



# 基于网络平台的《大学英语》 混合式教学模式探索

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- 互联网+教育发展如火如荼，微课、慕课、翻转课堂等混合式教学已深入人心。
- 基于信息技术的大学外语教学已成为实现终身学习、推进教学公平、提升教学质量的重要举措。
- 信息技术加持高等教育“变轨超车”，成为我国高等教育现代化的强力推手。



# 语音室



# 网络学习中心





QQ



# 微信



WeChat  
version. 1.0.0.3



Hi! My name is Ben which is short for Benjamin, (NOT 笨, haha!) and I am from California in America. I have been an English teacher in China for about 4 years and I live in Shanghai.

Free Lesson with Ben 老师

Buy 5 Tickets 50元

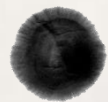




意识vs无意识



运用vs未运用



混合式教学已经存  
在于你的课堂了





# 混合式教学

- 何克抗教授把混合式教学定义为：“在传统课堂教学中的各种学习方式的结合，即运用视听媒体（幻灯投影、录音录像）的教学方式与传统的课堂教学方式相结合；计算机辅助教学（CAI、IP、网络课程等）方式与传统的教师单一讲授方式相结合；学生的自主学习方式与学生之间的合作学习方式相结合，等等。”





# 混合式教学

- 黄荣怀等主张混合式学习就是面对面的课堂学习和**数字化**学习两种方式的有机整合。



# 混合式教学

## ➤ 董剑桥：

- 学习理论的混合：认知主义、行为主义、建构主义理论的混合
- 学习方式的混合：面授、自定步调和在线协作学习的混合
- 数字媒体的混合：传统媒体和各种现代教育技术媒体的混合
- 教学理念的混合：“以教为中心”、“以学为中心”的混合
- 学习环境的混合：固定场所和泛在化通达的结合
- 学习资源的混合：教师经验知识及各种信息内容的数字化整合

# 信息技术+教育

- 2007 年教育部颁布的《大学英语课程教学要求》提出：“新的教学模式应以现代信息技术，特别是**网络技术为支撑，使英语教学不受时间和地点的限制，朝着个性化学习、自主式学习方向发展。**



# 信息技术+教育

- 《大学英语教学指南》：“...使课堂教学与**基于网络**的学习无缝对接，融为一体” “各高校应充分利用信息技术，积极创建多元教学与学习环境。鼓励教师建设和使用微课、慕课，**利用网上优质资源**改造和拓展教学内容，实施基于课堂和在线网上课程的翻转课堂等**混合式教学模式**...”





# 信息技术+教育

- 2018年10月教育部颁布的《关于加快建设高水平本科教育 全面提高人才培养能力的意见》，即“新时代高教40条”，提出推进**现代信息技术与教育教学**深度融合，重塑教育教学形态，加强课程建设，提高课程质量



# 信息技术+教育

- 第四届全国高等学校外语教育改革与发展高端论坛上，教育部高等教育司吴岩司长指出：高校要建设新文科，做强大外语，首先要淘汰“水课”，打造“金课”



# 水课VS金课

- 水课：“机械性、陈旧性、不用心的课…教师在课堂中即没有训练学术的能力，也没有培养学生的素质，还缺乏师生互动和教师的合理监管”（文秋芳）
- 金课：“两性一度：高阶性、创新性和挑战度”（吴岩）



# 水课VS金课

- 高阶性：知识、能力、素质的融合
- 创新性：课程内容具有前沿性和时代性；  
教学形式体现先进性和互动性；学习结果  
具有探究性和个性化
- 挑战度：课程要有一定的难度





# U校园智慧教学云平台

- 围绕“金课”的“两性一高”，从**教学理念、教学内容、学习方式、授课方式和评价方式**，和大家一起探讨基于网络平台(U校园)的大学英语教学





智慧教学云平台  
智慧教学，从这里开始

APP下载

登录

注册

Enrich Learning  
Empower Teaching



# U校园智慧教学云平台

- 2017年9月正式上线以来，U校园覆盖800多所高校，220多万师生注册参与，积累了10亿多条教学数据



# U校园智慧教学云平台



# U校园智慧教学云平台

- 7月26日，“智融科技 创享未来——2019行业信息化技术创新发展峰会”
- “U校园智慧教学云平台”（以下简称“U校园”）与“iWrite英语写作教学与评阅系统”（以下简称“iWrite”），分别斩获“2019智慧校园最佳解决方案”与“2019教学在线评测最佳产品”两项大奖



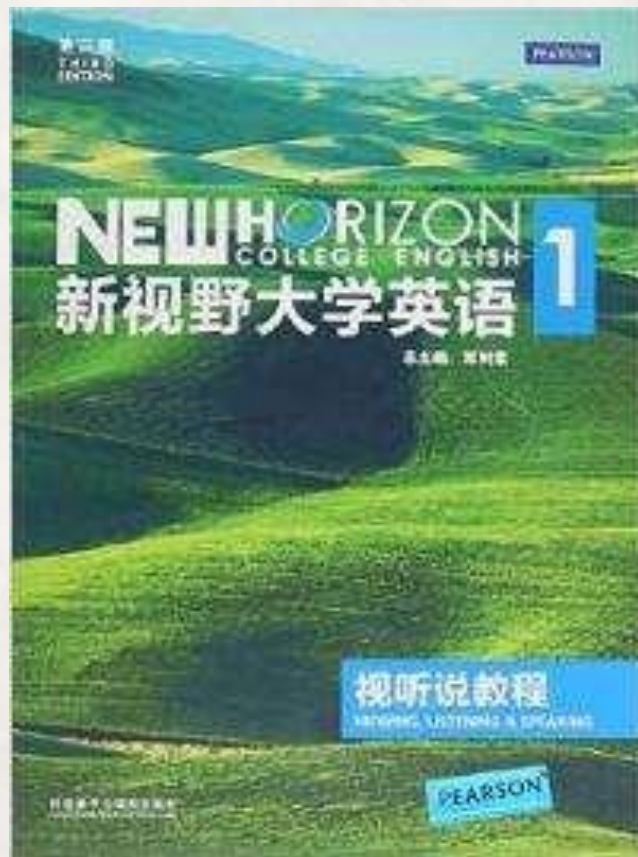
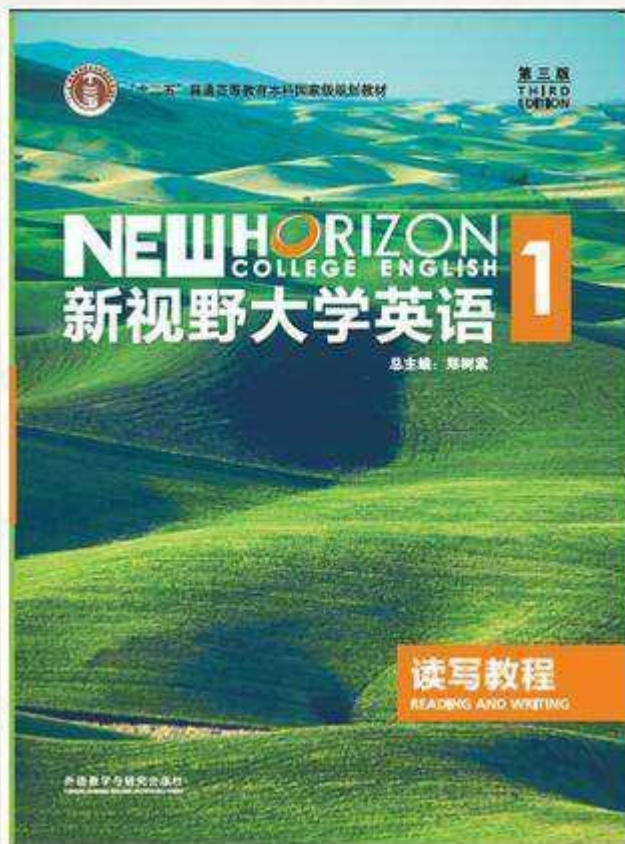


# U校园智慧教学云平台

- 我们学校2015年起使用外研在线网络平台，使用的教材《新视野大学英语》读写教程和《新视野大学英语》视听说教程



# UNIPUS



# 教学理念

## ➤ 理念：

- “教育理念则是人们追求的教育理想，它是建立在教育规律的基础之上的。科学的教育理念是一种“**远见卓识**”，它能正确地反映教育的本质和时代的特征，科学地指明**前进方向**”
- 教育理念是教育主体在教学实践及教育思维活动中形成的对“**教育应然**”的**理性认识和主观要求**。



# 教学理念



## ➤ 新视野的教学理念：

- 营造以**教师为主导**，以**学生为主体**的教学过程，凭借丰富的教学内容、灵活的活动设计，强化教师在课堂上的主导作用；通过系统详尽、有针对性的技能和策略讲解培养学生的自主学习能力
- **混合：“以教为中心”和“以学为中心”**



# 教学内容

- 选材富有时代气息，主题内容展现了视野广度和人文内涵





## Unit 3 Digital campus

### Preview

- 3-1 Preview



### Section A

- 3-2 Text A: College life in the Internet age



- 3-3 Text A: Language focus



- 3-4 Structure analysis & writing



- 3-5 Translation



### Section B

- 3-6 Reading skills



- 3-7 Text B: Too much of a good thing – A real addiction



- 3-8 Text B: Language focus



- 3-9 Collocation




### Check & check

- 3-10 Check & check







## Unit 7 Hoping for the better





### Preview

- 7-1 Preview 

### Section A

- 7-2 Text A: When honesty disappears     





- 7-3 Text A: Language focus     




- 7-4 Structure analysis & writing    

- 7-5 Translation 

### Section B

- 7-6 Reading skills  

- 7-7 Text B: Rays of hope in rising rudeness    

- 7-8 Text B: Language focus   

截图(Alt + A)

- 7-9 Collocation  

### Check & check

- 7-10 Check & check 

## Unit 8 Friendship across gender and border

### Preview

- 8-1 Preview



### Section A

- 8-2 Text A: Gender variables in friendship: Contradiction or not?



- 8-3 Text A: Language focus



- 8-4 Structure analysis & writing



- 8-5 Translation



### Section B

- 8-6 Reading skills



- 8-7 Text B: Similarities and differences: Friendship across cultures



- 8-8 Text B: Language focus

截图(Alt + A)



- 8-9 Collocation



### Check & check

- 8-10 Check & check



# 教学内容

- 融合BBC优质视频资源，使学生置身于世界文化，感受语言魅力



## Practice

- 1
- 2
- 3
- 4
- 5
- 6

### What are we going to talk about?

1/1

Watch the podcast from the beginning to the end, and write down its general idea.



Write down your answer here.

请输入...



BBC

### ***The Culture Show: Carlos Acosta***

*The Culture Show* is an arts program which introduces people from the world of theater, music and dance. This program is about Carlos Acosta – a famous ballet dancer. He was born in Havana, but travels the world with his dancing. In the program he talks about his home country and how important it is to him. He also talks about his family and childhood.



2. Where is he from?

请输入...

