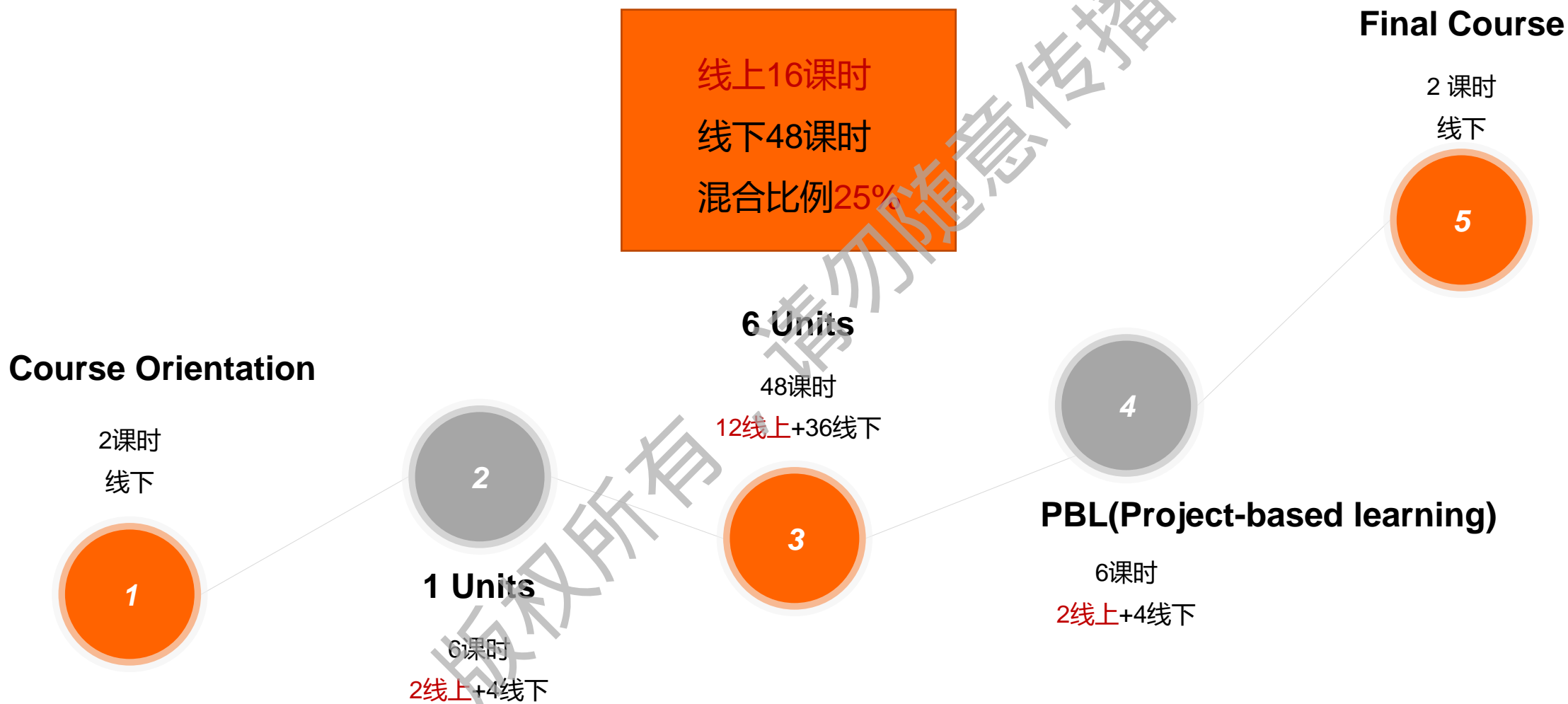
- The course structure—which may include face-to-face and online learning activities, expectations, and student responsibilities—must be clearly articulated.

- **Support and Resources**





# 混合式教学线上线下课安排





# 课前：预习与作业线上推送（教师）

## 商务综合英语3 第一周课后及预习

陈珞瑜 09-18 08:49

本周的课后作业是：

1. Write a speech script, expressing your comments on "brainwashing ads" ; (at least 180 words, due on Sunday afternoon, 周日中午12点截止, 我还要花时间浏览作业, 周一进行点评)
2. If you have any questions about the reading passage of unit 1, please post your questions on the discussion area in "学习通" ;
3. 课后练习可依据自己情况选做, 必做题为P15 翻译; 改错; P17 阅读理解。本学期教室比较大, 课堂听力效果会打折扣, 因此课后练习的听力, 通常情况下请自己安排。

下周我们将继续学习第一单元:

1. Please watch video 1.1.4. Write down the mistakes you spot in this section, and there will be further explanations concerning this part.
2. Think about the following question: Please describe a situation you buy something under the influence of a certain advert.

👍 0 💬 0

## 商务综合英语3 第九周课后及预习

陈珞瑜 11-14 19:44

各位同学, 第十周我们将开始第六单元的学习。请大家观看学习通第六课视频, 同时请做好课文预习。另外请各小组做好PPT presentation的准备, 课堂上我会随机抽取小组进行演示。周一见!

👍 0 💬 0



# 课前1: 线上观看商务知识点慕课视频 (学生)





# 混合式教学实施反思：我踩过的坑.....

## 第1章 Advertising: The Power of Persuasion

### 1.1 Business Knowledge

1.1.1 Warming-up Vocabulary Exercise

1.1.2 Brief History of Ads

1.1.3 Classifications and Purposes of Ads

1.1.4 Three Common Persuasive Advertising Strategies

1.2 Reading Cultural Tips

1.3 Words and Phrases

1.4 Supplementary Reading

### 1.5 Supplementary Videos

1.5.1 Longchamp CEO Interview

1.5.2 分众传媒 CEO江南春 Interview

1.5.3 Top 10 Super Bowl Commercials\_2018

1.6 Listening

1.7 Quiz

发放 统计

0 ✓

1 ✓ 100%

1 ✓ 100%

1 ✓ 100%

1 ✓ 100%

1 ✓ 100%

1 ✓ 100%

1 ✓ 100%

0 ✓

0 ✓

0 ✓

0 ✓

0 ✓

1 ✓ 100%

## 第3章 Investment: The Rewards of Risk

### 3.1 Business Knowledge

3.1.1 Warming-up Vocabulary Exercise

3.1.2 Financial Quotient

3.1.3 Classifications of Investment

3.1.4 Cash Equivalent and Lending Investment

3.1.5 Ownership Investment

3.1.6 Investment Comparison an...Buffer's Investment Tips

### 3.2 Reading Cultural Tips

3.2.1 Reading Cultural Tips PPT

3.2.2 Daniel Kahneman- Thinking Fast vs. Thinking Slow

3.2.3 Behavioral Biases of investing

3.3 Words and Phrases

3.4 Supplementary Reading

### 3.5 Supplementary Videos

3.5.1 Investing Basics- Mutual Funds

3.5.2 What is The OECD

3.5.3 Becoming Warren Buffet

3.6 Listening

3.7 Quiz

0 ✓

1 ✓ 100%

1 ✓ 100%

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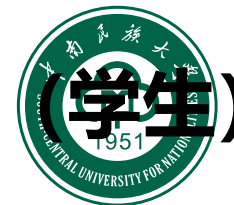
1 ✓ 100%

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# 课前2: 线下+线上小组合作预习课文,

# 学习共同体



# 课前3: 线上查找案例资料 (学生) ---Book 4 Unit 2

返回讨论列表

**陈珺瑜** 03-23 17:55  
Please submit your examples of certain companies' publicity about CSR here in the discussion area. Thank you!

**李晨曦** 06-25 23:45  
<https://research-methodology.net/british-petroleum-bp-and-csr/>  
British Petroleum (BP) and CSR

**谭木** 03-25 08:56  
"Good corporate citizens" can seem like a cliche, but our day-to-day realities. Some, mega-corporations or philanthropic areas that focus on big public projects. If that's how you think, then you could say that it's just another big box retailer. I'd like to see them and with, they are a prime example  
I have committed more and more effort and also will support for the communities in which they live. In fact, the company's efforts - from growing local grants - have amounted to 5 percent of its profit's \$6 million each year in the area of education since 2005.

**贺广** 03-24 22:33  
雀巢荣获卓越CSR贡献奖 <https://mp.weixin.qq.com/s/m/mq2wq8tfKSYXk4OCnM0g>

**孙若雪** 03-24 19:45  
迪士尼  
<https://thewaltdisneycompany.com/social-responsibility/>

<b>DISNEY CONSERVATION</b> Disney Conservation is committed to saving wildlife and building a global community inspired to protect the planet.	<b>SOCIAL IMPACT</b> We are committed to providing comfort, inspiration, and opportunity to children and families around the world through cash and in-kind contributions.	<b>ENVIRONMENTAL SUSTAINABILITY</b> Disney is committed to reducing greenhouse gas emissions, minimizing waste, conserving water resources, and
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# 课前1: 线上观看商务知识点慕课视频 (engaging, flexible)



## Unit 1

姓名	视频观看情况	观看总时长 ↑	反白比	完成时间
杨颖聪		13.5分钟	264.42%	2020-09-15 15:50
卓娜		27.0分钟	527.87%	2020-09-15 17:41
刘晓		12.1分钟	237.22%	2020-09-15 15:48
王一帆		5.2分钟	100.8%	2020-09-15 19:22
卢珊珊		13.1分钟	256.44%	2020-09-15 18:51
谭冰		12.7分钟	247.68%	2020-09-15 22:05
黎伟怡		66.1分钟	1,292.18%	2020-09-20 22:42
王奕实		0.0分钟	0.02%	2020-09-15 16:12
谭木		21.7分钟	424.22%	2020-09-15 08:08
张倩		33.4分钟	652.43%	2020-09-15 17:50
向巧云		6.4分钟	125.87%	2020-09-15 16:23
王千惠		15.3分钟	299.53%	2020-09-20 20:58
孙若雪		28.6分钟	558.06%	2020-09-20 15:22
张喜远		57.6分钟	1,126.89%	2020-09-15 23:16
李晨曦		23.5分钟	460.06%	2020-09-15 08:15
朱利亚		33.2分钟	649.03%	2020-09-15 21:00
刘露		29.4分钟	574.49%	2020-09-15 16:14
胡倩		23.0分钟	449.54%	2020-09-15 17:15
莫彩虹		7.9分钟	154.2%	2020-09-15 16:17

## Unit 8

杨颖聪		详情	6.6分钟	207.44%	2020-11-23 07:45
卓娜		详情	3.2分钟	100.14%	2020-11-22 20:09
刘晓		详情	3.1分钟	96.95%	2020-11-22 21:14
王一帆		详情	13.6分钟	428.19%	2020-11-29 20:49
卢珊珊		详情	10.4分钟	326.97%	2020-11-22 23:03
谭冰		详情	3.6分钟	112.51%	2020-11-25 08:14
黎伟怡		详情	10.1分钟	317.63%	2020-11-22 23:33
王奕实		详情	3.4分钟	106.68%	2020-12-08 20:46
谭木		详情	3.2分钟	100.03%	2020-12-08 20:37
张倩		详情	21.0分钟	659.37%	2020-11-24 17:33
向巧云		详情	4.6分钟	145.94%	2020-11-22 21:46
王千惠		详情	7.2分钟	226.64%	2020-11-30 00:05
孙若雪		详情	3.2分钟	100.07%	2020-11-24 19:06
张喜远		详情	5.3分钟	165.98%	2020-11-24 20:52
李晨曦		详情	17.8分钟	557.72%	2020-12-03 15:16
朱利亚		详情	3.2分钟	100.26%	2020-11-25 08:24
刘露		详情	9.2分钟	289.85%	2020-11-22 22:06
胡倩		详情	4.2分钟	132.3%	2020-12-13 15:29
莫彩虹		详情	7.2分钟	225.9%	2020-12-11 21:17
李红		详情	13.5分钟	423.67%	2020-12-13 11:55

# 课前2: 线下+线上小组合作预习 Book 4 Unit 3

## Governance

Reading: Message in a bottle of sauce; Let the fight begin  
Grammar: Discourse markers  
Listening: Corporate governance in Japan; The great pay debate  
Career skills: Presenting arguments  
Culture at work: Giving an opinion  
Dilemma: Called to account

## Taking charge

### Unit 3

Warming-up

Reading A

Business Knowledge

Understanding the text

Language Work

Reading B

Grammar in use

Listening

Career Skills

Culture at work

Dilemma and Decision

## Reading A

### Message in a bottle of sauce

Japan's corporate governance is changing, but it's risky to rush things.

