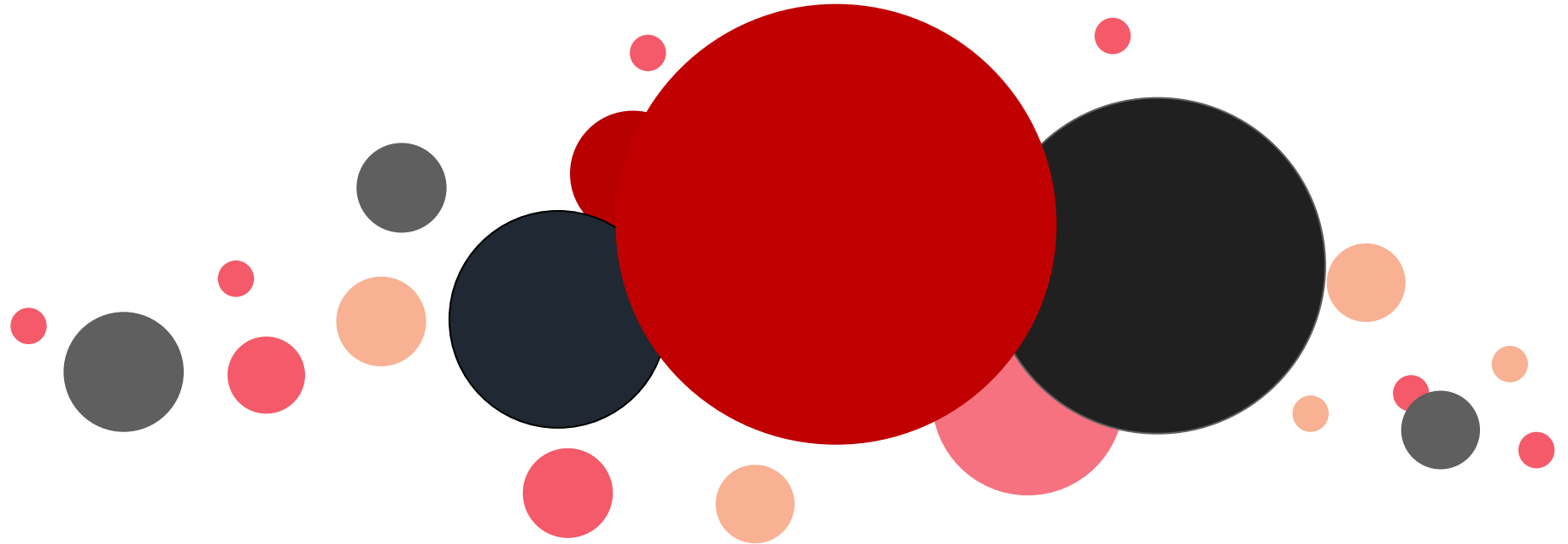




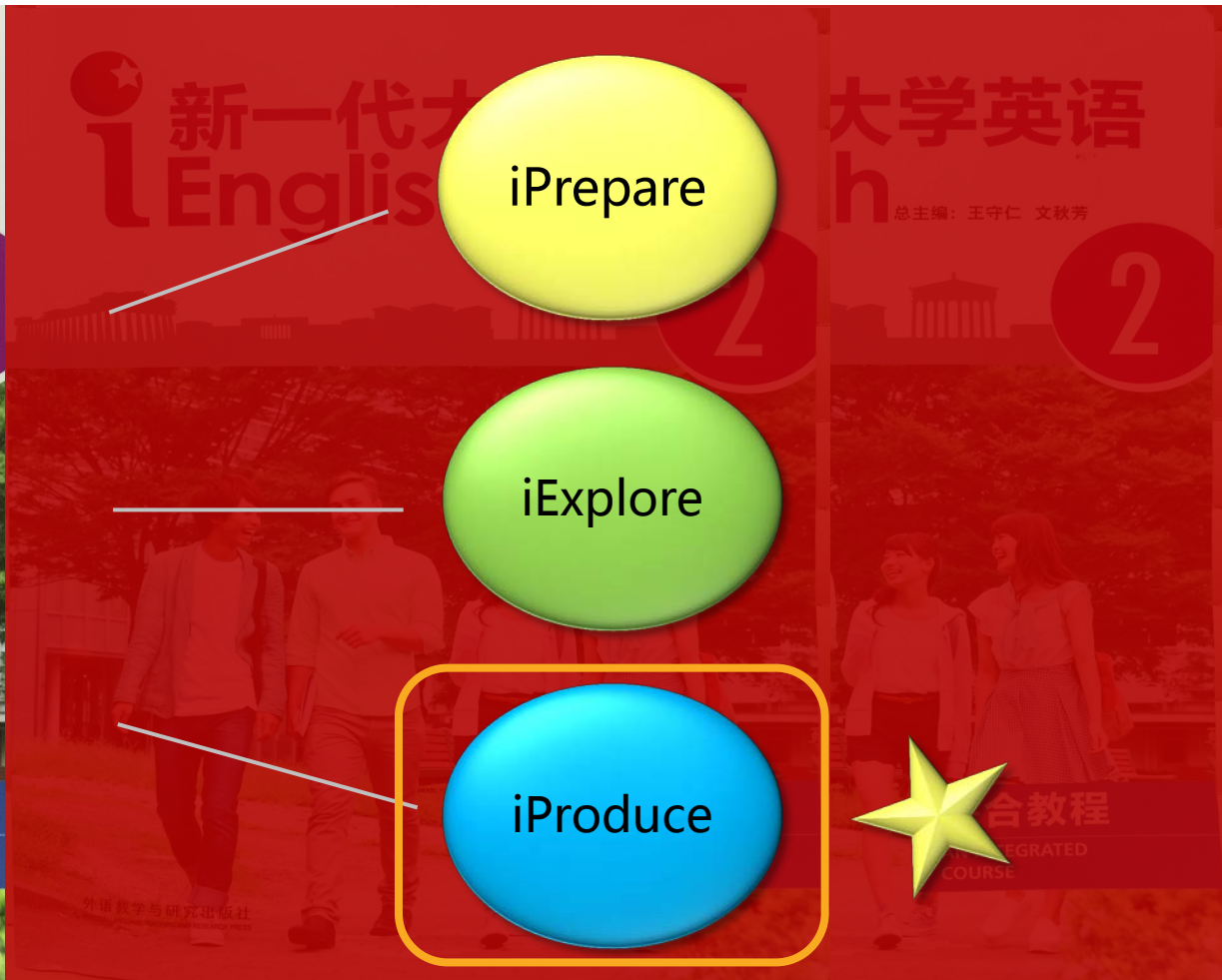
MY Flipped Class

— teaching concept , aims and procedures



MY teaching concept
of
the micro-lecture and flipped class

Core learning concept of this book



Core learning concept of this book

iPrepare

iExplore

iProduce

Is iProduce

a one-time product

OR

a continuous process



Is the learning DONE after the student finishes his product

NO.

MY teaching concept

iPrepare

iExplore