3. What are the three things he will talk about in the program?

请输入...

# 教学内容

- 教学内容：可视化、反复化





Pre-reading activities

Background information

Reading in detail

Vocabulary

Reading comprehension

1/51

## New words

[List](#)

• tedious 

a.

boring and continuing for too long 冗长乏味的

Telling the story has become tedious, as I have done it so many times. 讲述这个故事已变得单调乏味, 因为我已经讲了这么多次了。

Next

Read the text in detail. You can refer to Language points and Translation when necessary. Click the play button to listen to the audio of the text.

Language points

Translation

A+ A-

### An impressive English lesson

1 If I am the only parent who still corrects his child's English, then perhaps my son is right. To him, I am a **tedious** oddity: a father he is **obliged** to listen to and a man **absorbed** in the rules of grammar, which my son seems **allergic** to.

2 I think I got serious about this only recently when I ran into one of my former students, fresh from an **excursion** to Europe. "How was it?" I asked, full of **earnest** anticipation.

3 She nodded three or four times, searched the heavens for the right words, and then **exclaimed**, "It was, like, **whoa!**"

4 And that was it. The **civilization** of Greece and the glory of Roman **architecture** were **captured** in a **condensed** non-statement. My student's "whoa!" was **exceeded** only by my head-shaking **distress**.

5 There are many different stories about the downturn in the proper use of English. Surely students should be able to **distinguish** between *their / there / they're* or the **distinctive** difference between **complimentary** and **complementary**. They unfairly bear the **bulk** of the **criticism** for these knowledge **deficits** because there is a sense that they should know better.

6 Students are not **dumb**, but they are being misled everywhere they look and listen. For example, signs in **grocery** stores point them to the **stationary**, even though the actual **stationery** items – **pads**, **albums** and notebooks – are not nailed down. Friends and loved ones often **proclaim** they've just *ate* when, in fact, they've just *eaten*. Therefore, it doesn't make any sense to criticize our



1.0x

00:00

06:34



Read the text in detail. You can refer to Language points and Translation when necessary. Click the play button to listen to the audio of the text.

Language points

Translation

A+ A-

### An impressive English lesson

1 If I am the only parent who still corrects his child's English, then perhaps my son is right. **To him, I am a tedious oddity: a father he is obliged to listen to and a man absorbed in the rules of grammar, which my son seems allergic to.**

2 I think I got serious about this only recently when I ran into one of my former students, fresh from an excursion to Europe.

"How was it?" I asked, full of earnest anticipation.

3 She nodded three or four times, searched the heavens for the right words, and then exclaimed, "It was, like, whoa!"

4 And that was it. The civilization of Greece and the glory of Roman architecture were captured in a condensed non-statement. My student's "whoa!" was exceeded only by my head-shaking distress.

**1 If I am the only parent who still corrects his child's English, then perhaps my son is right. To him, I am a tedious oddity: a father he is obliged to listen to and a man absorbed in the rules of grammar, which my son seems allergic to. (Para. 1)**

**Meaning:** My son is probably right if there is no other parent like me who still corrects his child's mistakes in English. To my son, I am a boring and strange father, who he has to listen to; I am also the one who pays lots of attention to grammar rules, which he doesn't seem to like.

**oddy:** n. [C] a strange or unusual person or thing 怪人; 怪物; 奇特的东西

With his neat suits on, he felt like an oddity walking in this poor neighborhood. 穿着笔挺的西装走在这个贫民区里, 他觉得自己就像个怪物。

**Usage note:**

oblige

The word *oblige* is most commonly used in the expression



1.0x

00:00

06:34





Read the text in detail. You can refer to Language points and Translation when necessary. Click the play button to listen to the audio of the text.

Language points

Translation

A+ A-

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### 一堂难忘的英语课

1 如果我是唯一一个还在纠正小孩英语的家长, 那么我儿子也许是对的。对他而言, 我是一个乏味的怪物: 一个他不得不听其教诲的父亲, 一个还沉湎于语法规则的人, 对此我儿子似乎颇为反感。

2 我觉得我是在最近偶遇我以前的一位学生时, 才开始对这个问题认真起来的。这个学生刚从欧洲旅游回来。我满怀诚挚期待问她: "欧洲之行如何?"

3 她点了三四下头, 绞尽脑汁, 苦苦寻找恰当的词语, 然后惊呼: "真是, 哇!"

4 没了。所有希腊文明和罗马建筑的辉煌居然囊括于一个浓缩的、不完整的语句之中! 我的学生以"哇!"来表示她的惊叹, 我只能以摇头表达比之更强烈的忧虑。

5 关于正确使用英语能力下降的问题, 有许多不同的故事。学生的根本应该能够区分诸如their / there / they're之间的不同, 或区别complimentary跟complementary之间显而易见的差异。由于这些知识

# 学习方式

- 学分减少，课时压缩（四课时减为3课时、2课时，16分减为12、10、8分）
- 课时的减少使得教材内容讲不完，学生学不够，学不透，严重影响了教学效果
- 董剑桥：将大量可直接传递的事实性知识内容以授课视频的形式放到课前去，腾出更多的课堂时间用于解决复杂高难问题，以实现更高效的课堂学习。



# 学习方式

- 学生为主体，以学为中心



# On-line Study

The screenshot shows the user interface of the Experience University online learning platform. At the top, the browser address bar displays "u.unipus.cn". The navigation bar includes the university logo, "APP下载" (APP Download), "我的通知" (My Notifications) with a red circle and "10" indicating unread notifications, and user profile information "student" and "首页" (Home).

The main content area is titled "校内课程" (On-campus Courses). A red callout bubble points to the "我的通知" icon with the text "查看老师发布的通知和预习作业等" (View notifications and pre-class assignments posted by teachers, etc.).

On the left, a sidebar menu lists navigation options: "Welcome student", "我的班课" (My Classes), "我的成绩" (My Grades), "我的通知" (My Notifications) with a "10" badge, "使用帮助" (Use Help), "环境检测" (Environment Check), and "版本说明" (Version Information).

The course cards are organized into two sections: "校内课程" and "自主学习" (Self-learning). The "校内课程" section features four cards for "新四级阅读 强化辅导" (New CET-4 Reading Reinforcement) and "新视野大学英语" (New Horizon College English) courses. The "自主学习" section features one card for "新视野大学英语" (New Horizon College English).

Section	Course Title	Version	主编	教程类型	日期	状态
校内课程	新四级阅读 强化辅导	第三版	郑列棠	视听说教程	2018.09.05-2019.01.30	已激活
	大英体验4课:新视野大学英语	第三版	郑列棠	视听说教程	2018.09.05-2019.01.30	已激活
	大英体验4课:新视野大学英语	第三版	郑列棠	视听说教程	2018.09.05-2019.01.30	已激活
	大英体验4课:新视野大学英语	第三版	郑列棠	读写教程	2018.09.05-2019.01.30	已激活
自主学习	新视野大学英语	第三版	郑列棠	读写教程	2018.09.05-2019.01.30	已激活

# On-line Study

The screenshot shows the user interface of the Experience University online learning platform. The browser address bar displays `u.unipus.cn`. The page header includes the university logo and navigation links for APP download, notifications, user profile, and home. The main content area is titled "校内课程" (On-campus Courses) and features a sidebar menu with "我的班课" (My Classes) highlighted. A red callout bubble points to the "我的班课" menu item with the text "可看到本学期的教材" (You can see this semester's textbooks). The main content displays a grid of course cards for "新四级阅读 强化辅导" and "NEW HORIZON COLLEGE ENGLISH" (新视野大学英语) in both audio-visual and reading/writing formats, with course details and activation status.

U校园

U校园 体验大学 EXPERIENCE UNIVERSITY

APP下载 我的通知 student 首页

Welcome student

校内课程

加入班课

我的班课

我的成绩

我的通知 10

使用帮助

环境检测

版本说明

可看到本学期的教材

新四级阅读 强化辅导

大英体验4课:新四级强化辅导 阅读

2018.09.05-2019.01.30

已激活

PEARSON 第三版

NEW HORIZON COLLEGE ENGLISH 3

新视野大学英语

视听说教程 总主编:郑树棠

大英体验4课:新视野大学英语(第...

2018.09.05-2019.01.30

已激活

PEARSON 第一版

NEW HORIZON COLLEGE ENGLISH 1

新视野大学英语

视听说教程 总主编:郑树棠

大英体验4课:新视野大学英语(第...

2018.09.05-2019.01.30

已激活

PEARSON 第三版

NEW HORIZON COLLEGE ENGLISH 3

新视野大学英语

读写教程 总主编:郑树棠

大英体验4课:新视野大学英语(第...

2018.09.05-2019.01.30

已激活

PEARSON 第一版

NEW HORIZON COLLEGE ENGLISH 1

新视野大学英语

读写教程 总主编:郑树棠

大英体验4课:新视野大学英语(第...

2018.09.05-2019.01.30

已激活

自主学习



# On-line Study

The screenshot shows the user interface of the Experience University online learning platform. The browser address bar displays 'u.unipus.cn'. The top navigation bar includes the university logo, 'APP下载', '我的通知' (11 notifications), 'student', and '首页'. A left sidebar contains navigation options: 'Welcome student', '我的班课', '我的成绩', '我的通知' (11), '使用帮助', '环境检测', and '版本说明'. The main content area is titled '校内课程' and features a grid of course cards. A '加入班课' button is located in the top right of the course grid. Two red callout boxes highlight the '选择教材开始学习' (Select materials to start learning) text on two of the course cards.

U校园 体验大学 EXPERIENCE UNIVERSITY

APP下载 11 我的通知 student 首页

Welcome student

校内课程 加入班课

新四级阅读 强化辅导

大英体验4课:新四级强化辅导 阅读 2018.09.05-2019.01.30 已激活

NEW HORIZON COLLEGE ENGLISH 第三版 3 新视野大学英语 视听说教程 总主编: 郑树棠

大英体验4课:新视野大学英语 (第... 2018.09.05-2019.01.30 已激活

NEW HORIZON COLLEGE ENGLISH 第三版 1 新视野大学英语 视听说教程 总主编: 郑树棠

大英体验4课:新视野大学英语 (第... 2018.09.05-2019.01.30 已激活

NEW HORIZON COLLEGE ENGLISH 第三版 3 新视野大学英语 读写教程 总主编: 郑树棠

大英体验4课:新视野大学英语 (第... 2018.09.05-2019.01.30 已激活

NEW HORIZON COLLEGE ENGLISH 第三版 1 新视野大学英语 读写教程 总主编: 郑树棠

大英体验4课:新视野大学英语 (第... 2018.09.05-2019.01.30 已激活

选择教材开始学习

选择教材开始学习

自主学习

iWrite 写作 体验版

# On-line Study

The screenshot shows a web browser window with the URL `u.unipus.cn`. The page header features a banner for 'NEW HORIZON COLLEGE ENGLISH 1 新视野大学英语 读写教程' (Total Editor: Zheng Shuqiang) and a '继续学习' (Continue Learning) button. Below the banner is a navigation menu with tabs: '教程目录' (Table of Contents), '作业' (Homework), '测试' (Tests), '学习报告' (Learning Report), '补充资源' (Supplementary Resources), and '教程详情' (Course Details). The main content area is titled 'Unit 1 Fresh Start' and lists various sections and tasks. A red box highlights the '必修' (Required) label next to '1-3 Text A: Language focus'. A speech bubble points to this item with the text: '老师设定的必须完成作业会显示“必修”标记' (Tasks set by the teacher to be completed will display a 'Required' mark).