IT WAS not a storm in a teacup but a battle over a bottle of sauce. The fight during 2007 for Bull-Dog Sauce, a Japanese condiment-maker with 27% of the sauce market, cast into sharp relief the conflict between no-holds-barred Anglo-Saxon capitalism and the traditional Japanese approach to corporate governance.

The supposed villain of the piece was Steel Partners, an American investment fund that since 2000 has invested more than \$3 billion in some 30 Japanese companies. Having built up a 10% stake in Bull-Dog, Steel launched a takeover bid in May, offering to buy all outstanding shares in the company for around \$260m, a 20% premium over the share price at the time. Bull-Dog's management opposed the bid. "Why us?" lamented the firm's managing director, Masaomi Tamiya. Steel was accused of being a "greenmailer"—a predator that buys a large share in a company, threatens to take it over and then agrees to drop its bid and sell its stake back to the company at a hefty premium. Warren Lichtenstein, Steel's boss, insisted that Steel had a long-term commitment to Bull-Dog. But on a visit to Tokyo to meet Bull-Dog's management, he made matters worse by saying he planned to "educate" and "enlighten" Japanese managers about American-style capitalism.

At its shareholder meeting in June, Bull-Dog proposed to enact a "poison pill" defence that involved issuing three new shares for every existing share to all shareholders—except Steel, which would instead receive cash, diluting its original stake. Mr Lichtenstein gave warning that the poison pill could set a dangerous precedent and deter investment in other Japanese companies. But that, of course, was the whole idea. The poison-pill motion was passed, and although Steel mounted a legal challenge, Bull-Dog's right to use the device was upheld by the courts. So the foreign investors were thwarted, but at great cost to Bull-Dog.

The Bull-Dog saga was a litmus test for attitudes to shareholder capitalism. Those who believe that companies should be run to maximise the returns to shareholders thought that shareholders should have accepted Steel's generous offer; but those who hold the traditional Japanese view that companies are social communities, not baubles to be bought and sold, disapproved of Steel's treatment of a venerated 105-year-old company. Both sides have a point. Japanese companies have neglected their shareholders for too long. But, says Gerald Curtis, a Japan-watcher at New York's Columbia University, Steel's "heavy-handed, flat-footed approach" has made it more difficult for others to argue that companies should pay more attention to their shareholders. "A lot of Japanese in the business and financial community are mainly mad at Steel because they make it more difficult for Japan to do what it has to do," says Mr Curtis.



本学期第五周安排如下 (3.16-3.22):

3.16	3.17	3.18	3.19
观看 12.1.3; 12.1.4 视频, 思考题: Is CSR contradictory to the pursuit of shareholder value (shareholder primacy) since "accountability to everyone means accountability to no one"?	2 班 9 点; 1 班 11 点互动课 CSR's measurement	CSR supplementary readings;	2 班 9 点, 1 班周五下午 2:30 互动课 CSR 练习, 拓展思考与讨论。
<ul style="list-style-type: none"> <li>完成 PBL 评价。</li> <li>第六周将学习 Unit13 的 Reading A, 本单元的课文涉及公司治理的相关知识, 难度较大, 需提前进行小组学习。课文涉及两个案例, 1 班小组讨论第一个案例, 1-3 段; 2 班小组讨论第二个案例, 4-6 段。问题收集反馈请各组长于周日 3 月 22 日晚 8 点前发给我, 我录课进行讲解。</li> </ul>			

本学期第六周安排如下 (3.23-3.29):

3.23	3.24	3.25	3.26
观看学习 13.1.1; 13.1.2 ; 13.1.3 和 Reading cultural tip 任务点。 <ul style="list-style-type: none"> <li>Warming-up Vocabulary Exercise;</li> <li>Difference Between Corporate Governance and Corporate Management;</li> <li>Constitution of Board of Directors;</li> <li>What is Anglo-Saxon Capitalism</li> </ul>	2 班 9 点; 1 班 11 点互动课 Corporate Governance Warming-up	观看学习 Reading A 和 Supplementary videos 任务点 <ul style="list-style-type: none"> <li>What is Corporate Governance about;</li> <li>What is a Takeover;</li> <li>What is a Poison Pill</li> </ul>	2 班 9 点, 1 班周五下午 2:30 互动课 Reading A 讨论与答疑。
<ul style="list-style-type: none"> <li>还有少数同学未完成 PBL 自评与互评评价, 请于周一晚之前完成评价, 请各小组组长提醒督促组员, 否则影响本小组的总分。</li> <li>本周将学习 Unit13 的 Reading A, 本单元的课文涉及公司治理的相关知识, 非常专业, 为帮助大家理解, 本章节的知识有所增加, 视频长度基本上都在两分钟左右。请大家在讲解课文前完成观看。</li> </ul>			

本学期第七周安排如下 (3.30-4.5):

3.30	3.31	4.1	4.2
观看学习以下任务点: <ul style="list-style-type: none"> <li>13.1.4 The OECD standard of good corporate governance,</li> <li>自录课视频 Reading A(1)</li> </ul>	2 班 9 点; 1 班 11 点互动课 Corporate Governance	观看学习以下任务点 <ul style="list-style-type: none"> <li>13.1.5 Good corporate governance and bad corporate governance</li> <li>自录课视频 Reading A(2)</li> <li>补充视频 What is an Activist Investor, exactly;</li> <li>补充视频 Shareholder Activism in Asia is on the Rise - J.P. Morgan</li> </ul>	2 班 9 点, 1 班周五下午 2:30 互动课 Corporate Governance
<ul style="list-style-type: none"> <li>另外请预习 Reading B, 问题可以发布到学习讨论区。</li> </ul>			

本学期第八周安排如下 (4.6-4.12):

4.6	4.7	4.8	4.9
课前准备: <ul style="list-style-type: none"> <li>近期发生的瑞幸咖啡承认造假事件是“公司治理”出现问题的一个典型案例, 请了解相关报道, 我在学习通 13 课资料区上传了匿名报告的原文, 可下载查看。</li> <li>观看 13.10 第一个视频“What is short selling?”。</li> </ul>	2 班 9 点; 1 班 11 点互动课 Corporate Governance : shareholder activist	课前准备: <ul style="list-style-type: none"> <li>观看 13.10 第二个视频 “How American CEOs got so rich? ”;</li> <li>观看 13.10 第三个视频 “The Debate Over Stock Buybacks, Explained”。</li> <li>结合 Reading B 思考以下问题:  <ol style="list-style-type: none"> <li>Should CEOs receive high pay?</li> <li>Should CEOs and BODs be separated?</li> </ol> </li> </ul>	2 班 9 点, 1 班周五下午 2:30 互动课 Corporate Governance: Reading B
<ul style="list-style-type: none"> <li>Finish the exercise on Page 59 (C-E translation &amp; Error Corrections) .</li> <li>Review the previous lessons, making preparations for the exam next week.</li> </ul>			

林晨洁 14:00:06  
2点啦 我们开始吧!

段思宇 14:00:19

曹欣 14:00:24  
好的

林晨洁 14:00:51  
我们还是先一段

林晨洁 14:01:08  
这次的比较难

关孟琦 14:01:24  
好滴

林晨洁 14:02:04  
第4段

林晨洁 14:04:06  
我其实看第一句

关孟琦 14:04:23  
不懂

林晨洁 14:05:04  
我去查了下 发

换股并购嘛

曹欣 14:38:26  
?

关孟琦 14:38:43  
我也觉得是

林晨洁 14:38:45  
阻止合并 应该是因为合并的

林晨洁 14:38:51  
嗯嗯

关孟琦 14:38:58  
可是,, 我有一个疑问

林晨洁 14:39:19  
嗯嗯?

关孟琦 14:39:38  
这次没成的换股并购不

关孟琦 14:40:22  
董事会不就是股东大会

关孟琦 14:40:36  
董事会是股东大会或企  
务经营活动的指挥与管

关孟琦 14:41:38  
那董事会为什么会同意

曹欣 14:42:25  
这个要不让老师来解释

林晨洁 14:42:26  
股东会由全体股东组成,

曹欣 14:42:25  
这个要不让老师来解释

林晨洁 14:42:26

的利益;但是 s  
意见。这样让那

@瓜瓜 🍌

林晨洁 14:22:15  
这段还有问题吗

段思宇 14:22:28  
没有了

关孟琦 14:23:34  
没了

关孟琦 14:24:08  
但是我对这一整

段思宇 14:24:18  
同感

林晨洁 14:24:21  
是的

曹欣 14:24:36  
没了

但是我  
因为话

商英二班 段  
同感

商英二班 林  
是的

曹欣  
没了

商英二班 林  
处在改  
本公司  
344.44

商英二班 林  
不知道

商英二班 林  
它里面  
段是能

商英二班 林  
那继续

关孟琦 14:50:29

噢! 原来日本重

林晨洁 14:50:4  
又档

部董  
部人  
易体  
然后我觉得这

林晨洁 14:50:5

是美  
立董

为克  
收外  
交所  
家身

林晨洁 14:55:1  
政府给出的两种

林晨洁 14:55:5  
第一种还是传统

林晨洁 14:56:3

我刚刚自己想

林晨洁 14:56:4

#### 4. 法定审计师制度强化

1993 年民商法确立了法定审计师制度, 当时规定公司至少要配备一名法定审计师以监督公司对相关法令和财务审计的监督。2001 年受美国公司会计丑闻影响, 再次修订民商法, 扩大审计职责并规定到 2005 年公司一半以上的法定审计师必须由外部审计师组成。

林晨洁 14:57:05

一开始还以为论文里这一点 与传统的治理模式矛盾了 😂

关孟琦 14:57:36



林晨洁 14:57:40  
你们看看还有其它问题吗

关孟琦 14:57:50  
我没啦

段思宇 14:58:07  
没了

曹欣 14:58:51  
木有了

曹欣 14:59:01  
你这篇论文很实用

曹欣 14:59:04



段思宇 14:59:12





张颖超

20 0

回讨论列表



林晨洁

2020-03-25 14:09

5.0 1

这篇文章与课文部分内容相对应，清晰、简洁的介绍了日本公司治理模式的缺陷及改革与变化。阅读后可以帮助更好地理解课文。

[处在改革十字路口的日本公司治理模式\\_崔...](#)



张超

2020-03-25 12:51

5.0 3

By way of illustration, the writer quoted issues concerning conflicts between Bull-Dog and Steel, as well as some other events. Due to much expertise in the fields, I could not comprehensively grasp the material yet just semantically. While after reading the Chinese elucidation in the attached PDF, I could understand the background of Japan's business then, and the complete plot. I hope this helps.

