The background features abstract, colorful geometric shapes in shades of teal, pink, and red. Some shapes have patterns like polka dots or horizontal stripes. A dark blue rounded rectangle is centered on the page, containing the main text.

数字时代背景下基于成果  
导向的《综合英语》  
课程设计

# 困惑

- 我是一位合格的老师吗？
- 我要怎样才能帮到我的学生？



## 知道了这些， 我是否需要调整努力的方向？

- 我也很想认真听课，可是**老师讲的东西**，我真的不感兴趣。**给他一个舞台，让他自己讲。**
- 不是我不想提高**写作**，只是我感觉怎么提高都赶不上别人，我觉得好沮丧。**个性化方案。**
- 我做过不下10个演讲，我发现台下没人听我说话，我不知道该怎么办，**问题出在哪里。**后来我也就眼睛一闭，赶紧讲完拉倒。**点评。**

这位同学经常会有些跟别人不一样的观点。

这位同学的能说一口纯正的美音。趣配音得分全班最高。

这位同学的演讲结构清晰，内容丰富，只是缺乏演绎能力。



# 目录

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01

OBE的定义

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04

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05

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06

结语

# OBE 的定义

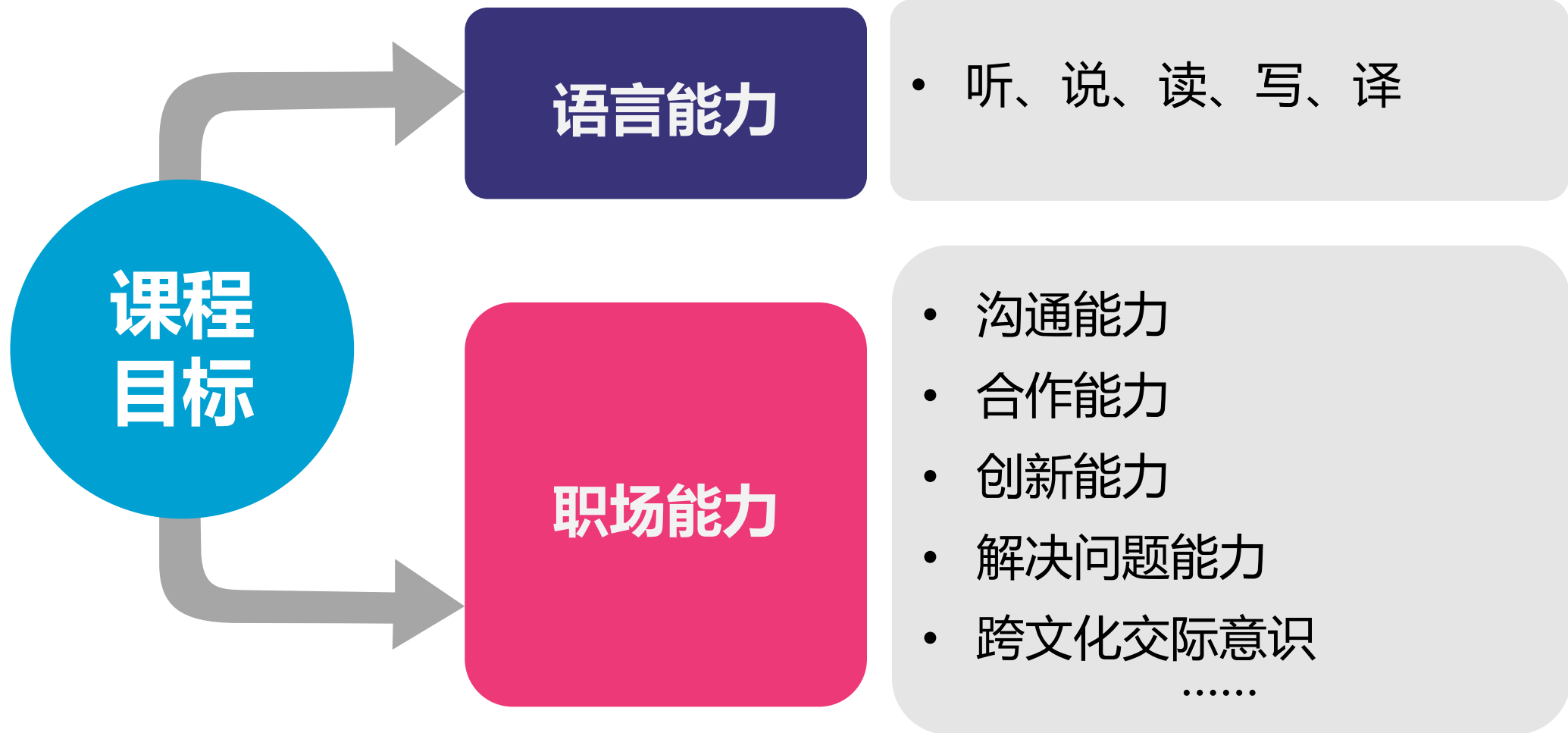
Outcome-based education means clearly focusing and organizing everything in an educational system around **what is essential for all students to be able to do successfully at the end of their learning experiences.**