iProduce

iPolish

iProduce(**1st** product)+iPolish
+ iProduce(**2nd** product)+iPolish
+ iProduce (**3rd** product)+iPolish
... iProduce (**Nth** product)
=For **BETTER** PRODUCTION



**A NEW
Learning Cycle**

MY flipped class



Target Students

Sophomore
non-English majors
CET-4.

MY flipped class



Teaching objective

BE ABLE TO

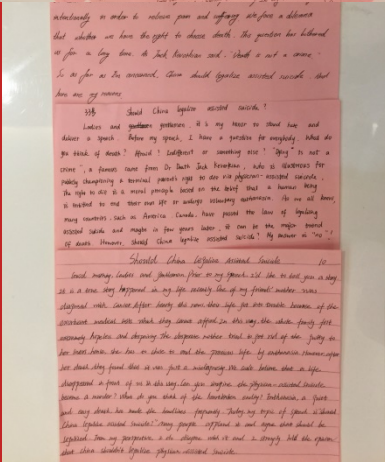
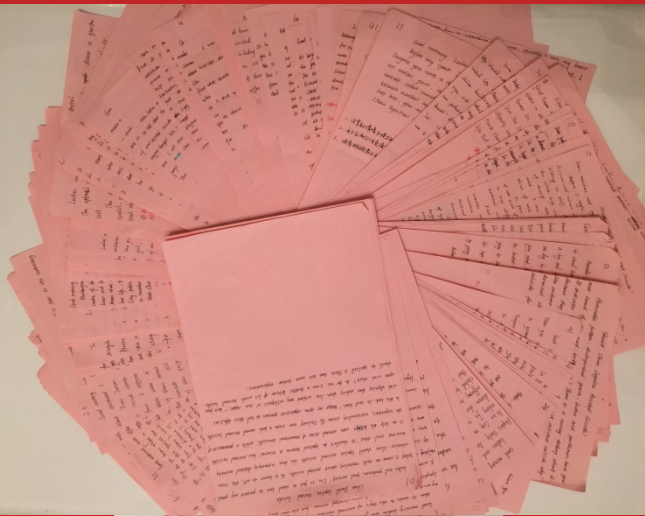
get a better understanding of
how to construct an effective opening