[有关敌意收购防御措施之日本司法案例介绍...](#)





# 课中：线上+线下 丰富的师生互动

## ■ 智慧课堂系统

课堂问答

课堂抢答

课堂测验

无线投屏

课堂投票

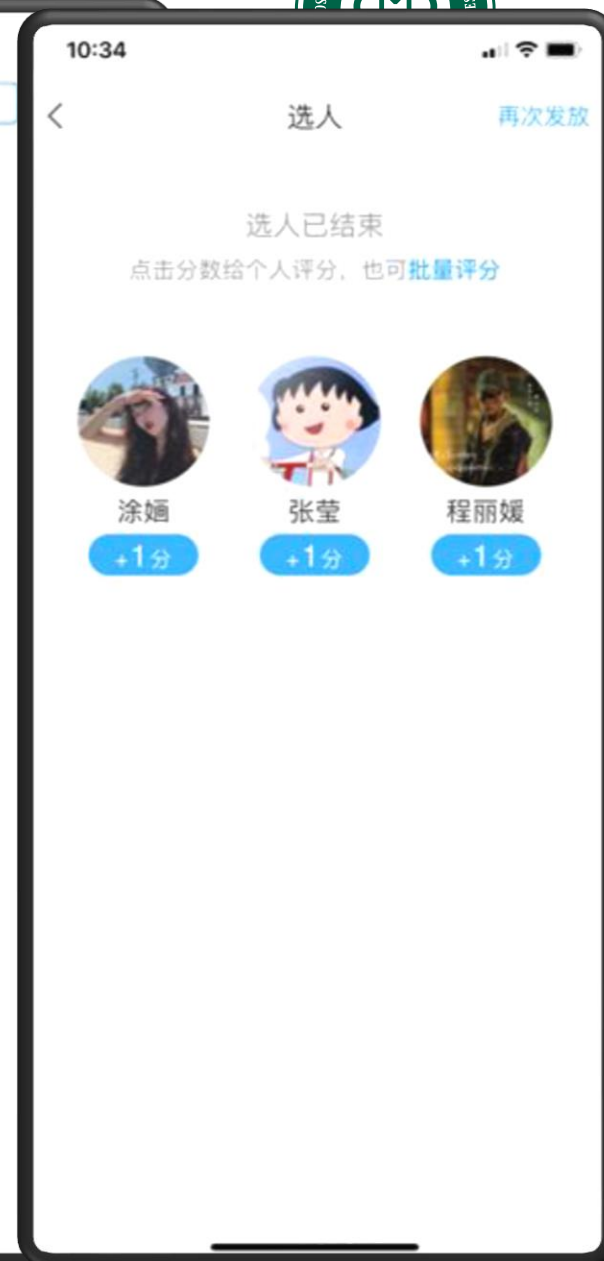
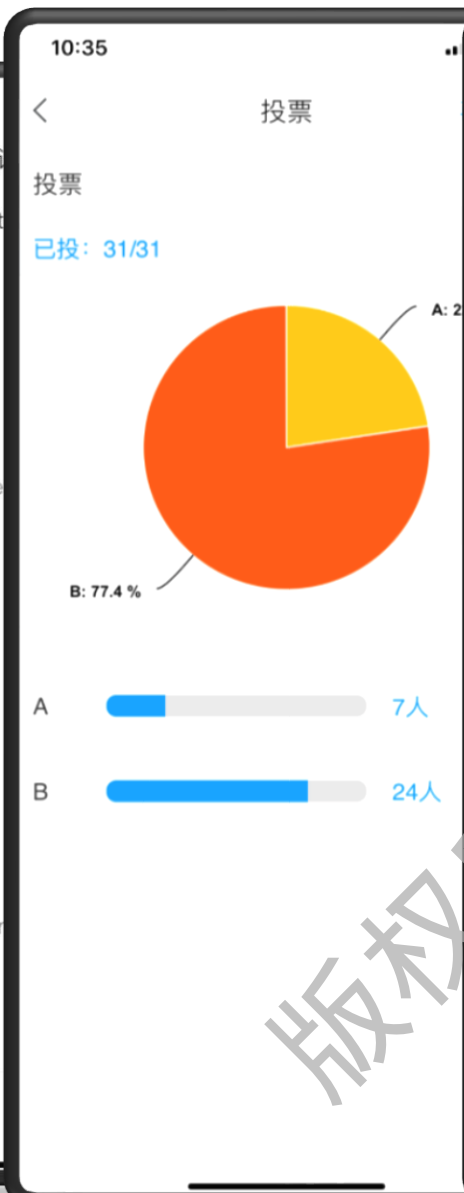
教师选人

手势签到

课堂讨论

.....

# 课中：线上+线下丰富的师生互动 讨论 投票 抢答等活动



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# 课中1：探究预习提出的疑问Unit 3 Corporate Governance Reading A



1. 资本主义与传统公司的冲突是怎么在文章中体现的，不是很能看懂这篇文章。
2. 文章的标题的寓意是什么？文章有点难懂，还是难以揣测。
3. 第三段中的“poison pill”虽然看了它的解释，但在段落中还是难以理解。
4. Anglo-Saxon 资本主义不是很能理解。
5. 为什么钢铁公司的做法被说成是 heavy-handed, flat-footed.

## 待解决问题：

**Q1:** 如何理解第二段结尾的“he made matters worse by saying he planned to “educate” and “enlighten” Japanese managers about American-style capitalism.”？这里的 “educate” 和 “enlighten” 更深的含义是什么？是要转变日本这家公司的治理模式吗？

**Q2:** 第三段中“diluting”是什么意思？以及第三段结尾的巨大代价是指什么？

**Q3:** 第四段中提到“heavy-handed, flat-footed approach”这个方法指的是什么？

**Q4:** 最后一段中提到日本公司在转变治理方式，逐步学习美国的公司治理，这种转变一定是好的吗？

**Q5:** 最后一段中，是什么让他们的想法发生了改变？为什么政府鼓励日本企业采用美国式治理模式？



## 课中2: 讨论学生在课前提提交的案例 Book4 Unit 2



陈珞瑜

03-23 17:50



欧阳溢

03-23 20:47

蚂蚁森林是支付宝客户端为首期“碳账户”设计的一款公益行动：用户通过步行、地铁出行、纳水电煤气费、网上缴交通罚单、网络挂号、网络购票等行为，就会减少相应的碳排放量，然后在支付宝里养一棵虚拟的树。这棵树长大后，公益组织、环保企业等蚂蚁生态伙伴们，“走”用户在蚂蚁森林里种植的虚拟“树”，而在现实某个地域种下一棵实体的树。

Hailing from China, the platform serves over one billion users worldwide in partnership with its local e-wallet partners.

Alipay's online and mobile payment platform is used by more than a billion people to pay for everything from groceries, to bike rentals, to wealth management products. In August 2016, the Chinese company turned the power of its digital technology to promote climate action. The Alipay Ant Forest project, launched as the company's mobile app, rewards its users with "green energy points" each time they take a step to reduce their emissions, such as by biking to work, going paperless and buying sustainable products.

First, Alipay Forest enables local users to contribute to reforestation and environmental preservation by adopting low carbon activities in their daily lives. Digital technology innovations, such as Alipay Ant Forest, as part of a wider digitalisation system, could be deployed in addressing many other environmental challenges, in collaboration with governments and other stakeholders.

The Alipay Ant Forest app offers a new way to enable people to engage in solving local and global problems. With the accelerating growth of mobile services used by young adults, who are typically most concerned by the impact of climate change, the potential to

hyperconnect around common opportunities and 1000 to million (USD \$) million to become by working with farmers to plant trees, driving organic agricultural products, and connect them with e-commerce platforms.



More Posts

Change and its impact

### The Problem

The world faces daunting environmental challenges. Increasing pressure on the environment is causing serious damage to ecosystems and threatening the lives of millions of people. Innovative approaches are needed to engage people directly in behavioral change and green finance to complement the top-down climate policy initiatives led by governments and multilateral actors.

However, Alipay has been able to leverage its large user base to drive a range of low-carbon activities — such as paying bills, booking tickets and more — that can be used to fund planting trees and other eco-friendly initiatives.

These behaviors are recorded and converted into "virtual green energy" on the Alipay Ant Forest platform. Once a user's virtual tree has fully grown, Alipay and its philanthropic NGO partners plant a real tree in Northwest China or elsewhere to protect a particular conservation area.



low-carbon lifestyle, energy savings, and enables carbon trade. And, planting real trees can help prevent soil erosion and control desertification, while playing a key role in the fight against climate change.

In addition to planting trees, Alipay is exploring other innovative corporate social responsibility models. In September 2017, Alipay Ant Forest launched a land protection project, where users can "adopt" an virtual plot of land to protect five square meters of conservation land with the support of Alipay and local NGO partners.



Farmers planting trees for Alipay Ant Forest

## Summary

Alipay is one of the world's most popular online payment and lifestyle platforms. Hailing from China, the platform serves over one billion users worldwide in partnership with its local e-wallet partners.

Alipay's online and mobile payment platform is used by more than a billion people to pay for everything from groceries, to bike rentals, to wealth management products. In August 2016, the Chinese company turned the power of its digital technology to promote climate action. The Alipay Ant Forest project, launched on the company's mobile app, rewards its users with "green energy points" each time they take a step to reduce their emissions, such as by biking to work, going paperless and buying sustainable products. These green energy points grow into a virtual tree on the user's app, which Alipay matches by planting a real tree or protecting a conservation area, in partnership with local NGOs.

Since its launch, [Alipay Ant Forest](#) has attracted over 500 million users, planted 100 million real trees in Northwest China covering a total area of 112,000 hectares, and



# 课中3: 线上小测试及单元测试, 同步个人反馈, 异步班级总结

## 10.14 周三 (the 10<sup>th</sup> lesson)

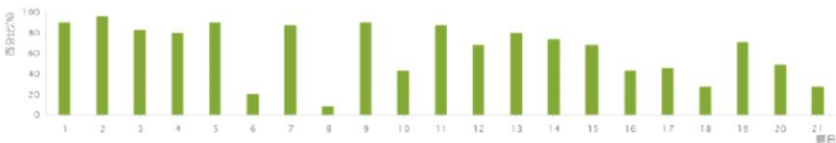
本次课对第二单元进行小测试, 并对之前的作业和小组讨论进行反馈:

1. Quiz 数据如下:

1801 最高分 莫永芳 90.9 平均分 64.9

1802 最高分 胡倩 91.4 平均分 67.4

1-21 题正确率 1801



1-21 正确率 1802



21. Industrial design is primarily related to the practical features of a product or system.

正确答案: ×

正确: 9 人 错误: 23 人 正确率: 28%

## 2. Unit 5 Quiz

1801



1802



4 Cultural differences are one of the potential \_\_\_ of international mergers.

- A. threats
- B. pitfalls
- C. attractions
- D. advantages

正确答案: B 正确: 8 人 错误: 22 人 正确率: 27%



陈珞瑜

06-03 06:15

## 练习

英汉不同的表达习惯对我们英语写作是有启发的，即在英语写作中尽量达相同的意义。运用英语当中的分词、名词、副词、同位语等来化繁为

[1] 他有才能，人品好，办事效率高，他肯定会高升的。

[1a] He is capable, easygoing and works efficiently. He will sur

[2] 他学习积极性高，对英语尤感兴趣，这给我留下很深的印象。

[2a] He has the strong motivation to study and is intensely inte

[3] 打工能帮助我们接触社会。这是学习知识的另一个方法。

[3a] Doing part-time jobs can help us contact with society. This

[4] 孩子们看到这个菜就眉开眼笑，可知他们是难得吃这种菜的。

[4a] The children are delighted when they saw the dish. It show

[4b] The delight of the children at the sight of the dish showed

[5] 当时，友谊商店是只对外宾开放的，中国人不能进。

[5a] At that time the friendship store was open to foreign visit

[6] 他手臂疼痛，脱衣服都很不方便。

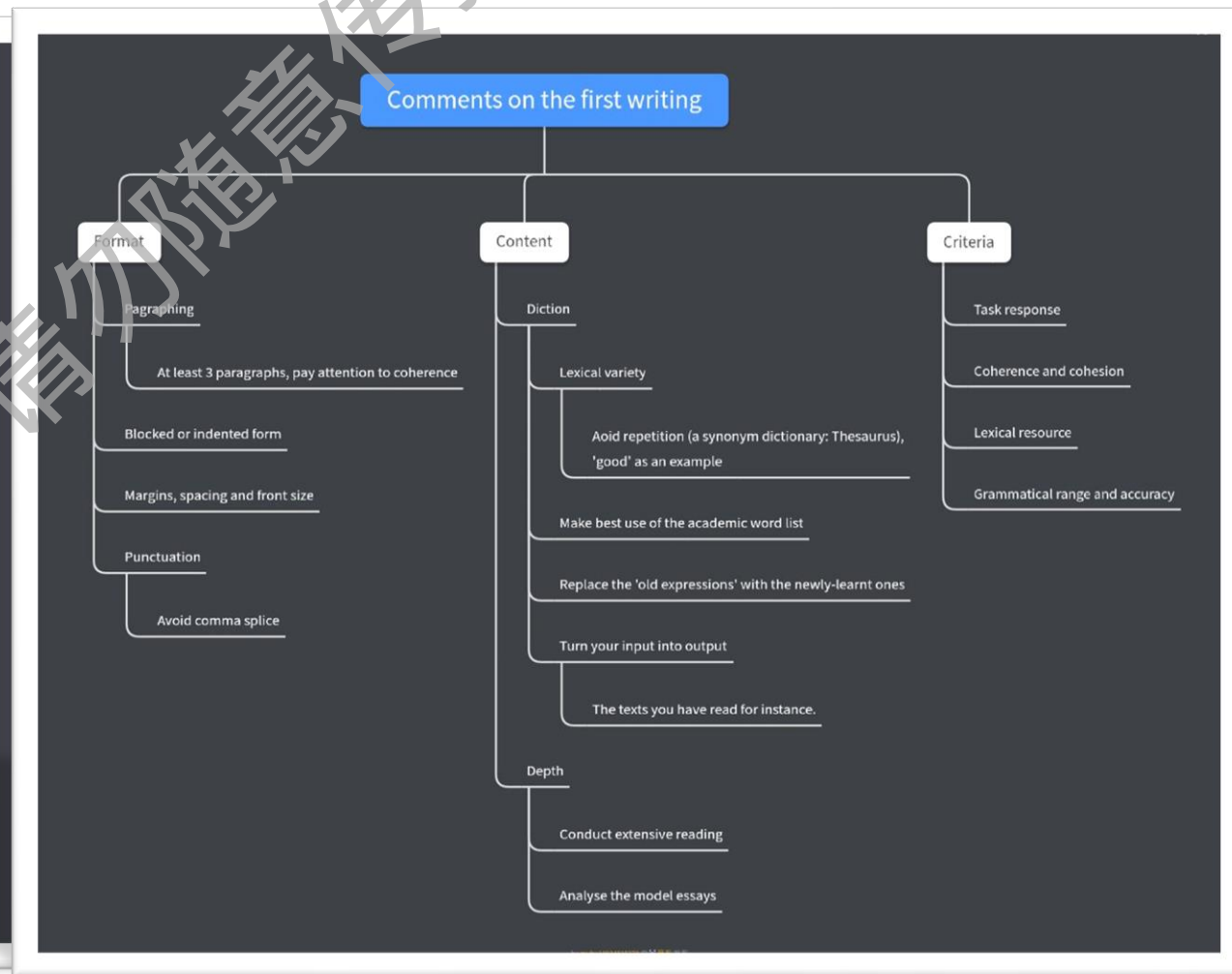
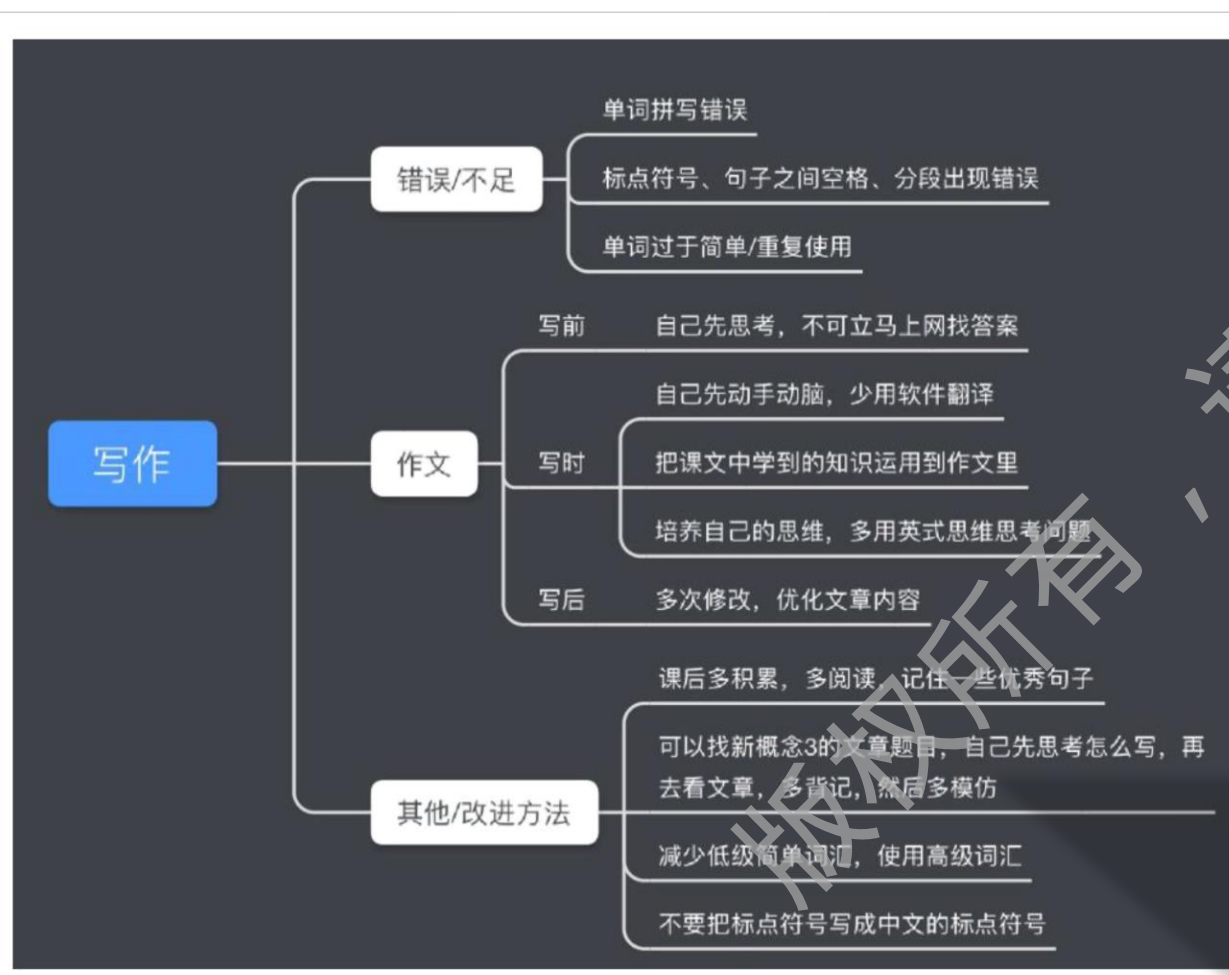
[6a] His arms were painful, which made it difficult for him to ta

这门学科应该是我学习的最认真的课了。珞瑜老师总是能对我们的成果做出评价与反馈，这让我觉得付出会有回报，平时成绩不好学习总是有些沮丧，所以后来即使是一句简单的表扬也会开心很久，也会变成不断进步的动力，因为我知道老师有认真的看我们做的PPT，拍的视频和写的作业，自己至少也有感觉没有在荒废时光。老实说，对比其他课，我能感受到大家对这门课是最用心的，会想方设法把自己要呈交的作业做到最好，因为大家知道做的好是会被老师表扬的，有时候可能也不是求表扬什么的，但是至少会觉得自己的东西有被认真对待。我爱认真的老师，大家，我们每一个人，都爱。老师很棒！希望老师注意身体！照顾好自己！



# 课后1：线上思维导图自我分析；线下点评讲解

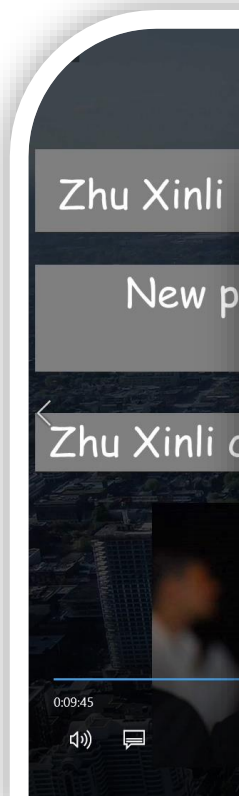
引导学生善用学习工具进行元认知策略分析；学生课程思维导图如下：







# 课后2: 线上小组合作进行企业案例分析, 多维评价 Book4 Unit



## 成员成绩:

钟嘉妮 85.4分

## 教师评价成绩:

钟嘉妮 84.0分

## 组内互评成绩:

钟嘉妮 89.0分

## 组间互评成绩:

钟嘉妮 86.7分

## 自评成绩: [查看详情](#)

钟嘉妮 84.0分

## Case study of investment

钟嘉妮



86.0分

在PPT制作上需要注意的地方还很多, 自己负责的部分文字还是太多了, 看上去有点不美观。



80.0分

在小组讨论中较积极, 虽然每个人分了不同的部分, 但是大家都是集中讨论每一部分的。在制作字幕中有些欠缺, 没有关注到美观的事情, 所以我的那部分PPT有出现挡字的情况, 给小组的成果造成了一部分影响, 下次会特别注意。本次presentation中, 由于我们小组成员有人没有带电脑, 所以我也负责了整个视频的整合和上传。在上传过程中由于误解了老师的意思, 上传到了错误的地方, 下次会更加细心。



88.0分

ppt的制作不够有条理, 字幕上有错误



91.0分

口语表达流畅但音量偏小  
PPT制作中文字表达不够准确直接, 逻辑性较差  
选题与资料查找由于前期讨论是从案例分享中二选一 因此和 的贡献更多  
案例分析难度和深度不够  
团队协作氛围很好  
视频流畅清晰

# 课后2: 线上+线下小组探究式作业 Book 3 Unit 4 Energy



## Dilemma and Decision

**Dilemma:** The power of money

### Task 1

You are members of the commission, which has representatives from three groups: non-governmental organizations, the energy industry and developing countries. Work in groups. Group A represents non-governmental organizations. Group B represents the energy industry. Group C represents developing countries. Prepare the arguments that you will present to the commission and choose a spokesperson to present them.

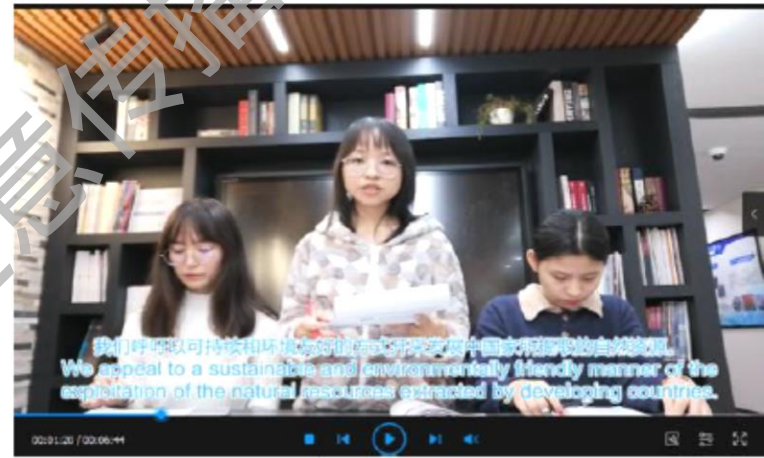
Group A (Non-governmental organizations)

The arguments that you would like to present are the following:

- The natural resources of developing countries should be exploited in a sustainable and environmentally friendly manner.
- Safeguards on pollution levels for fossil fuel projects (coal-fired power plants, etc.) are not respected and there are inadequate international controls.
- Unrestrained development of fossil fuels will create more problems than it will solve (greater use of vehicles for transportation, industrial pollution, urban development).
- Statistics show that it is principally developed countries that use fossil fuel energy resources.
- Alternative energy sources must receive World Bank financing as this will help to bring the price down and to make them more cost-effective.

# 课后2: 线上+线下小组探究式作业 Book 3 Unit 4 Energy

## 学生视频作业展示



## 学生报告作业展示



### Recommendations

- The World Bank will be critical in determining how the demand is met. Consistent with the sustainable and balanced development of the world economy, relevant recommendations on the World Bank's future policy are offered here.
- Support and finance all forms of renewable energies. The World Bank should increase the investment and loans on renewable energy projects to accelerate the trade of economic development and support for developing countries particularly should be intensified.
  - Create an environment conducive to the development of renewable energy. The World Bank should help address regulatory and financial barriers to the adoption of sustainable energy. For example, promoting deployment of energy solutions on a large scale to bring down costs, and establishing and strengthening the clean regulatory framework.
  - Implement large-scale reduction of financial support for fossil fuel projects. For some poor countries, coal-fired power projects, investment will only be made when it is extremely needed, on condition that the natural resources of these countries should also be exploited in a sustainable and environmentally friendly manner.
  - Bank safeguards on pollution levels for existing fossil fuel projects (coal-fired power plants, etc.) and reinforce international energy pollution control.