基于成果的教育是**以学习结束后**学生必备能力**为所有教学活动目标**的教育组织模式。

Spady, W. Outcome-based Education: Critical Issues and Answers, 1994: 1.

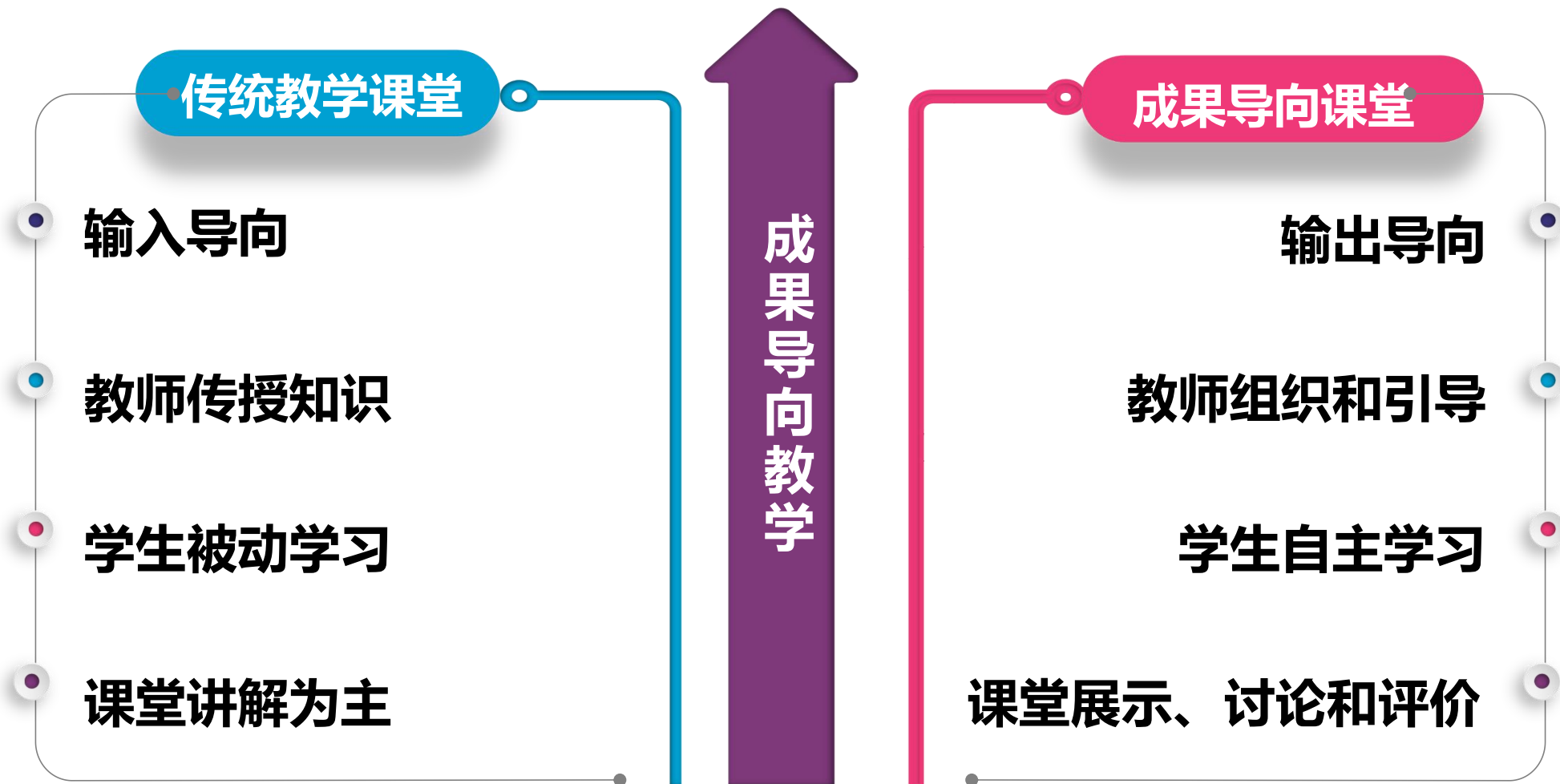
<b>Paradigm</b> <b>(范式)</b>	<b>学生成功习得什么和是否能够成功习得 比 他们何时和怎样习得更加重要。</b>
<b>Purposes</b> <b>(目的)</b>	(1) 确保所有学生在完成一个阶段的学校教育后，具备成功所需的知识、技能和素养。 (2) 学校的组织与运行能让所有学生获取通往成功道路上所需的知识、技能和素养并实现成果最大化。
<b>Premises</b> <b>(前提)</b>	(1) 所有的学生都能学习并获得成功， <b>但获得时间和方式不同。</b> (2) 成功的学习促进更加成功的学习。 (3) 学校控制着直接影响成功学习的条件。
<b>Principles</b> <b>(原则)</b>	(1) 教育工作者要弄清学习个体 <b>最终所能展示的学习成果。</b> (2) 教育工作者应 <b>尽可能多给学生学习和展示所学的机会。</b> (3) 提高学生的挑战水平和最终称其为“成功”的接受标准。 (4) 课程设计和教学计划从希望学生最终达成的目标成果出发。
<b>Practices</b> <b>(步骤)</b>	(1) 确定目标成果。 (2) 设计课程体系。 (3) 实施课堂教学。 (4) 评估学习结果。 (5) 明确更高目标。