所属班级: 体验A211班  
所属课程: 大英体验4课  
单元测试次数: 0次  
继续学习

教程目录 | 作业 | 测试 | 学习报告 | 补充资源 | 教程详情

Unit 1 Fresh Start

Preview

- 1-1 Preview

Section A

- 1-2 Text A: Toward a bright future for all
- 必修** 1-3 Text A: Language focus
- 1-4 Structure analysis & writing
- 1-5 Translation

Section B

- 1-6 Reading skills
- 1-7 Text B: What we wish
- 1-8 Text B: Language focus

老师设定的必须完成作业会显示“必修”标记

# On-line Study

视听说教程

u.unipus.cn

继续学习

教程目录 作业 测试 学习报告 补充资源 教程详情

Unit 1 Traces of the past

**Learning objectives**

- 1-1 Learning objectives

**Listening to the world**

板块学习时间: 2018年10月8日至2018年10月22日  
板块过关条件: 无

- 1-4 Viewing

**Speaking for communication**

1-4 Viewing

- 1-5 Pronunciation
- 必修 1-6 Role-playing
- 1-7 Presenting

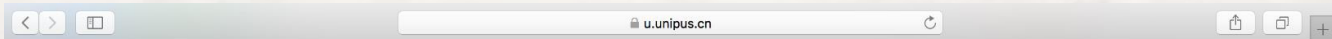
**More practice in listening**

- 必修 1-8 More practice in listening

**Check & check**

视听说没个单元也有必须完成的练习

# On-line Study



首页 > 校内课程 > 新视野大学英语（第三版）读写1



## 新视野大学英语（第三版）读写1

所属班级：体验A211班

所属课程：大英体验4课

单元测试次数：0次

继续学习

教程目录

作业

测试

学习报告

补充资源

教程详情

### Unit 1 Fresh Start

#### Preview

1-1 Preview

把鼠标放在标题上可查看该项作业的截止时间

板块学习时间：2018年10月8日至2018年10月22日

板块过关条件：无

必修

1-3 Text A: Language focus

1-4 Structure: Language focus

1-5 Translation

#### Section B

1-6 Reading skills

# On-line Study

The screenshot shows a web browser window with the URL [u.unipus.cn](http://u.unipus.cn). The page title is '新视野大学英语（第三版）视听说1'. The main content area features a book cover for 'NEW HORIZON COLLEGE ENGLISH 1' and a '继续学习' (Continue Learning) button. Below this is a navigation menu with tabs: '教程目录', '作业' (highlighted with a red box), '测试', '学习报告', '补充资源', and '教程详情'. A table below the menu has columns for '序号', '作业类型', '标题', '开始', '截止', '状态', '操作', '成绩', and '推荐作业 (个)'. A red callout bubble points to the '作业' tab with the text '查看老师额外布置的作业或测试'. The table content is currently empty, showing '暂无作业' (No assignments).

U校园 U校园 U校园 U校园

首页 > 校内课程 > 新视野大学英语（第三版）视听说1

PEARSON 第三版  
NEW HORIZON COLLEGE ENGLISH 1  
新视野大学英语 1  
总主编：郑树棠  
视听说教程

新视野大学英语（第三版）视听说1  
所属班级：体验A211班  
所属课程：大英体验4课  
单元测试次数：0次  
继续学习

教程目录 作业 测试 学习报告 补充资源 教程详情

序号	作业类型	标题	开始	截止	状态	操作	成绩	推荐作业 (个)
暂无作业								

查看老师额外布置的作业或测试



# On-line Study

The screenshot shows a web browser window with the URL `u.unipus.cn`. The page header includes the 'U校园' (U Campus) logo and '体验大学' (Experience University) text. Navigation links for 'APPT下载' (Download App), '我的通知' (My Notifications), 'student', and '首页' (Home) are visible.

The main content area displays the course '新视野大学英语（第三版）视听说1' (New Horizon College English (3rd Edition) Listening and Speaking 1). A red speech bubble highlights the text: '查看学习时长和作业成绩，有一定比例计入期末平时成绩' (Check learning duration and assignment scores, a certain percentage is counted into the final grade).

Below the course title is a navigation menu with tabs: '教程目录' (Table of Contents), '作业' (Assignments), '测试' (Tests), '学习报告' (Learning Report), '补充资源' (Additional Resources), and '教程详情' (Course Details). The '学习报告' tab is selected.


The '学习报告' (Learning Report) section shows the course title and learning period: '新视野大学英语（第三版）视听说1' and '学习记录周期: 2018-09-05 至 2018-09-21'. A blue box displays '累计学习时间' (Total Learning Time) as '3m28s'. Another blue box shows '教程学习成绩' (Course Learning Score).

At the bottom, a chart compares '学习成绩' (Learning Score) and '学习时长' (Learning Duration). The '学习时长' bar is orange and reaches a value of '3m28s', which is noted as '(班级最大学习时长)' (Maximum Learning Time in Class).

# On-line Study

u.unipus.cn

首页 > 校内课程 > 新视野大学英语（第三版）读写1



新视野大学英语（第三版）读写1

所属班级：体验A211班  
所属课程：大英体验4课  
单元测试次数：0次

继续学习

教程目录 | 作业 | 测试 | 学习报告 | 补充资源 | 教程详情

Unit 1 Fresh Start

Preview

- 1-1 Preview

Section A

课文学习

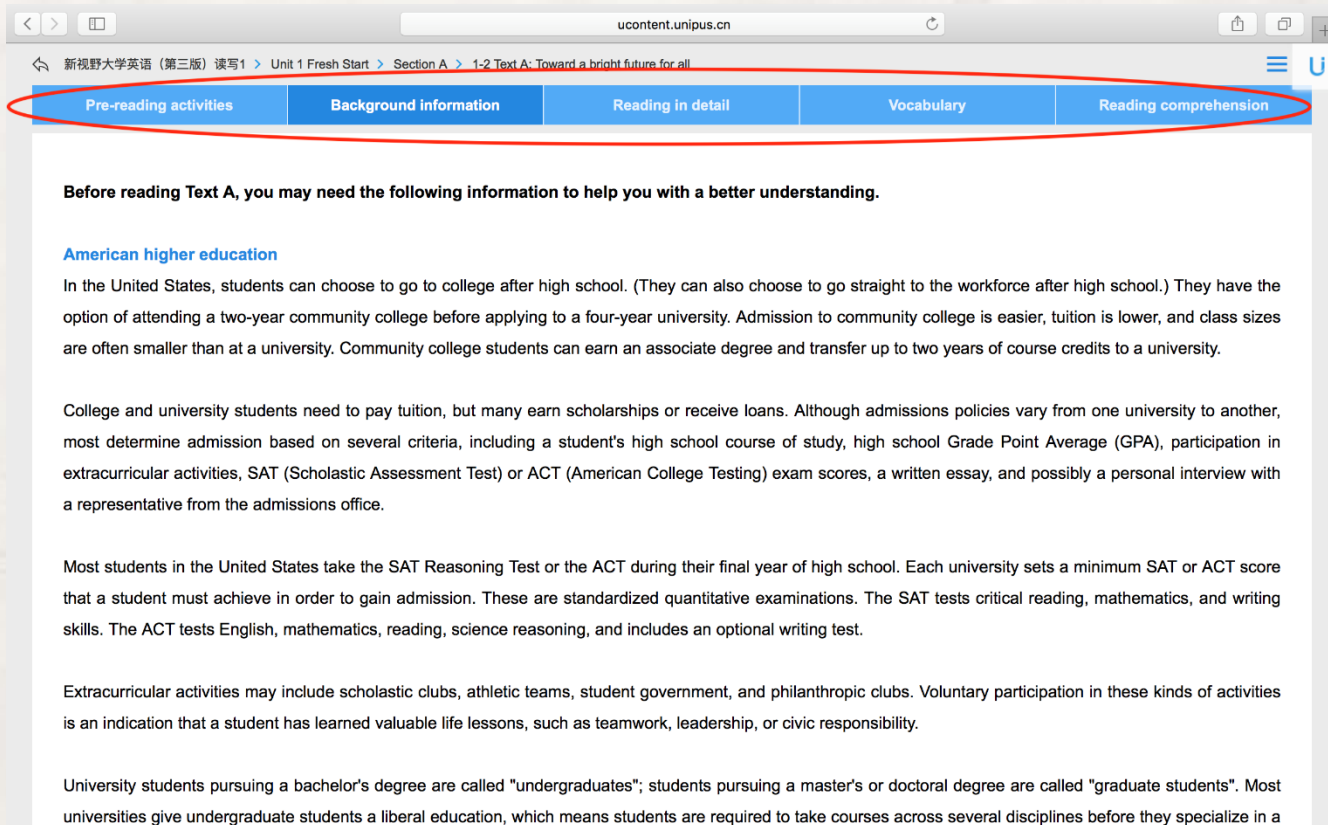
- 1-2 Text A: Toward a bright future for all
- 必修 1-3 Text A: Language focus
- 1-4 Structure analysis & writing
- 1-5 Translation

Section B

- 1-6 Reading skills

# On-line Study

## 课文学习



The screenshot shows a web browser window with the URL `ucontent.unipus.cn`. The page title is "新视野大学英语 (第三版) 读写1 > Unit 1 Fresh Start > Section A > 1-2 Text A: Toward a bright future for all". The navigation menu includes "Pre-reading activities", "Background information", "Reading in detail", "Vocabulary", and "Reading comprehension", with the last one highlighted by a red oval. The main content area is titled "American higher education" and contains several paragraphs of text.

**Before reading Text A, you may need the following information to help you with a better understanding.**

### American higher education

In the United States, students can choose to go to college after high school. (They can also choose to go straight to the workforce after high school.) They have the option of attending a two-year community college before applying to a four-year university. Admission to community college is easier, tuition is lower, and class sizes are often smaller than at a university. Community college students can earn an associate degree and transfer up to two years of course credits to a university.

College and university students need to pay tuition, but many earn scholarships or receive loans. Although admissions policies vary from one university to another, most determine admission based on several criteria, including a student's high school course of study, high school Grade Point Average (GPA), participation in extracurricular activities, SAT (Scholastic Assessment Test) or ACT (American College Testing) exam scores, a written essay, and possibly a personal interview with a representative from the admissions office.

Most students in the United States take the SAT Reasoning Test or the ACT during their final year of high school. Each university sets a minimum SAT or ACT score that a student must achieve in order to gain admission. These are standardized quantitative examinations. The SAT tests critical reading, mathematics, and writing skills. The ACT tests English, mathematics, reading, science reasoning, and includes an optional writing test.