优秀作业添加至本单元任务点, 供全体学生学习。

## 第四单元: 能源

### 小组活动

- 模拟公益组织与政府代表就可再生能源使用问题进行谈判;
- 学生录制视频, 撰写书面报告;
- 特别优秀的作品添加至学习通任务点, 成为教师教学资源。



# 课后：线上+线下小组探究式作业 Book 3 Unit 4 Energy



THE END

THANK YOU!

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# 课后3：线上及时复习总结

## 教师总结

同学们，本学期第六周的综英课程结束了，每周我都会在周末给你划重点、敲黑板，希望对你的学习有所帮助。

### 10.19 周一 (the 11<sup>th</sup> lesson)

本次课主要涉及以下内容：

1. 外语学院 2020 年社会实践优秀团队、先进个人等公示；欧瑞思丹公司简介。鼓励大家积极参加社会实践，增加对与商英专业匹配度高的企业的了解。
2. 作业反馈

Unit 2 Translation

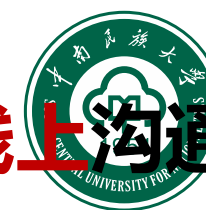
### 讲解重点：

- Don't overuse "not only...but also...",讲解文档上传到资料区 (Writing and Translation)。
- 教师用书提供的翻译版本，语言也不是特别精炼。英语语言若想简明扼要，可参考以下三本书：  
《中式英语之鉴》  
《我可能学的是假英语》  
《非文学翻译理论与实践》

## 学生反馈

### 课程反思及反馈：

1. 目前一周大概三篇 China daily 加一篇经济学人。本来打算每天都看的，但是自觉性不够高，国庆虽然没放假但是却也非常放松，完全没有刚开学的紧张感，我还是需要加紧提高自觉性，不能因为外物的诱惑忘记学习。课本的知识肯定是完全不够的，我需要更多的课外的知识和词汇量。所以每天两篇 China daily 和一篇经济学人不能再拖拉了，大二的课程说实话不多，我完全有时间去好好的研究新闻，还有别忘了 ted 练习听力。
2. 陈老师的上课方式我非常喜欢，让我能够最大程度上锻炼自己的能力去学习，我能明显感受到主动学习和被动学习之间的效果差距，真的很明显！而且这种周周复盘的习惯我真的太爱了，我真的觉得非常有必要对自己所学的东西做一个总结，因为我在做总结的时候就发现，当时在课堂上我以为自己能记下来的东西到现在我几乎只有一点印象了，而这个周期复盘就真的能让我回顾起来!!!! 爱了爱了，我打算以后自己在每节课下课后都做一个思维导图来吸收老师上课所学的内容，从现在开始，因为每个老师说实话一节课的内容真的挺多的，如果我没有及时吸收那么几乎等于白上课了。像老师说的，成为一个“职业”的人吧！用高标准来要求自己！
3. 综英的课文说实话如果老老实实按照老师给我们的提点去看的话。不难懂，印象很深刻老师说以后走上社会难道看不懂的文章还拿回来给老师看嘛？真的真的触感超大，第一次觉得自己想法太幼稚了，过于依赖老师，甚至以为这么难懂的文章看不懂是理所当然，但是这不是我在学习当中应该去克服的吗？在攻克难关中逐步提高自己的能力，而不是依赖别人的翻译，理解。永远依靠别人，我什么时候才能有独立解决问题的能力（我这里不是说团队合作不重要的意思哦），所以别太依赖别人吧。

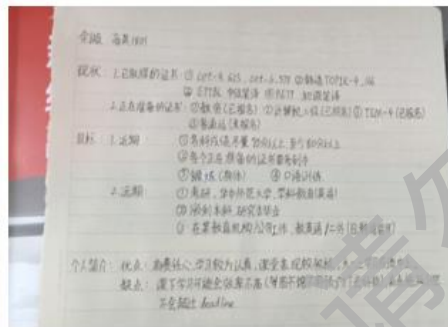


# 课后3: 线上个性化化学生成长档案, 教师更了解学情, 线下或线上沟通

学期中

眨眼间开学已经四周了, 在这四周里, 我不仅成了综英课本两个单元 (advertising, law) 的学习, 更有其他更多的收获。

### 1. 明确了近期任务与现状



### 2. 进行了第一次写作 (虽然分数不高, 但我知道了原因: 词汇过于贫乏)

My View on "brainwashing ads"

With the investment in advertising increasing, a variety of ads emerges. Among which, there are brainwashing ads, one of the most controversial ads. Many advertisers may highly recommend this kind of advertisement for its powerful promotion of sales. It makes sense, because brainwashing ads do make audience impressed through its repeated advertising words. What I have to emphasize, however, is that brainwashing ads are not worth advocating.

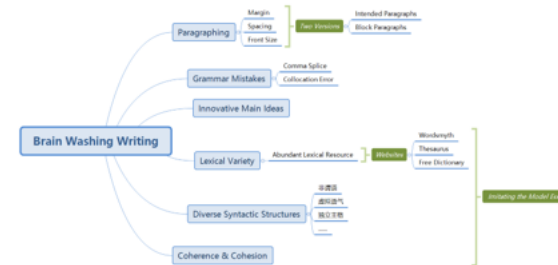
First and foremost, brainwashing ads make its audience feel uncomfortable. Think about it, will you be happy when your mom keep nagging the same thing? It's quite annoying, right? Same as brainwashing ads, their boring advertising words will leave a bad impression on the audience, therefore, won't be converted into buyers easily.

What's more, brainwashing ads can hardly bring long-term benefits. Even if they may bring a peak sales period, their popularity will keep declining quickly due to its lack of interest and creativity, so the peak sales period will be very short, too.

Last but not least, brainwashing ads cannot construct a healthy competitive environment. Apparently, the short-term success will inform other advertising agencies that brainwashing ads can easily bring lots of sales, making them fans of brainwashing ads. Thus, with more and more advertising agencies starting to make this kind of boring and uncreative ads, how can there be any development space for those who are devoted to creating real good ads?

In conclusion, brainwashing ads are not desirable. Only by pursuing other kind of ads that not are only innovative, attracting but also full of positive energy, can advertising industry develop healthily and better.

### 3. 第一次使用思维导图回顾作文课内容



### 4. 第一次与组员进行线上讨论 (虽然感受不太好, 还是希望能在课堂上讨论, 感觉会更有效率)

- 未解决问题
- 关于美国 state courts federal courts Supreme courts 的区别
  - 第三段的 larger settlements 是什么意思?
  - 第四段的 Law firms say these suits prompt much-needed change 怎么理解?
  - 第四段中的 make economic sense 是什么意思, 包括最后的 as they typically end up... 诉讼费是怎么算出的?
  - 第五段最后一句怎么理解?
  - 第七段怎么理解?
- 已解决问题
- 第六段提到了 precise information 的重要性, 具体指的是什么呢, 同时 pushing for reform 指的是对哪一方面的改革?
  - 标题 the people vs the united states 有什么隐喻?
- 讨论记录 (在下一页)

### 5. 知道了很多有用的学习网站

- Compleat Lexical Tutor
- Corpus of Contemporary American ...
- agreeable | Free On-Line English Dic...
- Agreeable | Definition of Agreeable ...
- Synonyms and Antonyms of Words |...

这些都是我在学习过程中走过的一个个脚印, 时而停下脚步回头看看, 原来自己又懂了好多新的知识, 有了很多新的体验。

目前综英已完成4周的课程, 请大家整理1-4周学习档案, 可包括笔记展示, 每周学习时间及安排, 作业精选, 课外学习内容, 翻译、作文修改, 课程反思及反馈等, 不在多, 贵在精。档案篇幅可长可短, 一般为 WORD 或 PDF 文档, 如有音频或其它资料, 可压缩打包。该档案可保留学生学习记录, 供自己复习时参考; 也有助于教师了解学生学习方法, 好的经验可以分享, 效果不佳的方法及时纠正。希望该档案帮助你养成定期复盘的职业习惯。学习档案将在期末统一收集。本次作业可自愿提交, 截止日期为周日晚8点, 请发至我的邮箱 413993544@qq.com。第五周我们将完成第二单元的练习及测试, 并进入第三单元的学习。请观看预习视频。下周见。

陈璐瑜

2020. 10.9



# 课后3: 线上个性化学生成长档案, 教师更了解学情, 线下或线上沟通

## 学期末成长档案, 对64位同学分别回复和解答疑问

Business English Class1801 黄心滢 201821053008

1.(简答题, 100分)

Please submit your E-portfolio which records your achievements and growth of this semester.

学生答案:

2020—2021秋季学期总结.pdf

教师批阅

得 90 分

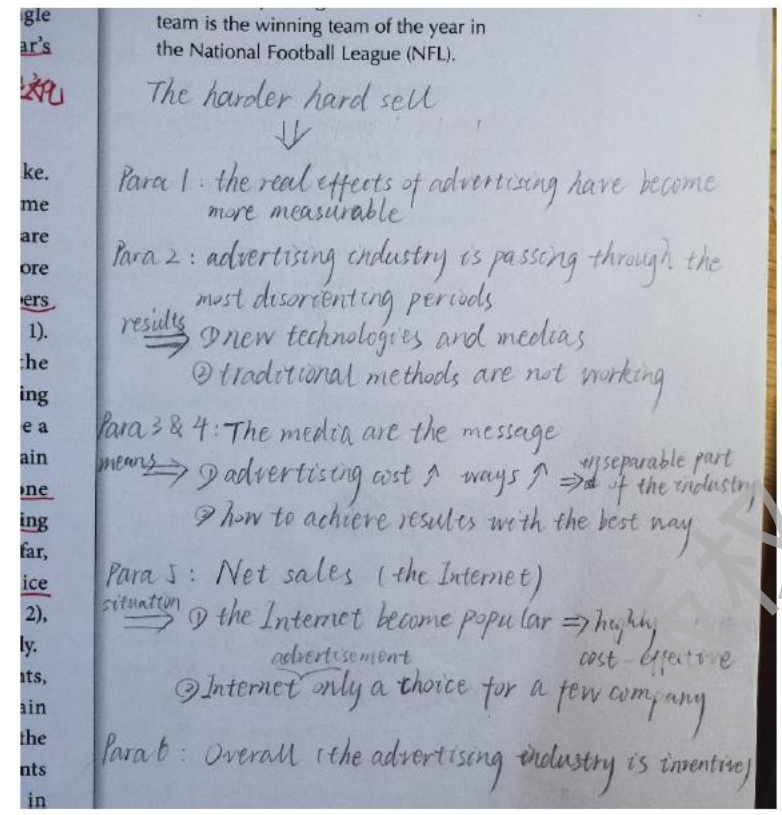
正确答案:

教师批语:

心滢, 这份文档体现出你有很强的归纳总结能力, 逻辑性也很好。如果能在综英的部分再详尽一些就更好了。可能本学期课程过于紧凑, 自己能够支配与规划的时间较少。希望你能够合理规划假期时间, 逐渐找到让自己越来越满意的状态。老师对你有信心哈!