# 《综合英语》：专业必修课 1-5学期



基于成果的教育是以学习结束后学生必备能力为所有教学活动的目标的教育组织模式。

# 课程转型

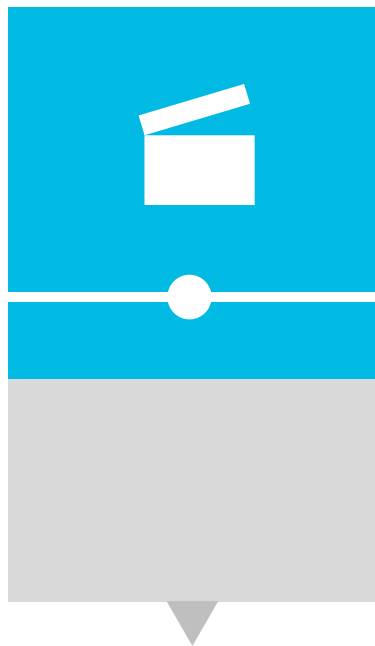




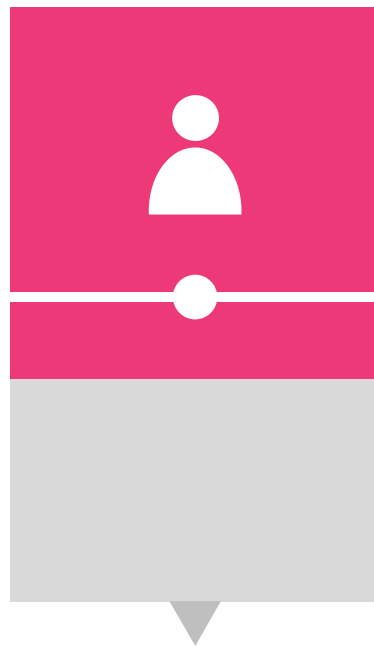
# 课程特色



个性化教学方案



“4A” 教学模式



课堂点评

OBE-基于成果导向的综合英语课程

## 以成果为导向的个性化教学方案

在以成果为导向的个性化教学中，学生在明确学习目标后，可以通过根据自己的兴趣和特长制定的学习方案来学习，从而达到既定目标和结果。

## 个性化教学

### 个性化教学方案

阅读&笔记

趣配音/朗诵/唱歌/背诵

即兴/主题演讲、辩论

情景剧表演

电影/景点简介

采访

产品介绍/宣传视频录制

可选项目

五个学期

## 共性教学

### 教材学习

1. 听说
2. 阅读
3. 写作
4. 词汇
4. 演示

必选项目

## 教学反思

1. 教师对学生方案制定和执行进行个性化的引导。  
(目标、能力、任务难度、调整)
2. 课堂点评是监督学习效果至关重要的环节。

**兴趣所在，信心所在，能力所在**



## 个性化教学

阅读&笔记

趣配音/朗诵/唱歌/背诵

即兴/主题演讲、辩论

情景剧表演

电影/景点简介

采访

产品介绍/宣传视频录制

可选项目、必选项目

## 成果展示



## 个性教学

阅读&笔记

趣配音/朗诵/唱歌/背诵

即兴/主题演讲、辩论

情景剧表演

电影/景点简介

采访

产品介绍/宣传视频录制

可选项目、必选项目

五个学期

## 共性教学

教材学习

1. 听说

2. 阅读

3. 写作

4. 词汇

4. 演示

必选项目

# 学期主题&单元项目

## Change 成长蜕变

- **Dream**
- Challenge
- Independence
- Relationship

适应大学

## College 大学生活

- Food
- Fashion
- Travel
- Environment

大学生活

## Culture 感知文化

- Family
- Festivals & Holidays
- Art & Artists
- Literature

## Commerce 初探商业

- Money & Wealth
- Consumption
- Business Opportunities
- Marketing

面向职场

## Career 接触职场

- Career Planning
- Job-hunting
- Professionalism
- Entrepreneurship



# 任务



**DREAM单元项目**





## 以成果为导向的4A课堂模式

**A**ssignment 布置示范

**A**ccomplishment 完成任务

**A**ssessment 检查评价

**A**bsorption 反思内化



# 以第一学期 “DREAM” 单元项目中的 **“阅读”** 任务为例



# 任务说明

## An Open Letter

## to the Daydreamers

① "I was caught up in traffic." means "I was delayed or held up in traffic." How do you understand "a little too caught up in my own thoughts" here?

② "Barbies" here refer to a collection of Barbie dolls and accessories with which most little girls build worlds in their childhood. What is a world with Barbie dolls like?

③ "Teenage heartthrobs" are idols for teenagers. Can you name some latest teenage heartthrobs? What do they do? What kind of life do they live? Why do you like them?

④ What kind of life did the author expect to live?

⑤ "Whatever" here means "no matter what". Can you make two more sentences with "whatever"?

⑥ The author spent much time daydreaming. What were the dreams you once had?

⑦ What does the author omit in this sentence to avoid repetition?