Extracurricular activities may include scholastic clubs, athletic teams, student government, and philanthropic clubs. Voluntary participation in these kinds of activities is an indication that a student has learned valuable life lessons, such as teamwork, leadership, or civic responsibility.

University students pursuing a bachelor's degree are called "undergraduates"; students pursuing a master's or doctoral degree are called "graduate students". Most universities give undergraduate students a liberal education, which means students are required to take courses across several disciplines before they specialize in a

# On-line Study

## 课文学习

The screenshot shows a web browser window with the URL `ucontent.unipus.cn`. The page title is "新视野大学英语 (第三版) 读写1 > Unit 1 Fresh Start > Section A > 1-2 Text A: Toward a bright future for all". The navigation bar includes tabs for "Pre-reading activities", "Background information", "Reading in detail", "Vocabulary", and "Reading comprehension". The "Reading in detail" tab is selected and highlighted with a red box. Below the navigation bar, there is a text box with the instruction: "Read the text in detail. You can refer to Language points and Translation when necessary. Click the play button to listen to the audio of the text." Below this instruction are two buttons: "Language points" and "Translation". A red speech bubble points to the "Language points" button with the text "课文词句的学习". At the bottom of the page, there is a video player with a play button, a progress bar showing 00:00, and a volume icon. The page content is titled "Toward a brighter future for all" and contains four paragraphs of text with highlighted words and phrases.

ucontent.unipus.cn

新视野大学英语 (第三版) 读写1 > Unit 1 Fresh Start > Section A > 1-2 Text A: Toward a bright future for all

Pre-reading activities Background information **Reading in detail** Vocabulary Reading comprehension

Read the text in detail. You can refer to Language points and Translation when necessary. Click the play button to listen to the audio of the text.

Language points Translation

课文词句的学习

A+ A-

### Toward a brighter future for all

1 Good afternoon! As president of the university, I am proud to welcome you to this university. Your achievement is the **triumph** of years of hard work, both of your own and of your parents and teachers. Here at the university, we **pledge** to make your educational experience as rewarding as possible.

2 In welcoming you to the university, I am reminded of my own high school graduation and the photograph my mom took of my dad and me. "**Pose** naturally," Mom instructed us. "Wait!" said Dad, "Let's take a picture of me handing him an alarm clock." The clock woke me up every morning in college. It is still on my office desk.

3 Let me share with you something that you may not expect. You will miss your old **routines** and your parents' reminders to work hard and **attain** your best. You may have cried tears of joy to be finally finished with high school, and your parents may have cried tears of joy to be finally finished with doing your laundry! But know this: The future is built on a strong **foundation** of the past.

4 For you, these next four years will be a time unlike any other. Here you are surrounded by great **resources**: interesting students from all over the country, a learned and caring **faculty**, a **comprehensive** library, great sports **facilities**, and student organizations covering every possible interest – from the arts to science, to **community** service and so on. You will have the freedom to **explore** and learn about new subjects. You will learn to get by on very little sleep, meet **fascinating** people, and **pursue** new **passions**. I want to encourage you to make the most of this **unique** experience, and to use your energy and **enthusiasm** to **reap** the **benefits** of this **opportunity**.

00:00 06:33

# On-line Study

## 课文学习

ucontent.unipus.cn

新视野大学英语（第三版）读写1 > Unit 1 Fresh Start > Section A > 1-2 Text A: Toward a bright future for all

Pre-reading activities Background information Reading in detail Vocabulary Reading comprehension

Read the text in detail. You can refer to Language points and Translation when necessary. Click the play button to listen to the audio of the text.

Language points Translation

语言点和句子的学习内容

A+ A-

### Toward a brighter future for all

1 Good afternoon! As president of the university, I am proud to welcome you to this university. **Y**our achievement is the **triumph** of years of hard work, both of your own and of your parents and teachers. **H**ere at the university, we **pledge** to make your educational experience as rewarding as possible.

2 **I**n welcoming you to the university, I am reminded of my own high school graduation and the photograph my mom took of my dad and me. "**P**ose naturally," Mom instructed us. "Wait!" said Dad, "Let's take a picture of me handing him an alarm clock." The clock woke me up every morning in college. It is still on my office desk.

3 Let me share with you something that you may not expect. **Y**ou will miss your old **routines** and your parents' reminders to work hard and **attain** your best. **Y**ou may have cried tears of joy to be finally finished with high school, and your parents may have cried tears of joy to be finally finished with doing your laundry!

1 Your achievement is the triumph of years of hard work, both of your own and of your parents and teachers. (Para. 1)

**Meaning:** Your entering this university is an important success. This success is due to many years of your hard work, and many years of your parents' and teachers' hard work.

00:00 06:33



# On-line Study

## 课文学习

ucontent.unipus.cn

新视野大学英语（第三版）读写1 > Unit 1 Fresh Start > Section A > 1-2 Text A: Toward a bright future for all

Pre-reading activities Background information Reading in detail Vocabulary Reading comprehension

Read the text in detail. You can refer to Language points and Translation when necessary. Click the play button to listen to the audio of the text.

Language points Translation

**triumph**  
n.  
[C] an important victory or success after a difficult struggle (尤指苦战后获得的) 胜利, 成功, 成就  
Winning the championship was a great personal triumph for this young tennis player.  
赢得冠军对这个年轻的网球运动员来说是很大的个人成就。

**Toward a bright future for all**

1 Good afternoon! As president of the university, I am pleased to welcome you to this university. [Your achievement is the triumph of years of hard work, both of your own and of your parents and teachers.](#) Here at this university, we pledge to make your educational experience as rewarding as possible.

2 In welcoming you to the university, I am reminded of my own high school graduation and the photograph my mom took of my dad and me. "Pose naturally," Mom instructed us. "Wait!" said Dad, "Let's take a picture of me handing him an alarm clock." The clock woke me up every morning in college. It is still on my office desk.

3 Let me share with you something that you may not expect. You will miss your old routines and your parents' reminders to work hard and attain your best. You may have cried tears of joy to be finally finished with high school, and your parents may have cried tears of joy to be finally finished with doing your laundry!

**Meaning:** Your entering this university is an important success. This success is due to many years of your hard work, and many years of your parents' and teachers' hard work.

A+ A-

鼠标放在重点单词上可查看单词的解释和例句。重点单词的例句在期末考试中会作为句子翻译汉译英的题目考查

00:12 06:33

# On-line Study

## 课文学习

ucontent.unipus.cn

新视野大学英语（第三版）读写1 > Unit 1 Fresh Start > Section A > 1-2 Text A: Toward a brighter future for all

Pre-reading activities Background information Reading in detail Vocabulary Reading comprehension

Read the text in detail. You can refer to Language points and Translation when necessary. Click the play button to listen to the audio of the text.

Language points Translation

查看课文内容的译文。课文句子在期末考试会作为句子翻译英汉的题目考查

A+ A-

### Toward a brighter future for all

1 Good afternoon! As president of the university, I am proud to welcome you to this university. Your achievement is the triumph of years of hard work, both of your own and of your parents and teachers. Here at the university, we pledge to make your educational experience as rewarding as possible.

2 In welcoming you to the university, I am reminded of my own high school graduation and the photograph my mom took of my dad and me. "Pose naturally," Mom instructed us. "Wait!" said Dad, "Let's take a picture of me handing him an alarm clock." The clock woke me up every morning in college. It is still on my office desk.

3 Let me share with you something that you may not expect. You will miss your old routines and your parents' reminders to work hard and attain your best. You may have cried tears of joy to be finally finished with high school, and your parents may have cried tears of joy to be finally finished with doing your laundry!

1 下午好！作为校长，我非常自豪地欢迎你们来到这所大学。你们所取得的成就是你们自己多年努力的结果，也是你们的父母和老师们多年努力的结果。在这所大学里，我们承诺将使你们学有所成。

2 在欢迎你们到来的这一刻，我想起自己高中毕业时的情景，还有妈妈为我和爸爸拍的合影。妈妈吩咐我们：“姿势自然点。”“等一等。”爸爸说，“把我递给他闹钟的情景拍下来。”在大学期间，那个闹钟每天早晨叫醒我。至今它还放在我办公室的桌子上。

3 让我来告诉你们一些你们未必预料得到的事情。你们将会怀念以前的生活习惯，怀念父母曾经提醒你们要刻苦学习、取得佳绩。你们可能因为高中生活终于结束而喜极而泣，你们的父母也可能因为终于不用再给你们洗衣服而喜极而泣！但是要记住：未来是建立在过去扎实的基础上的。

4 对你们而言，接下来的四年将会是无与伦比的一段时光。在这里，你们拥有丰富的资源：有来自全国各地的有趣的学生，有学识渊博又充满爱心的老师，有综合性图书馆，有完备的运动设施，还有针对不同兴趣的学生社团——从文科社团到理科社团、到社区服务等等。你们将自由地探索、学习新科目。你们要学着习惯点灯熬油，学着结交充满魅力的人，学着去追求新的爱好。我想鼓励你们充分利用这一特殊的经历，并用你们的干劲和热情去收获这一机会所带来的丰硕成果。

00:12 06:33

# On-line Study

## 课后练习

Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

1/1

explore	transmit	resource	emerge
yield	pose	assume	confidence
inherit	comprehensive		

1. Given the chance to show his ability, he regained \_\_\_\_\_ and began to succeed in school.
2. It is so difficult to \_\_\_\_\_ the bottom of the ocean because some parts are very deep.
3. It was about 30 seconds before Alex \_\_\_\_\_ from the water; we were quite scared.
4. We often \_\_\_\_\_ that when other people do the same things as we do, they do them for the same reasons; but this assumption is not always reasonable.
5. There is widespread concern that the rising unemployment may \_\_\_\_\_ a threat to social stability.
6. After a(n) \_\_\_\_\_ physical exam, my doctor said I was in good condition except that my blood pressure was a little high.
7. It is well known that China is a country with rich natural \_\_\_\_\_ and a very big population.
8. Some people believe that the earth can \_\_\_\_\_ enough food to support at least twice its present population.
9. Sam \_\_\_\_\_ the gift of imagination from his family, but he lacked the driving power to take action.
10. A bee that has found honey is able to \_\_\_\_\_ to other bees the information they need in order to collect the honey.

# On-line Study

## 课后练习

Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

1/1


attain	pursue	raise	classify
especially	fascinating	available	passion
acquire	sample	fulfill	qualify
virtually	fashionable	prosperous	

University students come from different parts of the country with various purposes. However, a closer look at their reasons for studying at the university will enable us to 1) \_\_\_\_\_ them roughly into three groups: those who have a(n) 2) \_\_\_\_\_ for learning, those who wish to 3) \_\_\_\_\_ a bright future, and those who learn with no definite purpose.

Firstly, there are many students who learn simply because they 4) \_\_\_\_\_ their goal of learning. Some read a wealth of British and American novels because they are keenly interested in literature. Others sit in front of the computer screen, working on a new program, 5) \_\_\_\_\_ day and night, because they find some computer programs 6) \_\_\_\_\_, and they dream of becoming a "Bill Gates" one day.