THROUGH

observation, evaluation and reflection

experiencing an alternative perspective
(i.e. that of an audience).

MY flipped class



Pre-class

Collecting the students' 2nd products



LOOKING FOR

INVENTING

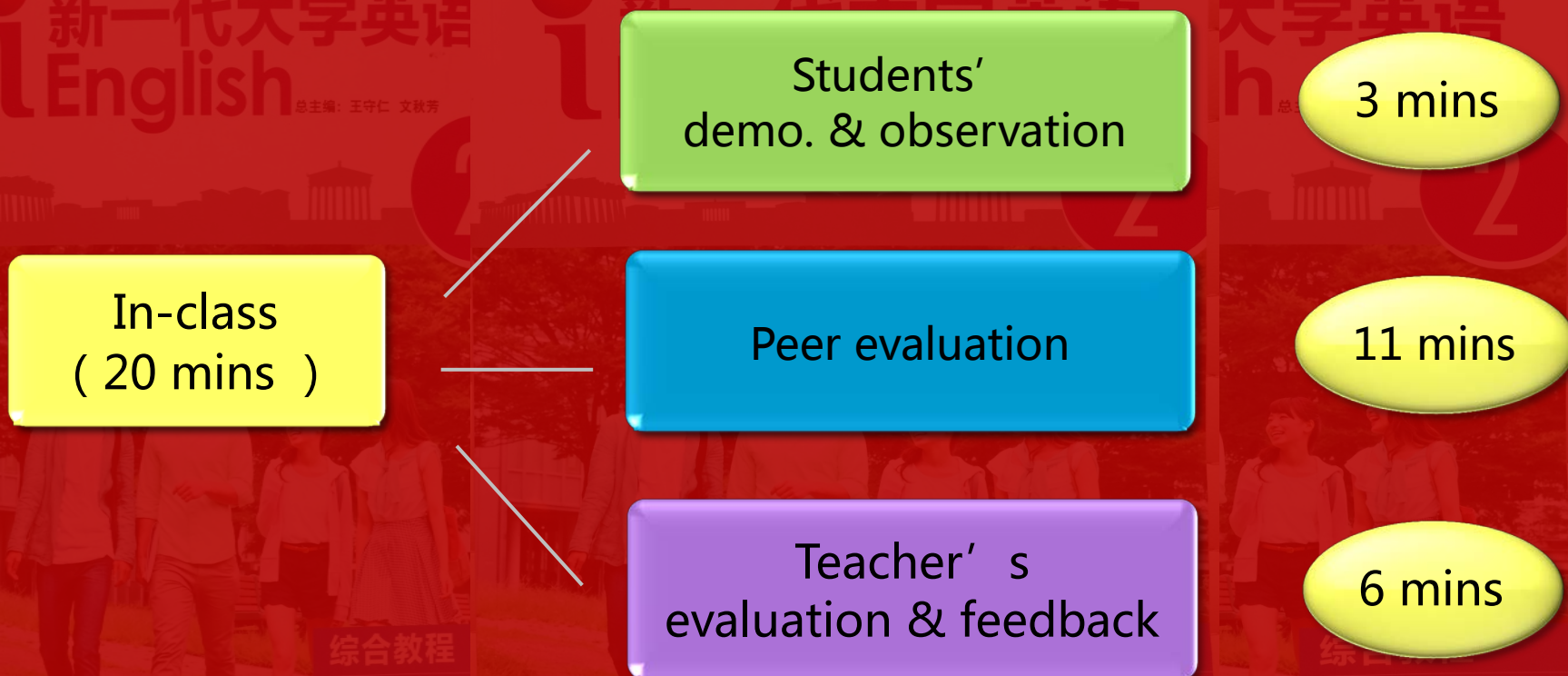


the Problems



Selecting 3 scripts for in-class discussion

MY flipped class



MY flipped class



1

Students'
demonstration & observation

Presenting the openings

3 mins



Students' observation

Evaluation Table

	Speaker 1	Speaker 2	Speaker 3
What technique(s) does the speaker use?	A. A story B. Questions C. Quotations D. Facts/statistics	A. A story B. Questions C. Quotations D. Facts/statistics	A. A story B. Questions C. Quotations D. Facts/statistics
Do you think it's an effective opening?	☆ ☆ ☆ ☆ ☆	☆ ☆ ☆ ☆ ☆	☆ ☆ ☆ ☆ ☆
Why?			

To help the audience concentrate & focus

Simple questions
NOT to distract them from listening

2

Peer evaluation

11 mins

Content

Speaking
manners

NOT
the teaching focus

COMMENTING
ON

(like posture, gesture, eye contact, etc.)

2

Peer evaluation

11 mins

Pair work

2mins

Group work

9mins



Pair work

2mins



新一代大学英语 大学英语

	Speaker 1	Speaker 2	Speaker 3
What technique(s) does the speaker use?	A. A story B. Questions C. Quotations D. Facts/statistics	A. A story B. Questions C. Quotations D. Facts/statistics	A. A story B. Questions C. Quotations D. Facts/statistics
Do you think it's an effective opening?	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Why?			