⑧ Translate the underlined sentence into Chinese.

⑨ The suffix "-ous" is added to "adventure" to make it an adjective, similar words are: famous, dangerous... Find more words like these.

1 I've always had this feeling that I was destined for something big. There was something amazing and special out there that only I was meant to do and people would know my name. I've always been a little different and <sup>①</sup> a little too caught up in my own thoughts.

2 I spent my childhood building worlds with <sup>②</sup> Barbies, and imagining conversations with the latest <sup>③</sup> teenage heartthrobs, because we were obviously meant to be together. I watched movies about faraway lands and life-changing adventures, and I craved them all. <sup>④</sup> I didn't want just an ordinary life.

3 <sup>⑤</sup> Whatever stage of life I was in, <sup>⑥</sup> I always dreamed of what was next. In grade school, I dreamed of the promise of high school; and in high school, <sup>⑦</sup> the freedom of college. Now that I am in college, I can't wait to graduate and begin my life.

4 <sup>⑧</sup> I've spent so much time imagining what my life could be and I've forgotten to stop and see where I actually am. When I was a little girl, I dreamed that I could move to Europe and live a very <sup>⑨</sup> adventurous life. Now I'm sitting in my apartment in Sweden and I'm taking it for granted. Like everything else, I'm counting down the days to what's next. My life has literally ended up exactly where I always dreamed it would be, but what am I doing about it? Lying in my bed, binge-watching *Modern Family*, and eating pasta for every meal?

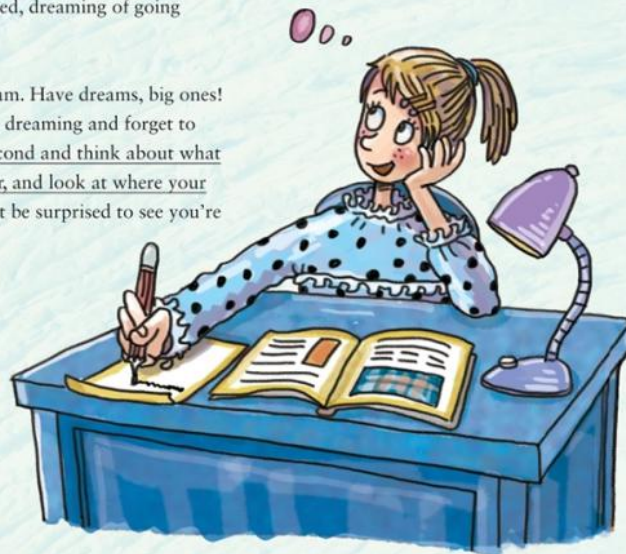
5 Sure, one day I can <sup>⑩</sup> look back and say I have lived in Europe for six months—it was amazing—and I lived like a local, but I couldn't tell you where the coolest underground bars are or where the best Swedish meatballs are served. I don't know how to speak the language, either. I guess what I'm trying to say is... I've always dreamed of living in Europe. Now I am, but I'm doing nothing to take advantage of it. <sup>⑪</sup> I'm just lying in bed, dreaming of going home.