Secondly, there are students who work hard mainly for a better and more 7) \_\_\_\_\_ future. It seems that the majority of students fall into this group. After admission to the university, they read books after books to 8) \_\_\_\_\_ knowledge from all of the resources which are 9) \_\_\_\_\_ to them, and finally, to succeed in the future job market.

Thirdly, there are still some students who learn without a clear goal. They take courses, finish homework, enjoy life on campus, but don't want to 10) \_\_\_\_\_ anything new or challenging. They have no idea what they will be doing after college. And they may end up with nothing in their lives.



# 授课方式

- 教师为主导
- 上好orientation 第一课





# College English

大学外语教学部



**01**

# Course Orientation

## Subject Description

### College English + Advanced English (Semesters 1-4)

- Credit: 2 per semester
- Semesters 1-3: College English 1-3

➤ Semester 4

College English 4

- CET-4 525
- CET-6 425
- IELTS 5.5
- TOFEL 85
- College English 1& 2 85

Advanced  
English  
**or**  
College  
English 4

A faint world map is visible in the background of the slide. The title 'Subject Description' is centered at the top in a green, serif font, enclosed in a white rounded rectangle with a drop shadow. Below it, two white arrow-shaped boxes point to the right, containing the course names 'college English' and 'Advanced English'. The 'Advanced English' section is followed by a bulleted list of details.

## Subject Description

college English

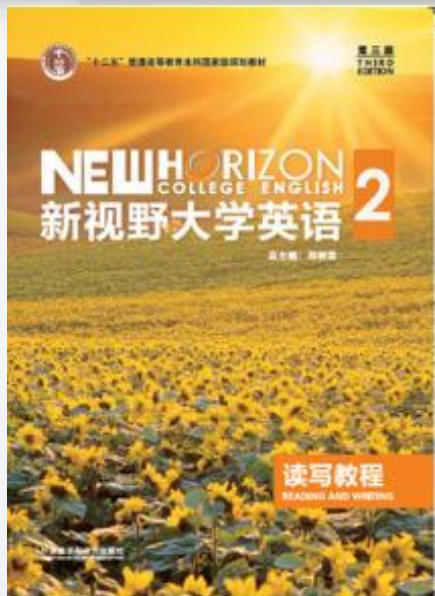
Hours: 3 periods per week of interactive lecture  
a minimum of 2 hours per week on-line learning

Advanced English

- Hours: 2 hours per week of interactive lecture
- Courses: specific subjects ranging from culture, practical English techniques to English for specific purpose.

# Subject Description

## College English Level 2





# Subject Description

## College English Level 4



## Subject Description

Advanced English

Advanced English: Speaking and Listening



Advanced English: Reading and Writing

A faint, light gray world map is visible in the background of the slide. At the top center, there is a white rounded rectangular box containing the title "Learning Outcomes" in a green, sans-serif font. Two horizontal lines extend from the left and right sides of this box across the top of the slide.

## Learning Outcomes

- Ability in English language use
- Inter-cultural communicative awareness and ability in inter-cultural communication
- Ability in self-directed learning

# Teaching & Learning Method

## College English

- **Interactive Lectures-** for delivery of text structure, difficulties in language points, further understanding, writing and reading skills and translation.
- **On-line Learning-**for students to do preview work, single difficulties out and finish after-class exercises.
- **Group Project-**for students to conduct studies on theme-related topic and to make presentation by team work.

# Highlights in Learning

## College English

### Reading and Writing

On-line Learning

#### ➤ Text A

- Words & Expressions
- Sentence Study
- Text Understanding
- After-class Exercises

- Questions in on-line learning
- Difficulties in sentence study
- Further understanding of Text A
- Reading and writing skills
- Group discussion
- Topic presentation

Interactive Lectures





# Highlights in Learning

## College English



### Viewing, Listening & Speaking

#### On-line Learning

- Listening in Listening to the world
- More practice in listening

- Questions in listening assignment
- Speaking skills
- Theme-related oral practice

#### Interactive Lectures

# Highlights in Learning

## College English

Extensive Reading

On-line Learning

➤ Corresponding units in *Extensive Reading*

- Fast reading skills
- Problems in language points
- Difficulties in understanding

Interactive Lectures



# Assessment

## College English

Semester 1

### Assessment Weighting

#### Continuous Assessment

40%

Attendance 10%

On-line self-learning 10%

In-class Performance 10%

Group project & Written Assignment 10%

#### Final Examination

60%

---

**Total**

**100%**

# Assessment

## College English

Semester 2-4

### Assessment Weighting

#### Continuous Assessment

40%

Attendance

10%

On-line Learning

10%

In-class Performance

10%

Group project/Written Assignment/Quiz

10%

#### Mid-term Examination

20%

#### Final Examination

40%

---

**Total**

**100%**

# Assessment

## Advanced English

Semester 4

### Assessment Weighting

**Continuous Assessment** **40%**

Attendance 10%

In-class Performance 10%

Group project 10%

Written Assignment/ Quiz 10%

**Mid-term Examination** **20%**

**Final Examination** **40%**

---

**Total** **100%**



# Assessment

## College English & Advanced English

### Special Attention

1. 不能无故旷课，有事缺课应先请假。请假流程：先到学工办申请请假，从辅导员那拿到假条。条后给任课老师签字才算走完整个请假的程序。

**PS: 本学期将实施不定期网络点名!**

2. 每学期旷课达到2节或者累计6个课时的同学，将被剥夺参加期末考试的权利。

**PS: 无故旷课的同学期末的平时分将会受到影响!**

3. 每学期请假超过总课时三分之一将被取消考试资格。

4. 学期末总评成绩没有达到60分，可于下学期初参加补考，补考成绩只取卷面成绩；补考不及格，则需重修。



**02**

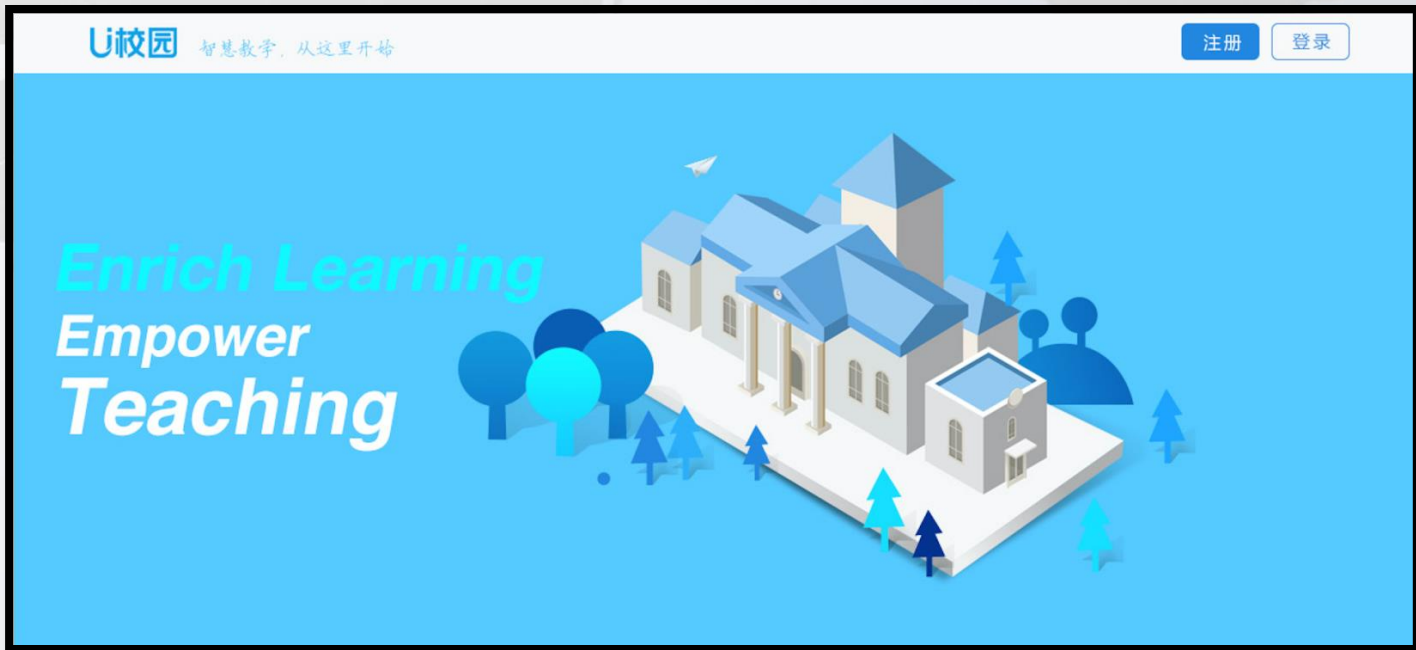
## On~Line Activation

Please follow the steps and complete the activation in class.

## On~line Activation

登录网址: [u.unipus.cn](http://u.unipus.cn)

(学习和做作业时推荐google chrome或火狐浏览器)



# On~line Activation

## 账号密码登录

### Unipus 通行证

一次注册，畅享Unipus及相关产品服务

Enrich Learning Empower Teaching

The diagram illustrates the Unipus ecosystem with a central 'U' hub. Connected services include: Ucreate (一起备课), U随身学 (外研随身学), U挑战 (大学生英语挑战赛), U讲堂 (U讲堂), iResearch (外语学术科研网), U校园 (U校园智慧教学云平台), iLearn (iWrite英语写作教学与评阅系统), iLearning (外语自主学习资源库), iWrite (iWrite英语写作教学与评阅系统), iSpeak (爱口语), and iTEST (大学外语测试与训练系统).

**Unipus 通行证**

Unipus 官网 | 全国高校外语教师研修网 | 国际人才英语考试网 | 外研社职业教育教学与研究 | Win Career职业英语

HEEP 高等英语考试网 | 教学之星 外研社“教学之星”大赛

登录 [还没有账号? 立即注册](#)

手机号/邮箱

必填项

密码 [忘记密码?](#)

记住我

**登录**

----- 第三方账号登录 -----

# On~line Activation

身份认证

U校园认证

我是学生

我是老师

请填写学号

请填写真实姓名

提交



# On~line Activation

## 激活课程进行学习

The screenshot shows the user interface of the Waiyan Online University platform. At the top, there is a navigation bar with the university logo, a user profile for '王小倩', and options for 'APP下载' and '首页'. A sidebar on the left contains navigation links: '我的班课', '我的成绩', '我的通知' (with a '67' notification badge), '使用帮助', '环境检测', and '版本说明'. The main content area is titled '校内课程' and features a grid of course cards. A red box highlights a '加入班课' button in the top right corner. The course cards include:

- 突破职场英语写作** (Career-topping English Writing): Market information special course, dates 2017.09.01–2018.12.01, status '已激活'.
- 英语阅读** (English Reading): Course ID 20180428, dates 2018.05.14–2018.07.30, status '已激活'.
- 新视野大学英语 2 读写教程** (New Horizon College English 2 Reading and Writing): Market information special course, dates 2017.09.01–2018.12.01, status '已激活'.
- 新视野大学英语 1 视听说教程** (New Horizon College English 1 Audio-Visual and Speaking): Market information special course, dates 2017.09.01–2018.12.01, status '已激活'.