英语: 逻辑梳理+词汇自测

- 在学习课文的时候, 发现自己在阅读上出现的主旨把握不清的问题影响到了课文的理解, 于是自己做了一些简单的逻辑梳理, 同时也对每个单元涉及的专业知识进行了记录。



- 在词汇方面, 作为词汇困难户, 给自己做了词汇表, 在进行专四及 BEC 考试备考的时候遇到的常用词汇。

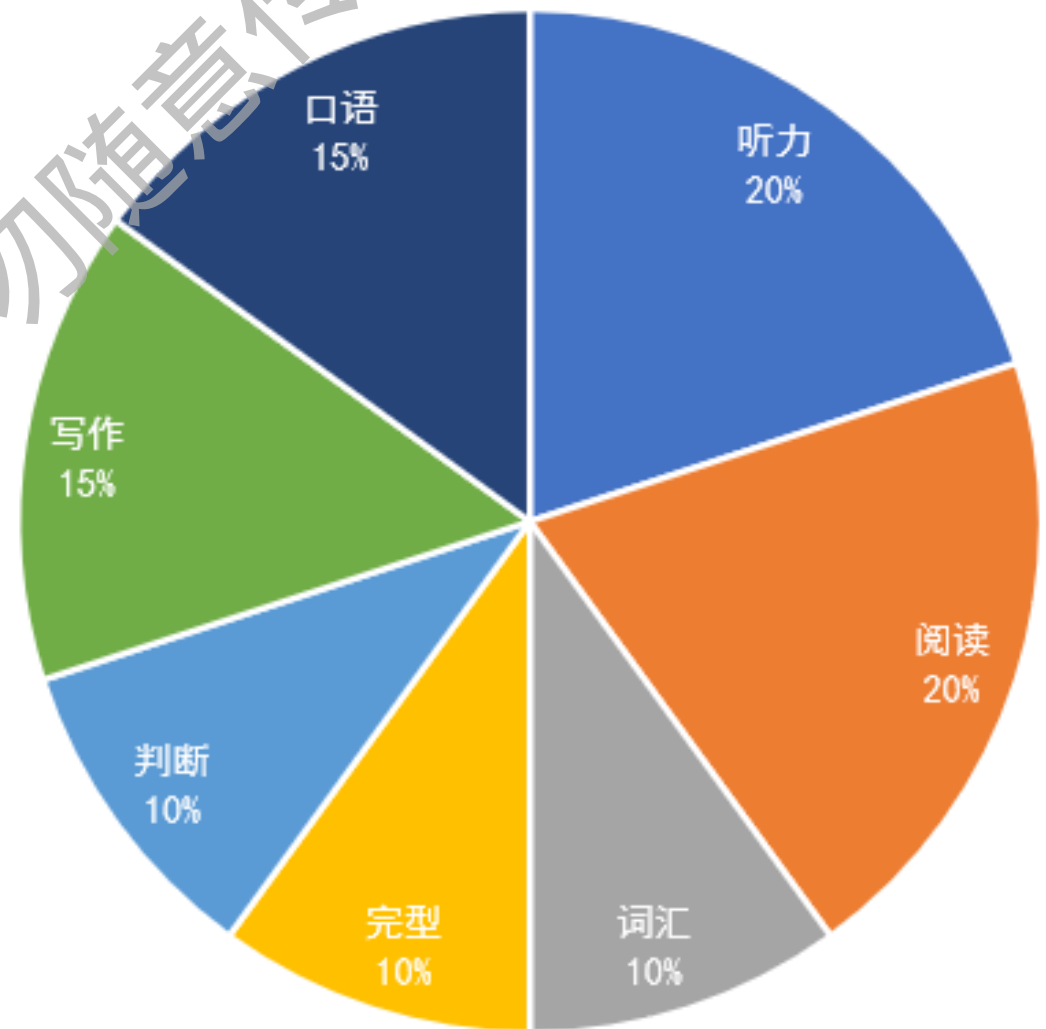
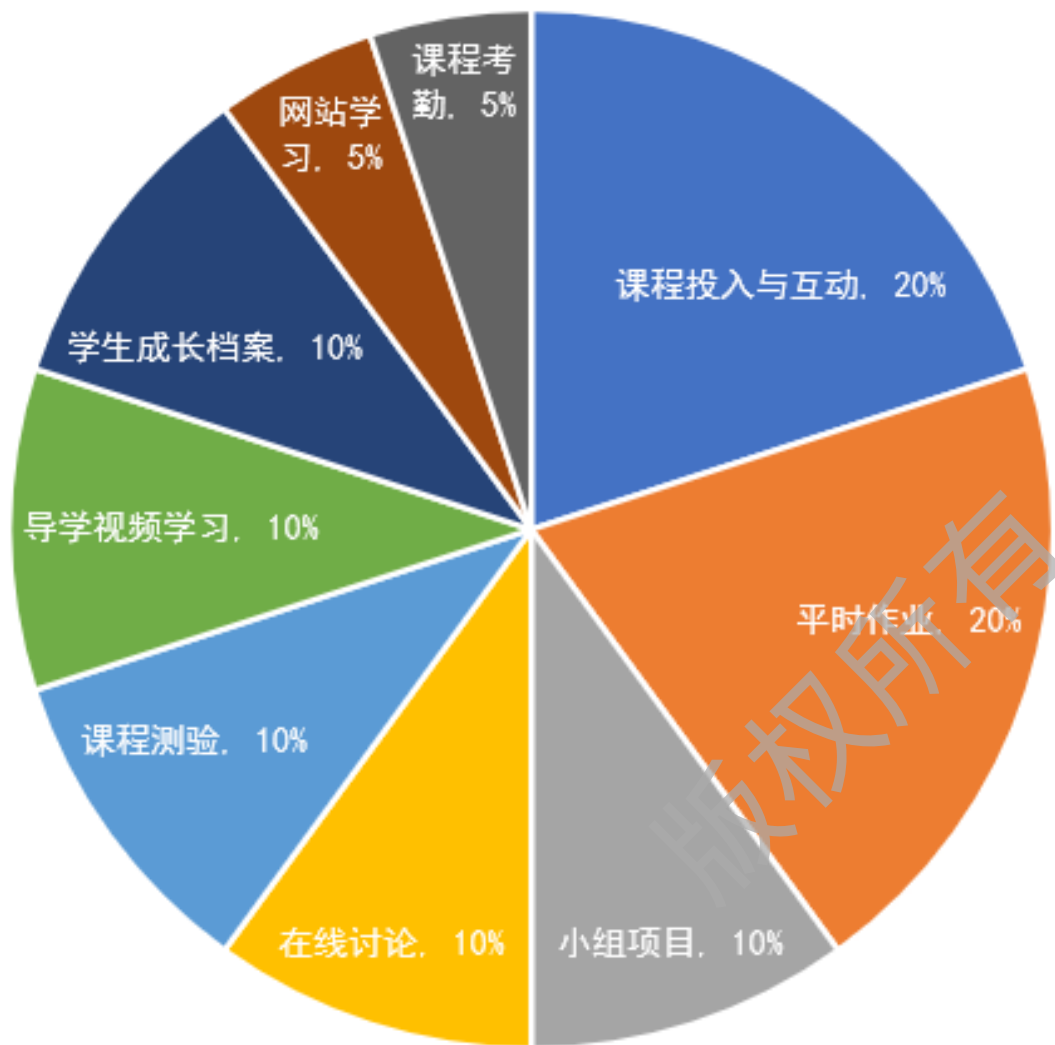
Module 1	Module 2
1.可能地, 潜在地。	1. (法律上) 责任, 义务。
2.白白浪费, 付诸东流。	2.冲突。
3.使人迷失方向的。	3.利润。
4.尤其。	4.回顾, 回想起。
5.可供选择的事物。	5. (因无知、粗心造成) 错误。
6.不可分割、分离的。	6.摇晃。
7. (新产品、服务) 发行。	7.石棉。
8.有光泽的, 用光纸印刷多图的。	8.大体上, 本质上。
9.高速公路。	9.起因, 诱因。
10.挥霍。	





# 课程多维评价

改变“以考代评”，强调形成性评价，重视反馈与改进



# 课堂活动 (1课时, 45分钟) Book 3 Unit 9 HR: People Power

9 min

Bridge-in

Objectives

Activity 1

Question 1

2 min

2 min

2 min

3 min



Brainstorming

Listening

Vote

Answer



# 课堂活动 (1课时, 45分钟) Book 3 Unit 9 HR: People Power

11 min

Activity 2

3 min



Vote

Instruction 1

4 min



Listening

Question 2

2 min



Answer

Question 3

2 min



Retell

# 课堂活动 (1课时, 45分钟) Book 3 Unit 9 HR: People Power

25 min

Group Work

Activity 3

Instruction 2

Assignment

6 min

10 min

5 min

4 min



Discussion

Presentation

Note-taking

Listening



# 课中：线上+线下 教学目标三维合一 Book 3 Unit 9 HR: People Power

第九章人力资源，教师在导入问题时**线上**提问：你觉得班上哪位同学具有“人力资源专员”的潜力？同学之间互相提名，既提出问题关键词，又表达了对他人的赞赏，班级同学之间气氛融洽，**知识、能力、情感目标三维合一**。





# 线上巩固 “就业品牌” 知识点 Book 3 Unit 9 HR: People Power



陈珞瑜

2019-12-13 00:48

## Human Resources---Employment Brand

To target real diversity, ask the workers

本次排名对10个欧洲国家多达1万家公司的8万名员工进行了调查，发现有700家公司在多元化上得到了员工和同业的好评。

更新于2019年11月21日 14:26 By Brooke Masters, Leyla Boulton

Booking.com, the Dutch-headquartered travel company, has come top for workplace diversity and inclusion in a new ranking of European employers by the Financial Times and research partner Statista, followed by American consumer goods multinational Colgate-Palmolive, and Willmott Dixon, a British family-owned building group.

Unlike existing rankings, which highlight companies that are good workplaces for women or a particular minority, this list examines inclusion holistically.

Companies are feeling the pressure to look at how their businesses affect both society and communities, and one way to measure that is to look at how they treat their staff.

“Diversity is like sustainability in this respect. If you take decisions with a long-term view, it must be better than being focused on quarterly reporting,” says a senior female executive at a global European services business.

Inclusion is also being seen as a way to boost performance, with studies by McKinsey, among others, suggesting that groups with more diverse leaders and staff ultimately outperform. “Diversity unequivocally improves the likelihood of your team performing well,” says Vivian Hunt, managing partner of McKinsey in Britain and Ireland.

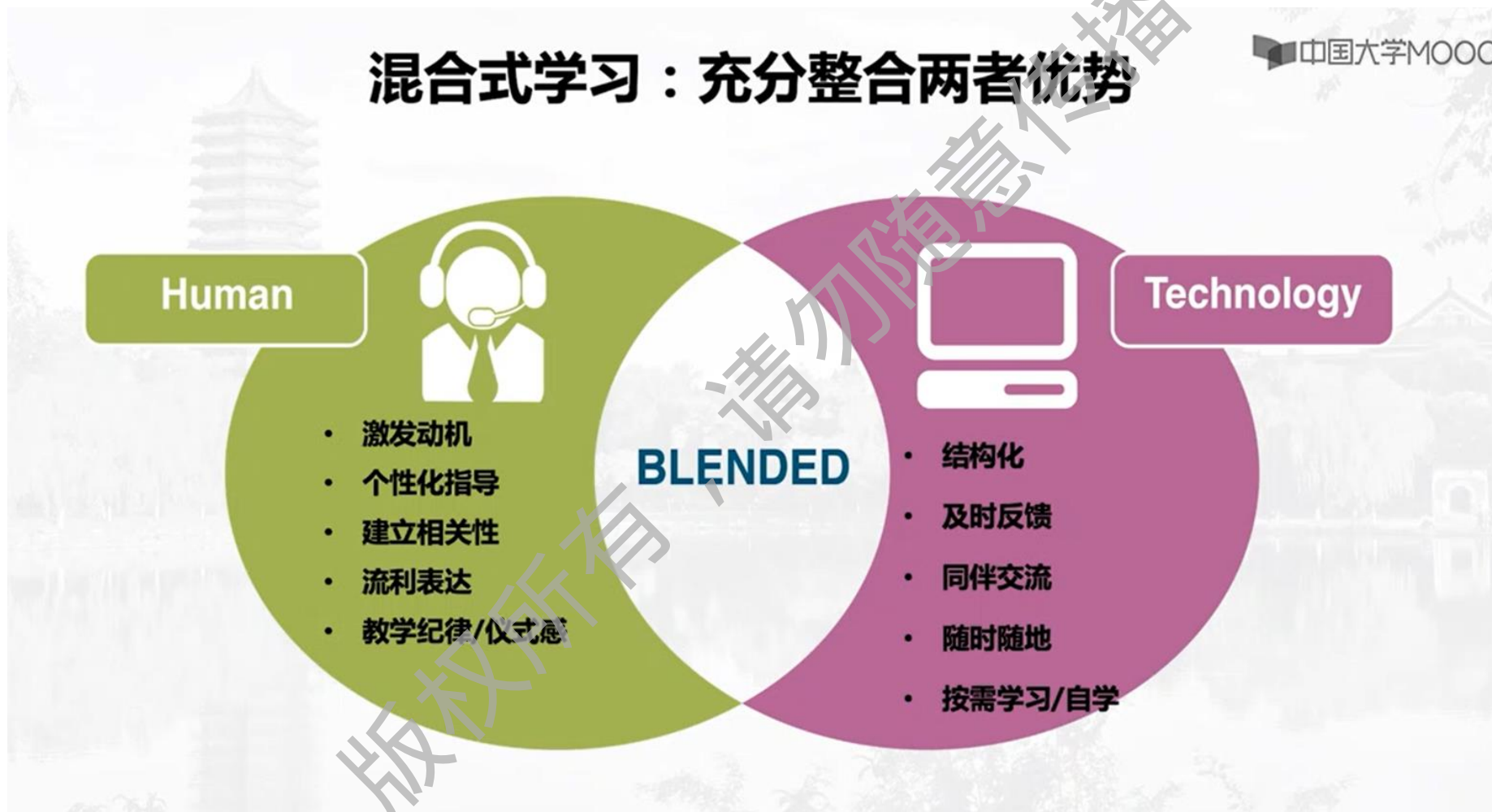
The 700 companies included in the ranking are workplaces praised by their employees for their inclusion efforts. Some, like top-ranked Booking.com, which is owned by US-based Booking Holdings, do particularly well on ethnicity; Colgate-Palmolive, the second-placed group, stands out for gender issues, while Willmott Dixon, which is ranked third, wins praise for both ethnicity and age. All three score highly in many categories.