⑩ "Look back" here means "recall". More phrases with "look" are: look around, look into, look ahead, look about... Find meanings of these phrases and give more examples.

⑪ Is the author living the life she always dreamed of now? Why?

⑫ Translate the underlined sentence into Chinese.

6 I'm not saying don't dream. Have dreams, big ones! But don't waste your life dreaming and forget to actually live. <sup>⑫</sup> Take a second and think about what you've always wished for, and look at where your life is heading. You might be surprised to see you're already there.





**以成果为导向的4A课堂模式**  
**学生是主讲老师**



布置示范



课后准备



总结反思



课堂点评



课堂展示



Assignment

Accomplishment

Assessment

Absorption



# 布置示范 Assignment

课前阅读 → 课堂引导 → 课堂示范

## How to Explore a Passage

### 01 Structure

main ideas  
title  
topic sentences (Appendix)

### 02 Language

good expressions  
difficult words, phrases and sentences

### 03 Content

author's viewpoints vs. your own

### 04 Cultural Information

more information

## An Open Letter

① "I was caught up in traffic." means "I was delayed or held up in traffic." How do you understand "a little too caught up in my own thoughts" here?

② "Barbies" here refer to a collection of Barbie dolls and accessories with which most little girls build worlds in their childhood. What is a world with Barbie dolls like?

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④ What kind of life did the author expect to live?

⑤ "Whatever" here means "no matter what". Can you make two more sentences with "whatever"?

⑥ "I've spent so much time..." What were the things you had? What does the author omit in this sentence to avoid repetition?

⑧ Translate the underlined sentence into Chinese.

⑨ The suffix "-ous" is added to "adventure" to make it an adjective, similar words are: famous, dangerous... Find more words like these.

I've always had this feeling that I was destined for something big. There was something amazing and special out there that only I was meant to do and people would know my name. I've always been a little different and a little too caught up in my own thoughts.

2 I spent my childhood building worlds with <sup>②</sup>Barbies, and imagining conversations with the latest <sup>③</sup>teenage heartthrobs, because we were obviously meant to be together. I watched movies about faraway lands and life-changing adventures, and I craved them all. <sup>④</sup>I didn't want just an ordinary life.

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4 <sup>⑧</sup>I've spent so much time... <sup>⑨</sup>I've dreamed that I could move to Europe and live a very <sup>⑩</sup>adventurous life. Now I'm sitting in my apartment in Sweden and I'm taking it for granted. Like everything else, I'm counting down the days to what's next. My life has literally ended up exactly where I always dreamed it would be, but what am I doing about it? Lying in my bed, binge-watching *Modern Family*, and eating pasta for every meal?

自己的兴趣点

# 布置作业 课堂示范

## Assignment



# 课后准备 Accomplishment

## How to Explore a Passage

01

### Structure

main ideas  
title  
topic sentences (Appendix)

03

### Content

author's viewpoints vs. your own

02

### Language

good expressions  
difficult words, phrases and  
sentences

04

### Cultural Information

more information



## 自己的兴趣点

# 课堂展示 Accomplishment

## How to Explore a Passage

01

### Structure

main ideas  
title  
topic sentences (Appendix)

02

### Language

good expressions  
difficult words, phrases and  
sentences

03

### Content

author's viewpoints vs. your own

04

### Cultural Information

more information



自己的兴趣点



## Peer Assessment Form

Group Assessed \_\_\_\_\_

Assessor \_\_\_\_\_

	Criteria and Weight	Individual Score	Total Score
<b>Group Assessment</b>	Content (20%)		
	Structure and Cohesion (20%)		
	Use of Visual Aids (10%)		
	Delivery (10%)		
	Language (10%)		
	Stage Manner (10%)		
	Team-work (20%)		
<b>Comments</b>	Merits <i>merits or points that impressed you</i>		
	Problems <i>problems that need improvement</i>		
	Suggestions <i>suggestions to the problems</i>		