# On~line Activation

## 激活课程进行学习

外研在线大学  
APP下载 郝超平 首页

首页 > 校内课程 > 新视野大学英语 (第三版) 听说 1

**新视野大学英语 (第三版) 听说 1**  
所属课程: 新视野三版听说  
单元测试次数: 0次

**NEW HORIZON COLLEGE ENGLISH 1**  
新视野大学英语 听说教程 总主编: 郑树棠

激活教程

教程目录 作业 测试 学习记录 补充资源 教程详情

教程目录

UNIT ① Spreading your wings

- 必修 1-1 Warm-up
- 必修 1-2 Listening
- 必修 1-3 Speaking—Practicing conversational skills

### 激活教程

请输入教材封底/学习册/光盘上的验证码



输入验证码

确定

客服QQ:  
2774182652

客服电话:  
4008-987-008

客服邮箱:  
service@unipus.cn



**03**

**Study On~line**

# On~line Study

The screenshot shows the user interface of the unipus.cn website. At the top, the browser address bar displays "u.unipus.cn". The website header includes the "U校园 | 体验大学 EXPERIENCE UNIVERSITY" logo and navigation links for "APP下载", "我的通知" (with a notification icon and the number 10), "student", and "首页".

The main content area is titled "校内课程" (On-campus Courses). A red callout bubble points to the "我的通知" icon with the text "查看老师发布的通知和预习作业等" (View notifications and pre-class assignments posted by teachers, etc.). A blue "加入班课" (Join Class) button is located to the right of the course listings.

The course listings are organized into two sections: "我的班课" (My Classes) and "自主学习" (Self-study). Each listing includes a course title, a cover image, and the status "已激活" (Activated).

Section	Course Title	Cover Image	Status
我的班课	大英体验4课:新四级强化辅导 阅读	新四级阅读 强化辅导	已激活
	大英体验4课:新视野大学英语 (第...)	NEW HORIZON COLLEGE ENGLISH 3 新视野大学英语 视听说教程 总主编:郑树棠	已激活
	大英体验4课:新视野大学英语 (第...)	NEW HORIZON COLLEGE ENGLISH 1 新视野大学英语 视听说教程 总主编:郑树棠	已激活
	大英体验4课:新视野大学英语 (第...)	NEW HORIZON COLLEGE ENGLISH 3 新视野大学英语 读写教程 总主编:郑树棠	已激活
自主学习	大英体验4课:新视野大学英语 (第...)	NEW HORIZON COLLEGE ENGLISH 1 新视野大学英语 读写教程 总主编:郑树棠	已激活



**04**

**Test On~line**



# 授课方式

- 管控、组织、协导、激励



# 授课方式：学习过程管理

U校园 | APP下载 | 我的通知 | 孙名斐 | 首页

我的教学

- 课程与班级
- 作业与测试
- 教程学习设定
- 教程学习情况
- 补充资源管理
- 综合成绩管理
- 班级管理
- 备课中心

校内应用

- iWrite 体验
- ITEST
- Utalk 体验

### 我的课程与班级

序号	课程	班级	教程	快捷操作
1	大学英语4	19春17级下沙飘萍班	新视野大学英语（第三版）视听说4	   
2	大学英语4	19春17级下沙飘萍班	新视野大学英语（第三版）读写4	   
3	大学英语2	19春18级下沙A层08班	新视野大学英语（第三版）视听说2	   
4	大学英语2	19春18级下沙A层08班	新视野大学英语（第三版）读写2	   
5	大学英语2	19春18级下沙A层06班	新视野大学英语（第三版）视听说2	   
6	大学英语2	19春18级下沙A层06班	新视野大学英语（第三版）读写2	   
7	大学英语2	19春18级下沙A层07班	新视野大学英语（第三版）视听说2	   
8	大学英语2	19春18级下沙A层07班	新视野大学英语（第三版）读写2	   
9	大学英语2	19春18级下沙A层05班	新视野大学英语（第三版）视听说2	   
10	大学英语2	19春18级下沙A层05班	新视野大学英语（第三版）读写2	   

### 热门推荐



# 授课方式：学习过程管理

U校园

APP下载 | 1 我的通知 | 施建华 | 首页

Welcome  
施建华

我收到的通知 <sup>1</sup> | 我发布的通知

发布通知

序号	类型	标题	发布时间	状态	操作
1	课程通知	第三次阅读理解通知	2019-05-24 10:56:57	正常	<a href="#">查看</a> <a href="#">撤回</a>
2	课程通知	5月29日英语课预习要求	2019-05-24 10:55:16	正常	<a href="#">查看</a> <a href="#">撤回</a>
3	课程通知	5月22日第十三周预习要求	2019-05-16 22:10:02	正常	<a href="#">查看</a> <a href="#">撤回</a>
4	课程通知	期中考试	2019-05-16 22:03:53	正常	<a href="#">查看</a> <a href="#">撤回</a>
5	课程通知	第十一周 (5月8日) 预习要求	2019-05-04 14:06:14	正常	<a href="#">查看</a> <a href="#">撤回</a>
6	课程通知	第十一周 (5月8日) 预习要求	2019-05-04 14:04:38	已撤回	<a href="#">查看</a>
7	课程通知	第十周劳动节放假	2019-05-04 14:04:02	正常	<a href="#">查看</a> <a href="#">撤回</a>
8	课程通知	第九周 (4月24日) 预习要求	2019-04-18 15:08:08	正常	<a href="#">查看</a> <a href="#">撤回</a>
9	课程通知	第八周 (4月17日) 预习	2019-04-10 21:17:28	正常	<a href="#">查看</a> <a href="#">撤回</a>
10	课程通知	第七周 (4月10) 预习要求	2019-04-06 15:00:31	正常	<a href="#">查看</a> <a href="#">撤回</a>

我的教学

- 课程与班级
- 作业与测试
- 教程学习设定
- 教程学习情况
- 补充资源管理
- 综合成绩管理
- 班级管理
- 备课中心

校内应用

- iWrite 体验
- ITEST
- Utalk 体验



# 授课方式：学习过程管理

Welcome

我的教学

- 课程与班级
- 作业与测试
- 教程学习设定
- 教程学习情况
- 补充资源管理
- 综合成绩管理
- 班级管理
- 备课中心

校内应用

- iWrite 体验
- iTEST
- Utalk 体验

作业 测试

发布个人作业 发布小组作业 ?

序号	标题	类型	课程	班级	教程	开始	截止	状态	发布教师	完成情况	操作
1	Chapter 7词...	个人作业	大学英语4	19春17级下...	新视野大学...	2019-06-10 09:08:55	2019-06-10 09:35:49	无待阅		21/21	作业详情
2	Chapter 6 ...	个人作业	大学英语4	19春17级下...	新视野大学...	2019-05-27 10:05:07	2019-05-27 10:23:46	无待阅		21/21	作业详情
3	Chapter 5 ...	个人作业	大学英语4	19春17级下...	新视野大学...	2019-05-13 10:04:25	2019-05-13 10:21:29	无待阅		21/21	作业详情
4	chapter 4 ...	个人作业	大学英语4	19春17级下...	新视野大学...	2019-04-29 09:50:00	2019-04-29 10:30:00	无待阅		21/21	作业详情
5	Chapter 3 ...	个人作业	大学英语4	19春17级下...	新视野大学...	2019-04-15 08:55:27	2019-04-15 09:17:25	无待阅		21/21	作业详情
6	Chapter 2 ...	个人作业	大学英语4	19春17级下...	新视野大学...	2019-03-25 08:58:39	2019-04-15 09:11:44	无待阅		21/21	作业详情
7	Chapter 1 ...	个人作业	大学英语4	19春17级下...	新视野大学...	2019-03-04 08:58:43	2019-03-24 20:08:43	无待阅		21/21	作业详情
8	1	个人作业	大学英语2	19春18级下...	新视野大学...			编辑中		0/35	编辑 删除
9	Unit 3 词汇...	个人作业	大学英语2	19春18级下...	新视野大学...			编辑中		0/25	编辑 删除
10	Unit 3 词汇...	个人作业	大学英语2	19春18级下...	新视野大学...			编辑中		0/19	编辑 删除



# 授课方式：学习过程管理



Welcome  
施建华

我的教学

课程与班级

作业与测试

教程学习设定

教程学习情况

补充资源管理

综合成绩管理

班级管理

备课中心

校内应用

iWrite 体验

iTEST

Utalk 体验

自建课 (VIP)

自建课

教程学习模式设定 > 设定学习模式

您正在设定 **新视野大学英语（第三版）读写2** 的学习模式

[查看教程内容](#)

成绩统计方式

请为学生设定成绩统计方式

- 统计最近一次成绩 (统计满足过关条件以及单元练习日期的最近一次成绩)
- 仅统计第一次成绩 (统计满足过关条件以及单元练习日期的第一次成绩)

学习顺序

请为学生设定学习教程的顺序

- 自由选择任何一个单元板块学习，无顺序要求
- 按单元顺序，但在各个单元内可自由选择板块 (仅限下面选定的单元必修板块)
- 按单元和单元内板块的顺序依次学习 (仅限下面选定的单元必修板块)

过关条件

请设定客观题过关条件

- 学生提交单元练习答案时正确率要大于等于  %  
(如果选择设定正确率，正确率则必须大于0%，同时还必须在下面选定单元必修板块。过关条件仅适用于下面选定的单元必修板块。)

完成单元练习的日期

学生需要在此日期之内提交该单元的练习，否则

Unit 1	Language in mission	开始时间	<input type="text" value="2019-03-01"/>	截止时间	<input type="text" value="2019-06-17"/>
Unit 2	College - The ladder...	开始时间	<input type="text" value="2019-03-20"/>	截止时间	<input type="text" value="2019-06-17"/>
Unit 3	Discovery of a new li...	开始时间	<input type="text" value="2019-04-10"/>	截止时间	<input type="text" value="2019-06-17"/>
Unit 4	Dance with love	开始时间	<input type="text" value="2019-05-15"/>	截止时间	<input type="text" value="2019-06-17"/>