Statista surveyed 80,000 people working for up to 10,000 companies in 10 European countries to find 700 groups that were rated especially highly for diversity by their employees and industry peers. To be eligible, companies had to employ at least 250 people. The definition of diversity was broad, encompassing age, gender, ethnicity, disability, sexual orientation and general diversity, and the answers from female and older workers and members of minority ethnic groups were given extra weight.

# 混合式教学设计及实施要点总结



# 混合式学习设计与实施要点总结







## 05 教学效果

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# 教师教学成效：校级首批课程思政示范课

## “课程思政”示范公开课《商务综合英语3-4》开讲

发布时间：2021-03-31 浏览次数：54

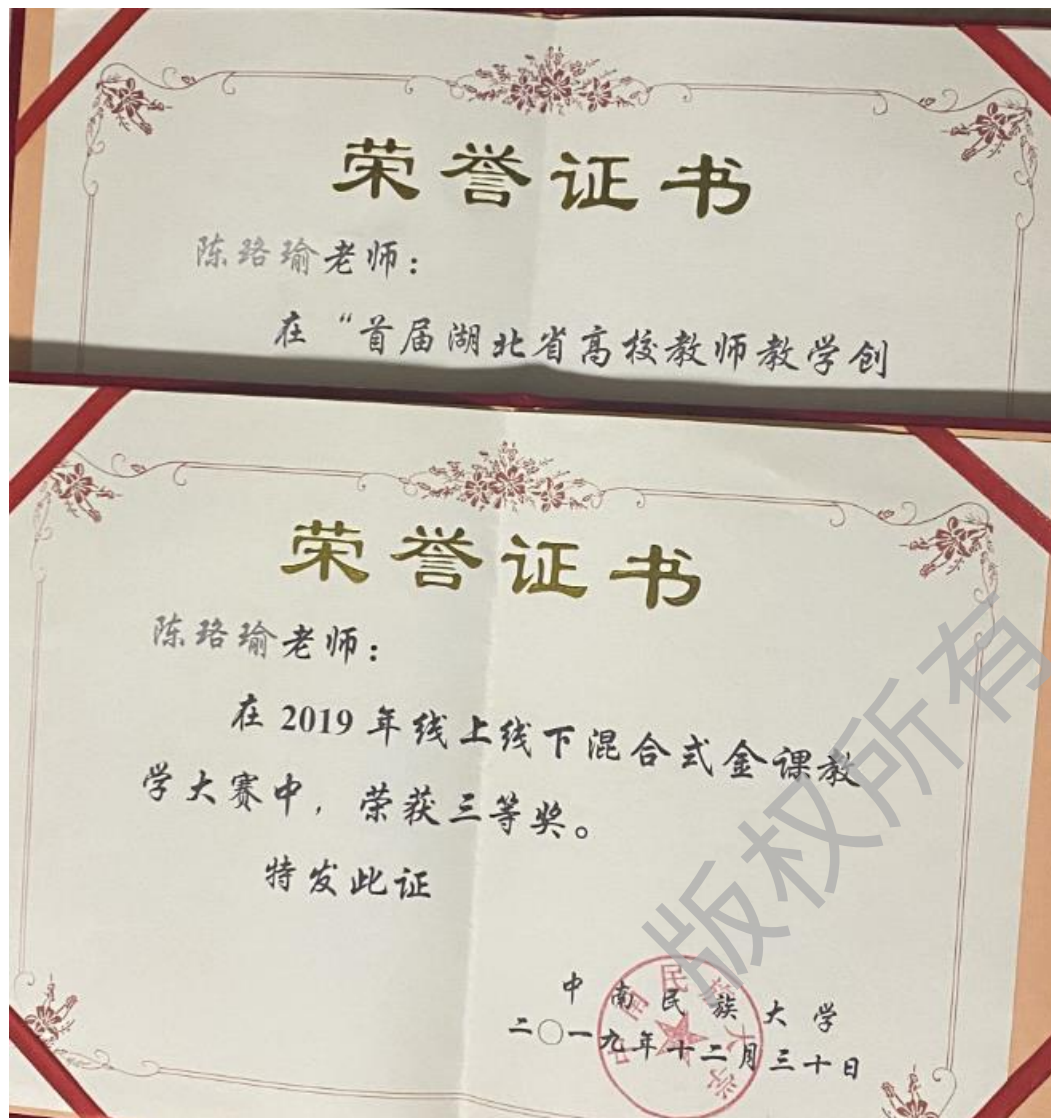
2021年3月25日，外语学院校级“课程思政”示范公开课《商务综合英语3-4》在10号楼407进行。课程负责人陈珞瑜老师主讲课程，授课对象为商务英语1801班全体同学。学院领导、专业负责人以及部分外语学院教师观摩了公开课。

本次课程的主题是“责任”，陈老师的课程实施分为三个部分。首先她请同学们自我评估是否具有责任心，然后从企业面试的小视频，参考“高校大学生就业能力结构”调查的结果，引出“认真负责”是职场上最为重视的个人品质之一，教导大家做有责任心的职场新人。课程第二个环节是激发学生对“大学生社会责任”的思考。陈老师在学习通发布抢答后，同学们积极发表各自见解，例如要热爱祖国，关心国家大事；公平友善对待身边的人和事；认真学习，对自己的学业负责。陈老师结合同学们的学习反馈，鼓励大家制定规划并身体力行，方能“修身，齐家，治国，平天下”；1801班的唐景雯同学也在这一环节分享了自己的学习经验，帮助大家共同进步。在课程第三部分，教师重点点评了同学们在学习通讨论区提交的企业社会责任案例，指导同学们以“基于内容”的英语学习方法，收集学习素材，提升语言能力。

立德树人是我国高等教育的根本任务。课程思政建设，就是要将价值塑造、知识传授和能力培养三者有机融为一体。外语学院的教师们将力争着眼国家战略需求和民族工作重点，以铸牢中华民族共同体意识为主线，不忘初心，牢记使命，为努力建设国内一流、特色鲜明、人民更加满意的现代化高水平民族大学，培养担当“中华民族一家亲，同心共筑中国梦”大任的时代新人做出自己的贡献。



# 教师教学成效



## 湖北省教育厅

鄂教高函〔2021〕14号

### 省教育厅关于公布 2021 年度省级 一流本科课程认定结果的通知

198	中南民族大学	商务综合英语 3	陈珞瑜	线上线下混合式一流课程	张立玉、邓之宇、蔡蔚、刘微
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**中华人民共和国国家民族事务委员会**  
National Ethnic Affairs Commission of the People's Republic of China

请输入关键字

搜索

首页

民委介绍

新闻中心

政府信息公开

法治建设

从严治党

专题专栏

当前位置：首页 > 信息公开 > 公告公示

### 关于推荐第二批国家级一流本科课程认定名单的公示

日期：2021-07-06 来源：教育科技司 字号：[大 中 小]

51	中南民族大学	线上线下混合课程	商务综合英语 3	陈珞瑜
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# 慕课资源学生评价高

**Cosmic**  
<https://www.xueyinonline.com/detail/204673967>

我的白月光老师！业务能力强，人美课甜！想开心地学英语？？？看她！看她！海量的双语视频，实用的知识！脑洞风暴！动一动小指头！




2019年12月20日 上午9:00

2019-12-20  
 Wuli 人美气质佳的 Ruth 女神 快来学习英语 千万不要错过惹！！

高级商务综合英语  
 课程简介：  
 《商务综合英语》

凯强、张颖超、...  
 辉、钟朝阳等 30人

**vovoci**  
 想学商务英语吗 想走上人生巅峰吗 看这个美女老师的免费课 你可以 😊



高级商务综合英语

2019年12月20日 上午9:51 TIM 删除

**蒋丞选手**  
 2019年12月20日 09:30

这是我们老师的线上课！可供商务英语专业、各类经济管理专业、英语专业对商务领域感兴趣的同学使用！！真的是很有意思的课哦！！良心安利！！寒假不想颓着的小伙伴们可以加入课程假期里看看啊~！！💪💪超多有意思的商业案例，访谈等你解锁，内容丰富，超乎你的想象 😊期待你的加入哦 🙌🙌

高级商务综合英语  
 课程简介：...

浏览152次

**924**  
 2019年12月20日 08:50

强烈安利珞瑜老师！！！！精心拍摄，良心出品！！！！不选你就亏大了！！！！！！

**学银 xueyinonline** 高级商务综合英语  
 课程简介：...

OPPO R9s 这一刻，更清晰 (4G)

2019年12月

**熊三岁的另外两岁**  
 2019-12-20

最爱的珞瑜老师的课，每一学期都是收获满满！如果你想提高英语口语听力等方面的技能，又想学习到与商务相关的知识，那么答应我，一定要看这门课！！！！

高级商务综合英语  
 课程简介：  
 《商务综合英语》材料新颖、主题典型...