**检查点评**  
**Assessment**

*your own viewpoints on the topic*



## 检查点评 Assessment

### Peer Assessment Criteria for Group Presentation

Content	<ul style="list-style-type: none"> <li>● Is the content relevant and engaging?</li> <li>● Does the presentation focus on major issues?</li> <li>● Are the major issues clearly described?</li> </ul>
Structure and Cohesion	<ul style="list-style-type: none"> <li>● Is the structure clearly and logically outlined?</li> <li>● Is the balance of various parts effective?</li> <li>● Are transitions of various parts made smoothly?</li> </ul>
Use of Visual Aids	<ul style="list-style-type: none"> <li>● Do the visuals help illustrate the important points?</li> <li>● Are the key words used instead of sentences?</li> <li>● Do the presenters use them competently?</li> </ul>
Delivery	<ul style="list-style-type: none"> <li>● Are the presenters talking about the slides rather than simply reading them to the audience?</li> <li>● Do the presenters appear well prepared and to understand the material fully?</li> <li>● Do the presenters use effective ways to make the audience understand the major facts or ideas?</li> </ul>
Language	<ul style="list-style-type: none"> <li>● Is the pronunciation intelligible?</li> <li>● Do the presenters use vocabulary with good precision?</li> <li>● Do the presenters produce accurate sentence structures?</li> <li>● Do the presenters speak coherently with appropriate cohesive features?</li> </ul>
Stage Manner	<ul style="list-style-type: none"> <li>● Are the presenters' postures upright and confident?</li> <li>● Do the presenters' gestures enhance what they are saying?</li> <li>● Are the presenters making proper eye contact across the audience?</li> </ul>
Team-work	<ul style="list-style-type: none"> <li>● Does the group complete their work consistently?</li> <li>● Do individuals participate equally in the presentation?</li> <li>● Are the individual contributions effectively integrated?</li> <li>● Are other group members ready to help while individual speaks?</li> </ul>



# 检查点评 Assessment

Peer Assessment Form						
Assessed <u>陈林峰 Tom</u>		Assessed by <u>钟红红</u>				
Content (20%)	Structure and Cohesion (20%)	Use of Visual Aids (10%)	Delivery (20%)	Language (20%)	Nonverbal Language (10%)	Total Score
19	18					
<p>Source: How to...            Merits: 1. the story is give us some You cannot tu            Problems: 1. why you end 2. pressure will in but also metal            Comments: 1. Correct pres part. 2. It will be good, can be</p>						

Peer Assessment Form						
Assessed <u>Mandy</u>		Assessed by <u>李秋莲</u>				
Content (20%)	Structure and Cohesion (20%)	Use of Visual Aids (10%)	Delivery (20%)	Language (20%)	Nonverbal Language (10%)	Total Score
20	20	10	20	19	10	99
<p>Merits: Using her own experience. ① We can learn sth from it (what's stress, how can we know, and how to solve them) ② provide exact method to reduce stress. ③ like listen to a health care lecture. ④ using picture to let us know we are in stress            Problems: so that we may listen careful to the mother let the following. ⑤ choosing the topic that many of us face in our daily life (attracted)            Comments: ① When using picture, I think you can serve the pictures in phone, and send them to us, so we can see clearly.            Suggestions: ② When using microphone, you can put the microphone in the front. 不要放在后; 孔朝下闻, 这样会好很多。            I like "make friends with stress" because I always feel frustrated with stress, but actually we should make friends with stress</p>						



教师点评：展示 & 互评  
教师补充知识点

## 总结反思 Absorption

**我学到了什么？**

**我的问题是什么？**

**我可以通过哪些方式解决问题？**



## 4A模式贯穿在单元的每一个项目



# 教学反思

1. 查阅大量资料，能自己解决问题。
2. 分享自己感兴趣的知识点。
3. 用同学能接受的方式和语言，学会如何组织课堂。
4. 来自同辈的分享，更有共鸣。



## 4A课堂教学中的点评

1. 评价目的：查漏补缺、相互学习、提高思辨能力
2. 评价方式：同学互评、自我评价、教师评价
3. 评价内容：优点、缺点、建议、我的分享
4. 评价方法：言之有物、有理有据



## Peer Assessment Form

Assessed Xiao ShiqiongAssessed by Chen Jieping

Content (20%)	Structure and Cohesion (20%)	Use of Visual Aids (10%)	Delivery (20%)	Language (20%)	Nonverbal Language (10%)	Total Score
19	19	9	18	19	8	
Comments	Merits ① You give us many lovely charts to explain it to us. ② Your expression is clear and fluent. ③ Your hand-writing is good.					
	Problems No problems					
	Suggestions <u>I like your presentation. It's excellent. ☺</u>					