# 授课方式：学习过程管理

## 我的教学

课程与班级

作业与测试

教程学习设定

教程学习情况

补充资源管理

综合成绩管理

班级管理

备课中心

## 校内应用

iWrite 体验

iTEST

Utalk 体验

## 自建课 (VIP)

自建课

## 个人中心

我的通知 1

<input type="checkbox"/>	资源	发布时间	发布教师	课程	班级	教程	下载次数	操作
<input type="checkbox"/>	词汇第二册9.pptx	2019-06-05 21:17:41	施建华	大学英语2	19春18级电影学院10		11	<a href="#">查看详情</a>
<input type="checkbox"/>	词汇第二册8.pptx	2019-06-05 21:17:25	施建华	大学英语2	19春18级电影学院10		10	<a href="#">查看详情</a>
<input type="checkbox"/>	词汇第二册8.pptx	2019-06-05 21:17:25	施建华	大学英语2	19春18级电影学院09		4	<a href="#">查看详情</a>
<input type="checkbox"/>	词汇第二册7.pptx	2019-06-05 21:17:06	施建华	大学英语2	19春18级电影学院10		14	<a href="#">查看详情</a>
<input type="checkbox"/>	词汇第二册7.pptx	2019-06-05 21:17:06	施建华	大学英语2	19春18级电影学院09		4	<a href="#">查看详情</a>
<input type="checkbox"/>	庄淑莹.ppt	2019-04-10 21:26:03	施建华	大学英语2	19春18级电影学院10			<a href="#">查看详情</a>
<input type="checkbox"/>	英语 周文旭 李张扬 崔书铭 张扬 秦亚雷...	2019-04-10 21:19:27	施建华	大学英语2	19春18级电影学院10		1	<a href="#">查看详情</a>
<input type="checkbox"/>	Berlin international film festival 叶泽昕.p...	2019-04-10 21:07:08	施建华	大学英语2	19春18级电影学院10			<a href="#">查看详情</a>
<input type="checkbox"/>	Unit 2 section A.pptx	2019-04-06 15:07:06	施建华	大学英语2	19春18级电影学院10		4	<a href="#">查看详情</a>
<input type="checkbox"/>	Unit 2 section A.pptx	2019-04-06 15:07:06	施建华	大学英语2	19春18级电影学院09		7	<a href="#">查看详情</a>
<input type="checkbox"/>	词汇第二册6.ppt	2019-04-06 15:06:25	施建华	大学英语2	19春18级电影学院09		10	<a href="#">查看详情</a>
<input type="checkbox"/>	词汇第二册6.ppt	2019-04-06 15:06:25	施建华	大学英语2	19春18级电影学院10		8	<a href="#">查看详情</a>
<input type="checkbox"/>	词汇第二册5.ppt	2019-04-06 15:06:08	施建华	大学英语2	19春18级电影学院09		3	<a href="#">查看详情</a>
<input type="checkbox"/>	词汇第二册5.ppt	2019-04-06 15:06:08	施建华	大学英语2	19春18级电影学院10		8	<a href="#">查看详情</a>





# 授课方式

- 学习行为：数据化
- 反馈学习：智能化



# 授课方式：学情反馈

Welcome

我的教学

- 课程与班级
- 作业与测试
- 教程学习设定
- 教程学习情况

## 教程学习情况

序号	教程	课程	班级	平均成绩	操作
1	新视野大学英语（第三版）读写2	大学英语2	19春18级下沙A层06班	36.0	<a href="#">班级详情</a> <a href="#">学生详情</a>
2	新视野大学英语（第三版）读写2	大学英语2	19春18级下沙A层07班	32.4	<a href="#">班级详情</a> <a href="#">学生详情</a>
3	新视野大学英语（第三版）读写2	大学英语2	19春18级下沙A层08班	36.4	<a href="#">班级详情</a> <a href="#">学生详情</a>
4	新视野大学英语（第三版）读写2	大学英语2	19春18级下沙A层05班	42.7	<a href="#">班级详情</a> <a href="#">学生详情</a>



# 授课方式：学情反馈

U校园 | APP下载 | 我的通知 | 孙名斐 | 首页

Welcome 孙名斐

教程学习情况 > 班级详情

学期报告 | 导出Excel

教程：新视野大学英语（第三版）读写2 | 课程：大学英语2 | 班级：19春18级下沙A层05班


教程目录	答题情况 (人数)	实际学习时间	平均成绩	操作
UNIT 1 Language in mission	34/35	4h15m49s		<a href="#">单元报告</a>
1-1 1-1 Preview	17/35	2m53s	/	-
1-2 1-2 Text A: An impressive English lesson	33/35	2h1m51s	/	-
1-3 1-3 Text A: Language focus	33/35	45m1s	59.1	<a href="#">成绩分析</a> <a href="#">成绩排名</a>
1-4 1-4 Structure analysis & writing	15/35	6m30s	/	-
1-5 1-5 Translation	30/35	30m29s	/	-
1-6 1-6 Reading skills	12/35	12m22s	/	-
1-7 1-7 Text B: The great journey of learning	9/35	9m43s	0	<a href="#">成绩分析</a> <a href="#">成绩排名</a>
1-8 1-8 Text B: Language focus	9/35	7m43s	9.9	<a href="#">成绩分析</a> <a href="#">成绩排名</a>
1-9 1-9 Collocation	4/35	13m54s	0	<a href="#">成绩分析</a> <a href="#">成绩排名</a>

我的教学

- 课程与班级
- 作业与测试
- 教程学习设定
- 教程学习情况
- 补充资源管理
- 综合成绩管理
- 班级管理
- 备课中心

校内应用

- iWrite [体验](#)
- ITEST
- Utalk [体验](#)



# 授课方式：学情反馈



如果学生在学习某个板块时有困难，教师勾选该板块完成状态的  后，学生可以跳过该板块，继续下面的学习，学生在该板块学习时间内成功提交的练习都会计入成绩。



# 授课方式：学情反馈

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Welcome 孙名斐

教程学习情况 > 班级详情

学期报告 导出Excel

教程：新视野大学英语（第三版）读写2 | 课程：大学英语2 | 班级：19春18级下沙A层05班

教程目录	答题情况 (人数)	实际学习时间	平均成绩	操作
UNIT 1 Language in mission	34/35	4h15m49s		单元报告
1-1 1-1 Preview	17/35	2m53s	/	-
1-2 1-2 Text A: An impressive English lesson	33/35	2h1m51s	/	-
1-3 1-3 Text A: Language focus	33/35	45m1s	59.1	成绩分析 成绩排名
1-4 1-4 Structure analysis & writing	15/35	6m30s	/	-
1-5 1-5 Translation	30/35	30m29s	/	-
1-6 1-6 Reading skills	12/35	12m22s	/	-
1-7 1-7 Text B: The great journey of learning	9/35	9m43s	0	成绩分析 成绩排名
1-8 1-8 Text B: Language focus	9/35	7m43s	9.9	成绩分析 成绩排名
1-9 1-9 Collocation	4/35	13m54s	0	成绩分析 成绩排名

我的教学

- 课程与班级
- 作业与测试
- 教程学习设定
- 教程学习情况
- 补充资源管理
- 综合成绩管理
- 班级管理
- 备课中心

校内应用

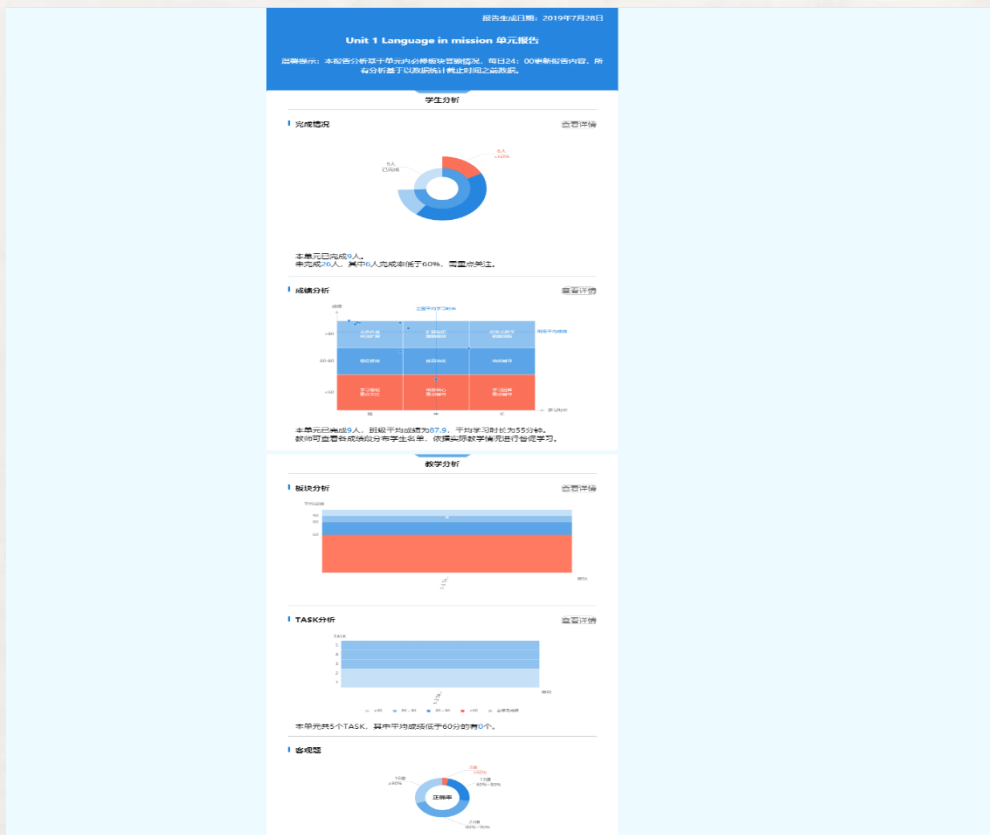
- iWrite 体验
- iTEST
- Utalk 体验







# 授课方式：学情反馈



# 评价方式

- 过程性评价和终结性评价相结合
- 过程性评价：学生的学习时长、内容、过程、网络作业的完成情况...



# 评价方式

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Welcome  
孙名斐

我的教学

- 课程与班级
- 作业与测试
- 教程学习设定
- 教程学习情况
- 补充资源管理
- 综合成绩管理
- 班级管理
- 备课中心

校内应用


- iWrite 体验
- ITEST
- Utalk 体验

自建课 (VIP)

- 自建课

### 综合成绩簿

序号	课程	班级	学年	记分周期	当前标准	操作
1	大学英语2	19春18级下沙A层06班	2019	2019-02-24 - 2019-07-30	Unipus标准模板	<a href="#">查看详情</a> <a href="#">智能分析</a> <a href="#">设定考核标准</a>
2	大学英语2	19春18级下沙A层05班	2019	2019-02-24 - 2019-07-30	Unipus标准模板	<a href="#">查看详情</a> <a href="#">智能分析</a> <a href="#">设定考核标准</a>
3	大学英语2	19春18级下沙A层07班	2019	2019-02-24 - 2019-07-30	Unipus标准模板	<a href="#">查看详情</a> <a href="#">智能分析</a> <a href="#">设定考核标准</a>
4	大学英语2	19春18级下沙A层08班	2019	2019-02-24 - 2019-07-30	Unipus标准模板	<a href="#">查看详情</a> <a href="#">智能分析</a> <a href="#">设定考核标准</a>
5	大学英语4	19春17级下沙飘萍班	2019	2019-02-24 - 2019-07-30	飘萍班第二学期词汇测试	<a href="#">查看详情</a> <a href="#">智能分析</a> <a href="#">设定考核标准</a>