OPPO A73 (4G)  
 浏览229次

商英1802 张天之、凌峰、商英一班杨雨婷、商英一班刘晓雨、姜凯龙、王子龙、商英1班李寅迎、翻译801班黄紫薇、only、邓舒谊、张超等 36人觉得很赞

熊三岁的另外两岁：老师温柔大方，优雅知性，商务英语的宝贝们快看快看！

**Snowy**  
 给大家安利我们的综英老师 珞瑜女神 老师非常的认真负责 大家想要学习商务英语的 好好利用假期提升自己！ 干货满满~ 大家一起学起来 🍀

高级商务综合英语

2019年12月20日 11:02 删除

read your books open your eyes  
 赶紧学习 拉开差距

吹爆珞瑜的课！真的是个宝藏老师！有六趣学习商务知识或者想要提高语言能力的小伙伴们一定要康康！！强烈安利！！！！

高级商务综合英语

2019年12月20日 09:00 QQ 删除

**Terri**  
 推荐给有考雅思、BEC、托业的同学，特别是从事商务管理打算的朋友，适用于有志成为国际性商务型人才们 😊 “home-made courses” 🍀🍀🍀质量高，废话少 🍀干货满满 🍀❤️

高级商务综合英语

2019年12月20日 09:11 删除



# 慕课示范作用

此外，“商务综合英语”在线课程为其它院校商英专业人才培养和教学改革起到示范作用。2020.2-6月，《商务综合英语》对全国高校开放资源，先后为广西师范大学、南阳理工学院、韩山师范学院、武汉科技大学城市学院、湖北文理学院、湖北第二师范学院、三峡大学科技学院、广州华立科技职业学院、武汉商贸职业学院等九所高校，**14**个班级共**722**名师生使用，为商务英语专业学生“停课不停学”提供了有力资源保障。同时2020年初至今，《商务综合英语》慕课在“学银在线”共有来自浙江外国语学院等几十所院校共**717**人参与学习，其中学生**581**人，高校教师**136**人。

A	B	C	D	E	F	G	H	I	J	K	L	M	N
课程ID	课程名称	开课老师姓名	开课单位	开课单位所属省份	选课单位所属省份	选课单位	选课老师姓名	账号(手机号)	新建班级名称	日期	申请方式	班级数量	选课学校层次
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	河南	南阳理工学院	宋艳梅	13837716096	高级商务英语II	02/14	站内信	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	江西	新余学院	柳敏	13879033532	204673967	02/14	站内信	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	福建	厦门华厦学院	翁淑榕	13950095015	厦门华厦学院	02/19	站内信	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	福建	集美大学	吴凡	13313768909	诚毅学院	02/10	站内信	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	陕西	西安航空学院	米盈盈	15686019218	西安航空学院-商务英语191	02/15	站内信	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	广东	广州华立科技职业学院	黄锦波	15817182181	广州华立科技职业学院	02/28	站内信	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	江西	上饶师范学院	祝晓	13970340856	17外2	02/12	站内信	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	江西	上饶师范学院	罗薇	13330041353	18外2	02/12	站内信	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	湖北	三峡大学科技学院	宋丽洁	15171783225	20174181	02/04	站内信	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	湖北	武汉科技大学	王卫平	18602716220	2017级商务英语	02/15	站内信	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	河南	南阳理工学院	宋艳梅	13837716096	南阳理工商英17商务英语	02/16	扫码	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	河南	南阳理工学院	宋艳梅	13837716096	南阳理工学院商英17商务英语	02/15	扫码	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	云南	大理大学	肖凌霞	15894558509	理大外院商英班	02/26	扫码	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	广东	韩山师范学院	庄玉莹	13600123699	韩山师院商英20181451	02/25	扫码	1	本科
204673967	高级商务综合英语	陈璐瑜	中南民族大学	湖北	湖北	武汉商贸职业学院	覃慧妮	15377500662	商英1801班, 1802班	02/11	站内信	2	本科



# 学生在线学习完成度高

两个学期结束，95%的同学的线上任务完成率为90%-100%。

课程任务点类型分布

视频 (54.55%)

学生综合成绩分布

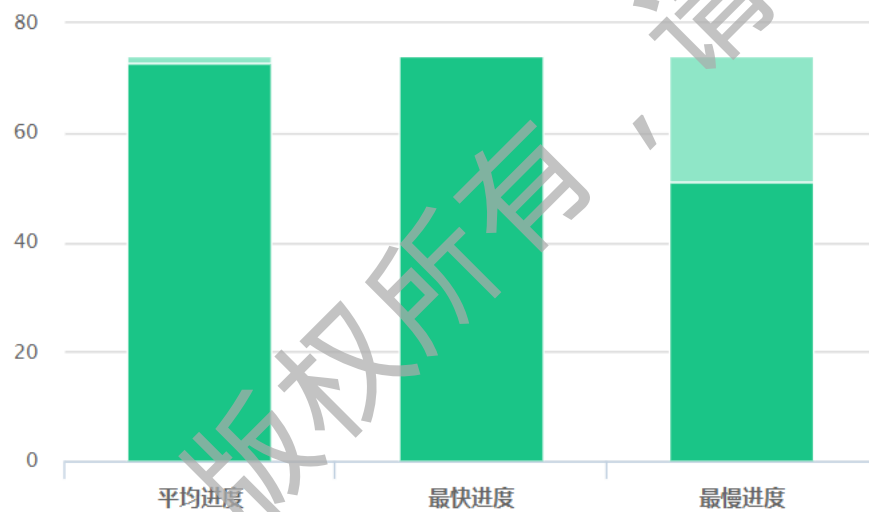
60-80分

80-100分

6.25%

课程学习进度

仅显示非零数据

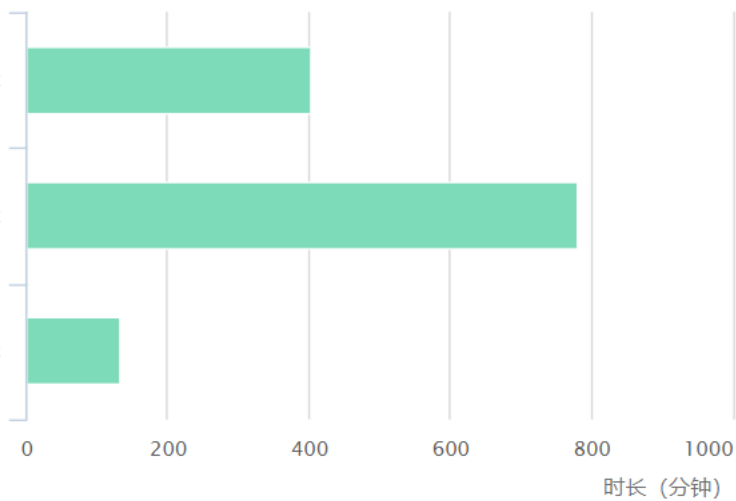


未完成任务 已完成任务

平均观看时长

最长观看时长

最短观看时长



# 学生获得感高



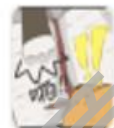
黎伟怡

根据课程进行课外知识的展开是我最喜欢的地方，让我收获到了很多关于考研和求职的知识。特别是关于咨询公司的一个拓展，让我开阔了眼界。学习通平台视频的讲解也让我对课本的内容有了比较系统和深入的认知，感觉比锱铢必较地学习课本里面内容的学习方式更适合我。

老师给学生分享的时事热点很切合课文主题，我很喜欢。

老师的线上资源有很大的帮助，效果不亚于在线下上课

提供的课堂资源丰富，便于学习，课堂活跃



黄心莹

进一步了解了不同领域的商务知识，获得了很多学习工具和渠道。老师的视频介绍的商务知识很详细，非常受用。



吴金花

要学会利用各种学习工具，积累，复盘，课本知识和许多课外拓展的知识

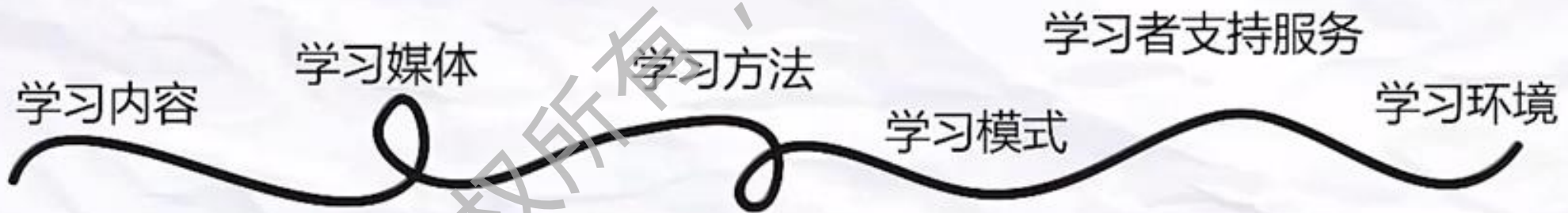


邓秀旺

首先是商务知识，这是最基本的。其次是学到了一些高效的学习方法最后是实用的投简历，找工作干货

# 混合式教学到底混合了什么？

混合学习不仅是学习方式的混合，也是各种教学要素的混合



中国大学慕课---华南师范大学---翻转课堂与混合学习---6.1 什么是混合学习



# 混合式教学到底混合了什么？

- A 线上与线下
- B 时间与空间
- C 虚拟与现实
- D 口头与文本
- E 同步与异步
- F 直接与间接



# 总结

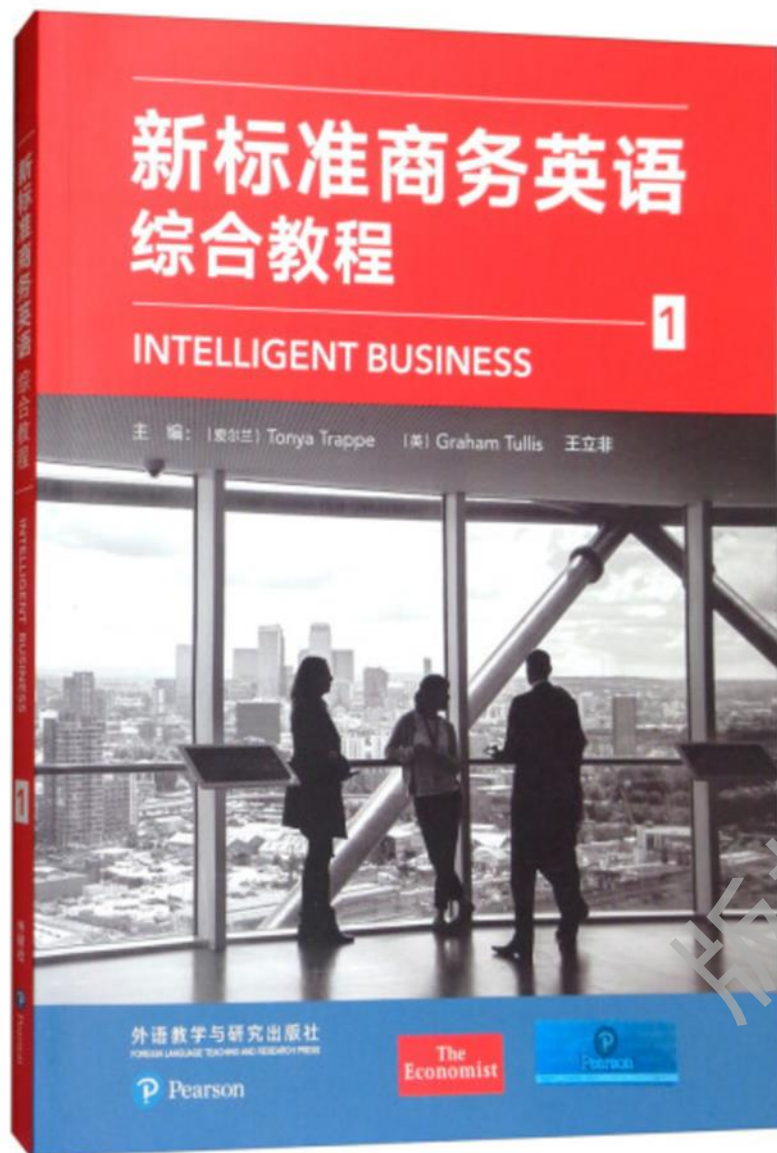
A community of inquiry is a unifying process that integrates the essential processes of personal reflection and collaboration in order to construct meaning, confirm understanding, and achieve higher-order learning outcomes

The complementary and reciprocal relationship of face-to-face and online learning offers the potential to rethink the educational experience.





# 选择合适的教材与慕课，进行您的混合式教学探索吧！



10  
引用次数  
2021-03-19至今

 商务综合英语  
陈璐瑜

 引用单位	5
 引用老师	7
 参与班级	10
 参与学生	57

# 作业

请根据《新标准商务英语综合教程3》第1课Advertising和慕课视频，以小组为单位设计45分钟，1个课时的一次面授课教学内容。

^ 第1章 Advertising: The Power of Persuasion		
^ 1.1 Business Knowledge	○	✓
1.1.1 Warming-up Vocabulary Exercise	1	✓
1.1.2 Brief History of Ads	1	✓
1.1.3 Classifications and Purposes of Ads	1	✓
1.1.4 Three Common Persuasive Advertising Strategies	1	—
1.2 Reading Cultural Tips	1	✓
1.3 Words and Phrases	1	✓
1.4 Supplementary Reading	1	✓
^ 1.5 Supplementary Videos	○	✓
1.5.1 Longchamp CEO Interview	○	✓
1.5.2 分众传媒 CEO江南春 Interview	○	✓
1.5.3 Super Bowl Commercials	○	✓
1.6 Listening	○	✓
1.7 Quiz	1	✓



感谢您的宝贵时间，  
敬请批评指正！



请勿随意传播

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