**Peer Assessment Form**

Assessed Andy Mandy Assessed by 李秋莲

Content (20%)	Structure and Cohesion (20%)	Use of Visual Aids (10%)	Delivery (20%)	Language (20%)	Nonverbal Language (10%)	Total Score
20	20	10	20	19	10	99
Comments	<p><b>Merits</b> ① using her own experience. ② We can learn sth from it (what's stress, how can we know, and how to solve them) ③ provide exact method to reduce stress. ④ like listen to a health care lecture, ⑤ using picture to let us know we are in stress</p>					
	<p><b>Problems</b> so that we may listen carefully to the method at the following. ⑥ choosing the topic that many of us face in our daily life (attracted)</p>					
	<p>① When using picture, I think you can send the picture in phone, and send them to us, so we can see clearly.</p>					
<p><b>Suggestions</b> ② When using microphone, you can put the microphone in the front, not behind you, like below, this will be better.</p>						
<p>I like "make friends with stress" because I always feel frustrated with stress, but actually we should make friends with stress</p>						

## 学生对点评的看法

④写好初稿之后,再从始至终检查单词、句子、语法,检查后并修改后交给同伴结合同伴的建议再修改。

演绎法。

Linda's essay.

①大标题是,小标题是(相互括下文,清晰明了) ②首段介绍背景并埋下伏笔,吸引读者注意。  
小标题下的文段中的最后一句呼应标题。

Chole's essay.

①题目新颖 ②结构条理清晰 ③引用人物讲过的话帮助读者了解该人物,突出人物形象,呼应主旨 ④作者没有一味讲道理,引例子而是通过描述一个慈善家的经历及对金钱的看法来让读者明白文中的道理,也体现了作者的思想高度 ⑤语言顺畅明了。

小碟:

夹叙夹议。

①一篇充满想象力的文章。且不说这是不是篇优秀的文章,作者没有走固有的套路而是大胆地写了一篇小说,足够吸引,让人眼前一亮。

反思:

- ①不要为了写作文而写作文。
- ②要花心思“耍心机”,静心构思,
- ③作文不只一种写法,一种文体和一种结构
- ④采用老师、同学的方法。



DATE

S M T W T F S

## 作文点评收获:

- ①. 通过对比其他同学的文章, 知道了自己的文章的不足: 这题目不够新颖; 结构不完整。
- ②. 对无感的话题, 可以换一个角度去思考。不要干着急, 向积极的方面想, 要想办法找到让自己感兴趣的点。
- ③. 平时的积累很重要, 平时看到的某些点也许能在写作的时候用上。
- ④. 要有主动地去学。看见某个东西就想着用英文怎么去表达。
- ⑤. 大量输入, 输出。如看了电影, 写些 summary 之类的东西。

✓ 最喜欢评价的部分

✓ 不管是自评还是他评，都能归纳总结出自身的不足和闪光点，学到很多。

这种方式的教学促进同学之间的关系也帮助了双方进步，点赞点赞！

通过别人的评价，才能知道自己认识不到的不足，进步也比其他方式要快得多。

## 二、关于点评

- ① 更好地理解同学讲的内容。
- ② 提高我的注意力，不敢分神玩手机。
- ③ 通过发现同学的不足，可以反思自己；  
通过学习同学好的 presentation 技巧，可以提升自己。
- ④ 可以锻炼语言组织能力。



表达逻辑顺吗？”“有没有更好的表达方式？”……  
虽然我觉得我的“summary”写得还不够好，但是至少我知道怎么写，怎么改，怎么样写更好。

2. 对点评的看法：到目前为止，我都不太会点评。但是这一年来，我从同学们的点评中却学到了很多，发现原来一件事情还可以有很多别的表现方式，学到了不少我从来没想过或察觉的东西。

## 2. 点评的看法

不一定要按照 merits / problems / suggestions 的模式

这样在同学做 pre 和做演讲时, 听众会有巨大的压力感从而会失去乐趣

真正的评价是从 comments 本身出发, 是可以产生 共鸣的点

如果真的听进去一个演讲或 pre, m/p/s 自然而然就会出来

而反过来太注重 m/p/s, 真正可能产生共鸣的点或许就不会出来。

↳ (一直在寻找这些)

建议

## 教学反思

1. 课堂不再一片沉寂，每个人都很忙碌，参与其中。
2. 收到来自他人的评价和帮助，自己也会回馈他人。
3. 思辨能力得到提高。
4. 从别人的表现和评价中，相互学习。
5. 同学互评的水平有待提高：语言、逻辑、评价。