## 我的教学

课程与班级

作业与测试

教程学习设定

教程学习情况

补充资源管理

综合成绩管理

班级管理

备课中心

## 校内应用

iWrite 体验

iTEST

Utalk 体验

## 自建课 (VIP)

自建课

## 个人中心

我的通知 4

成绩簿模板: Unipus标准模板

考核大项1: 教程学习成绩 🔗 🗑️ (总权重: 40%)

分项	所占权重	操作说明
<span>🗑️</span> 教程学习时间	<input type="text" value="20"/> %	设定: <span>所有教程</span> <span>最低标准</span> <input type="text" value="0"/> 小时, <span>满分标准</span> <input type="text" value="20"/> 小时。学习时长大于等于20小时得满分; 小于等于0小时不得分; 学习时长在0小时至20小时之间, 得分为(学习时长-0)/20*100*20%
<span>🗑️</span> 教程学习成绩	<input type="text" value="20"/> %	设定: <span>所有教程</span> 实际教程成绩*20%; 若包含多个教程, 得分为所有教程的平均成绩*20%
<span>+</span> 添加分项		

考核大项2: 作业测试成绩 🔗 🗑️ (总权重: 40%)

分项	所占权重	操作说明
<span>🗑️</span> 测试综合成绩	<input type="text" value="20"/> %	设定: <span>所有教程</span> <span>选择计分测试范围</span> (实际计分测试得分/实际满分值) *100*20%; 若包含多个计分测试, 得分为全部计分测试百分制得分的平均成绩*20%
<span>🗑️</span> 作业综合成绩	<input type="text" value="20"/> %	设定: <span>所有教程</span> <span>选择计分作业范围</span> (实际计分作业得分/实际满分值) *100*20%; 若包含多个计分作业, 得分为全部计分作业百分制得分的平均成绩*20%
<span>+</span> 添加分项		

考核大项3: 课堂互动成绩 🔗 🗑️ (总权重: 20%)

分项	所占权重	操作说明
<span>🗑️</span> 签到	<input type="text" value="10"/> %	设定: <span>所有教程</span> (已签到次数/教师发布的已结束签到次数) *100*10%
<span>🗑️</span> 投票	<input type="text" value="10"/> %	设定: <span>所有教程</span> (已投票次数/教师发布的已结束投票次数) *100*10%
<span>+</span> 添加分项		



# 评价方式

U校园

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综合成绩管理 > 查看详情

导出Excel

学校名称: 浙江传媒学院

课程名称: 大学英语2

教师姓名: [模糊]

班级名称: 19春18级下沙A层06班

记分周期: 2019-02-24 至 2019-07-30

序号	学号	姓名	教程学习成绩 (40%)		作业测试成绩 (40%)		课堂互动成绩 (20%)		总评	成绩	排名
			教程学习时间 (20%) 全部教程	教程学习成绩 (20%) 全部教程	测试综合成绩 (20%) 全部教程	作业综合成绩 (20%) 全部教程	签到 (10%) 全部教程	投票 (10%) 全部教程			
1	180108102	卜钰瑶	6.2	6.3				7.5	20	20	30
2	180108108	李屏蓉	20	5.7				7.5	33.2	33.2	12
3	180108115	梁欢	20	6.7				10	36.7	36.7	3
4	180108120	任心语	1.7	1.3				2.5	5.5	5.5	43
5	180108124	汪晓倩	20	6.2				10	36.2	36.2	6
6	180108125	王芮	14.6	7.1				7.5	29.2	29.2	25
7	180108139	周琦	17	2				10	29	29	26
8	180108141	吴俊慷	1.9	2.8				7.5	12.2	12.2	35
9	180108142	徐剑宇	0.8					5	5.8	5.8	42
10	180108146	朱文露	20	2.6				10	33.6	33.6	10



# 评价方式

- 终结性评价：无纸化测试: itest





# 评价方式

ITEST4.0登录界面

ITEST 大学外语测试与训练系统 浙江传媒学院

unipus

FLTRP

以练促学，以测促教

专业 严谨 智能 高效

无纸化测评

- 海量优质的试题资源
- 强大安全的测评支持
- 听说读写译全题型的智能评分
- 智能组卷与个性化题库定制

username

password

忘记密码?

Login

ASSESSMENT OF LEARNING ASSESSMENT FOR LEARNING ASSESSMENT AS LEARNING

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当前版本 V4.2.1.20181115.GA



# 评价方式



班级空间

考试任务

试题组卷

成绩统计

自主训练

2019-07-29 22:44:32 服务器时间

2019-07-29 22:44:34 本地机时间

施建华

班级空间 > 学校考试

模板: 请输入查询

考试名称

检索

考试名称	模板名称	开始日期	结束时间	考试状态
18192大学英语2期末考试第四场	传媒大外期末考試模板 (最新 2017-2018第一学期制作 期末用这个)	2019-06-21 15:35:00	2019-06-21 17:10:00	考试已结束
18192大学英语2期末考试第三场	传媒大外期末考試模板 (最新 2017-2018第一学期制作 期末用这个)	2019-06-21 13:25:00	2019-06-21 15:00:00	考试已结束
18192大学英语2期末考试第二场	传媒大外期末考試模板 (最新 2017-2018第一学期制作 期末用这个)	2019-06-21 10:25:00	2019-06-21 12:00:00	考试已结束
18192大学英语2期末考试第一场	传媒大外期末考試模板 (最新 2017-2018第一学期制作 期末用这个)	2019-06-21 08:25:00	2019-06-21 10:00:00	考试已结束
18192大学英语4期末考试第四场	传媒大外期末考試模板 (最新 2017-2018第一学期制作 期末用这个)	2019-06-20 15:35:00	2019-06-20 17:10:00	考试已结束
18192大学英语4期末考试第三场	传媒大外期末考試模板 (最新 2017-2018第一学期制作 期末用这个)	2019-06-20 13:25:00	2019-06-20 15:00:00	考试已结束
18192大学英语4期末考试第二场	传媒大外期末考試模板 (最新 2017-2018第一学期制作 期末用这个)	2019-06-20 10:25:00	2019-06-20 13:00:00	考试已结束
18192大学英语4期末考试第一场	传媒大外期末考試模板 (最新 2017-2018第一学期制作 期末用这个)	2019-06-20 08:25:00	2019-06-20 10:00:00	考试已结束
18192期中考试大学英语2第四场	传媒大外期中模板(1-4册题库)	2019-05-12 15:25:00	2019-05-12 17:00:00	考试已结束
18192期中考试大学英语2第三场	传媒大外期中模板(1-4册题库)	2019-05-12 13:25:00	2019-05-12 15:00:00	考试已结束



# U校园智慧教学云平台

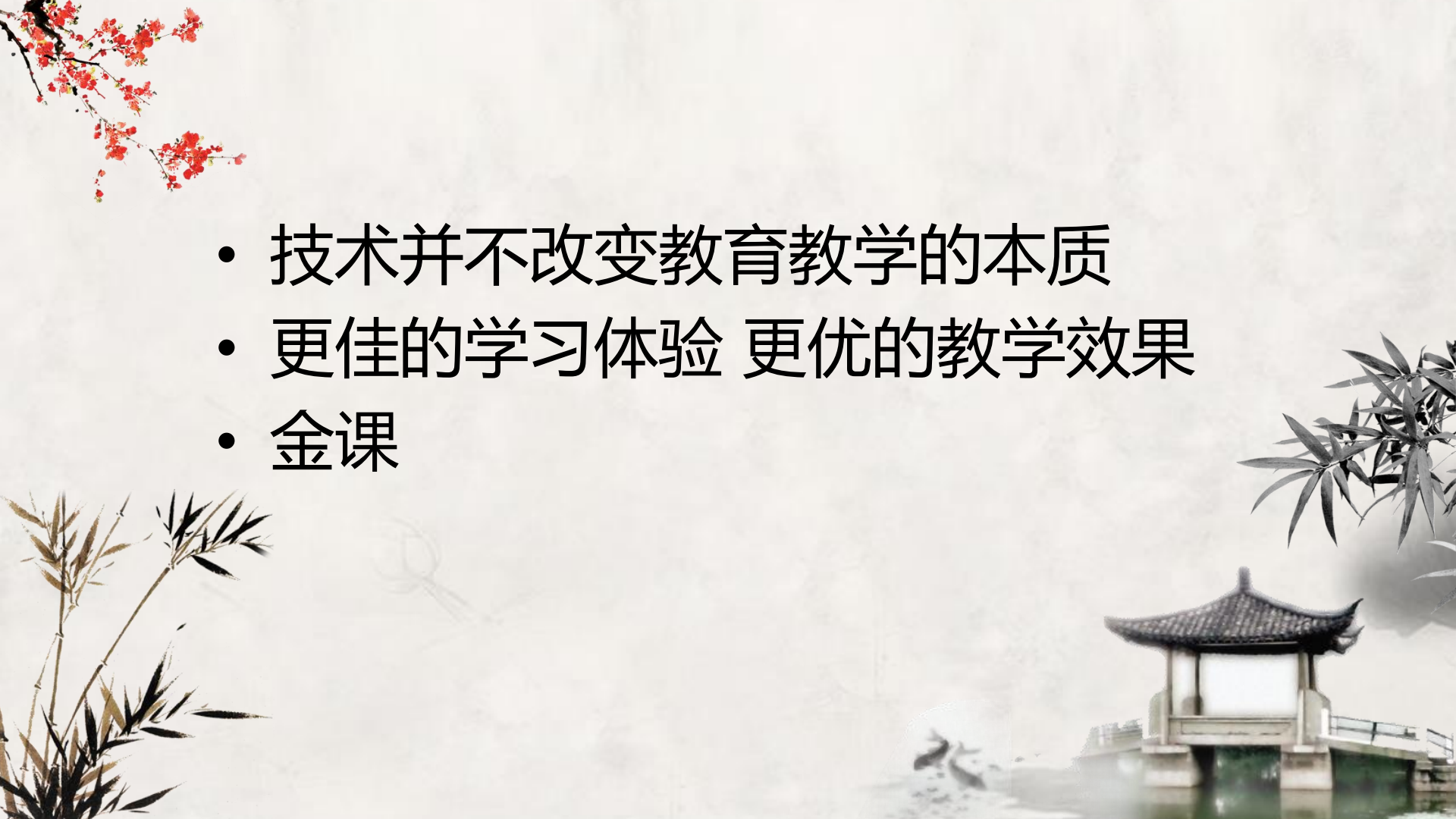
- 更丰富的教学资源
- 更多样的教学方式
- 更人性的师生互动
- 更及时的学习反馈
- 更可靠的学习评估



# U校园智慧教学云平台

- 学习方式改变，但学习的本质不变：殊途同归
- 认知方式改变，但认知的规律不变：逼近、符合而非改变
- 交互的方式改变，但师生关系不变：管控、组织、协导、激励
- 系统生态改变：人的主体地位不变：独立思维、能动、自主



- 
- 技术并不改变教育教学的本质
  - 更佳的学习体验 更优的教学效果
  - 金课





**技术并不改变教育的本质**

**更佳的学习体验、更优的教学效果**

**金课**





谢谢