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详情

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### 三、常见问题和解答

#### 1. 有问题怎么咨询？

- (1). 首选慕课讨论区的“综合讨论区和老师答疑区”问老师，系统可计分。
- (2). 进入网页右上角的“帮助中心”。
- (3). 加入互动qq群：143817026。

#### 2. 怎样可以获得慕课证书？

- (1). 务必参加Final Test, 争取期考及格 (占总分40%, 40道单选题加10道填空题。题型和“测验题及文化Cultural Horizon”部分的相关练习题型相同。)
- (2). 测验Test和作业Writing Exercises: 提交截止时间前, 争取4个单元测验及格。
- (3). 讨论区课堂交流区回帖: 课程结束前, 建议讨论区的“课堂交流区”回帖至少15个, 讨论区的“综合讨论区和老师答疑区”发帖至少5个。争取满分。

#### 3. 为什么有些同学看了视频, 系统却没有给出成绩?

只有参与至少一次讨论或测验, 平台才可导出姓名和成绩等数据。



## 结 语

- ◆ **基于OBE个性化教学方案：看到别人优点的同时，不忘自己的美好。**
- ◆ **基于OBE的4A课堂：我把属于你的课堂交还给你。**
- ◆ **点评：激活一片死水，惊起一滩鸥鹭。**

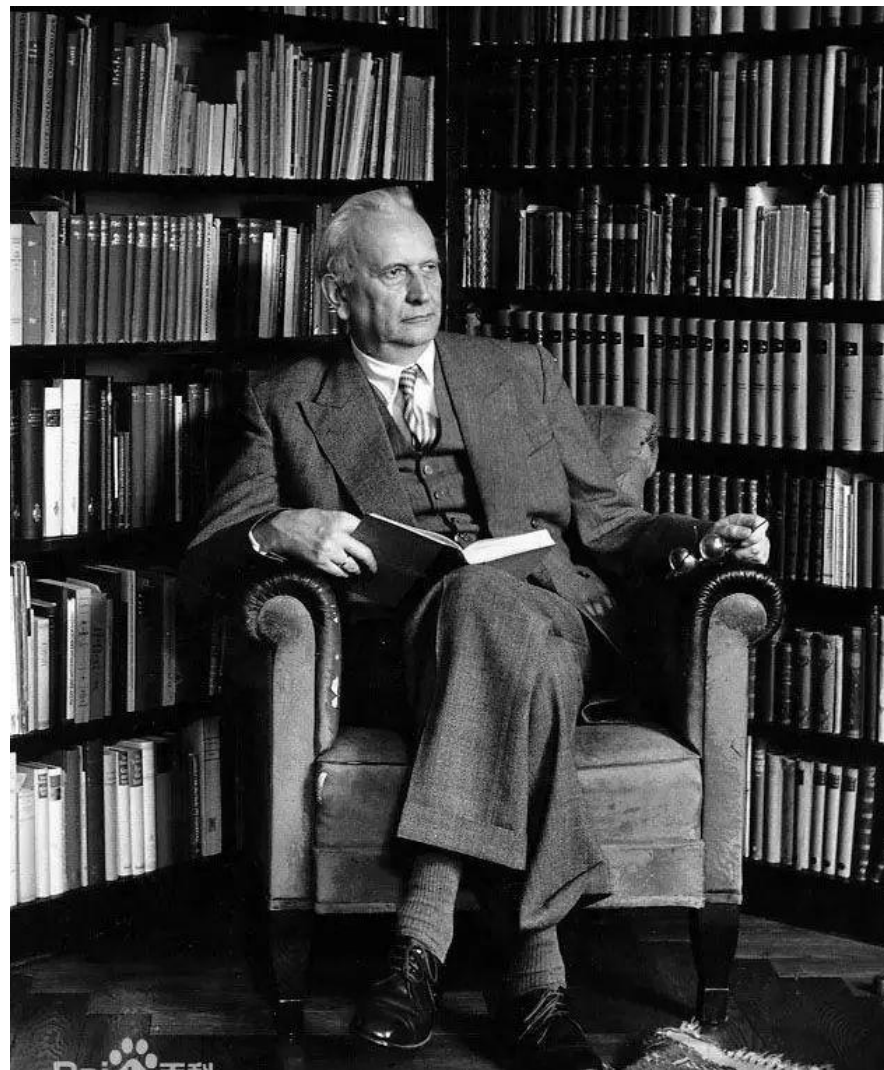
## 结语

教育意味着，

一棵树摇动另一棵树，

一朵云推动另一朵云，

一个灵魂唤醒另一个灵魂。



德国哲学家 雅斯贝尔斯





**THANKS**