(Evaluating the 3 speakers' openings)

2

Peer evaluation

Pair work

2mins

an equal opportunity to talk

sharing ideas
&
building up confidence about their ideas

Efficient!

2

Peer evaluation

Pair work

2mins

To
Facilitate

Group work

9mins



2

Peer evaluation

Group work

9mins

3 GROUPS

文秋芳

总主编：王守仁 文秋芳

2

2

教程

INTEGRATED

综合教程

AN INTEGRATED COURSE

9mins

Group work

Speaker 1



Sharing feedback & Brainstorming ideas

3-min talk

Speaker 2



Speaker 3



9mins

Group work

Speaker 1



SWITCH !

Speaker 2



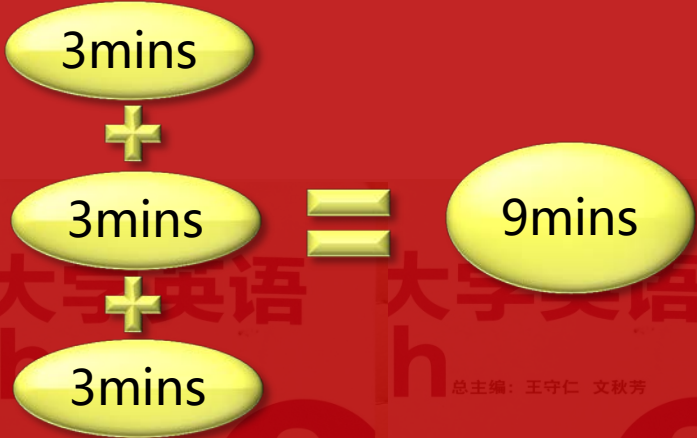
Speaker 3



**ANOTHER
3-min talk**



Group work



Productive!

Each group :
Talking with the 3 speakers
(one at a time)

Sharing feedback
Brainstorming ideas

Self-reflection



MY flipped class

3

Teacher' s
evaluation & feedback

6 mins

specific feedback
an overall evaluation

DOS & DON' TS

Prepared advice (PPT)
+
contemporaneous ideas (blackboard)

MY flipped class

Each student:

written feedback from peers
(guided by the CHECKLIST).

Post-class

switching their 2nd products
between classes

CHECKLIST

If he uses a story:

1. Is it a good story?
2. Is the story perfectly relevant, which can lead you naturally to the topic?
3. Are there any gap between the story and the topic
4. Is the story too long?

If he uses a question:

1. Is the question too broad?
2. Does the question help establish a mental interaction?

If he uses a quotation:

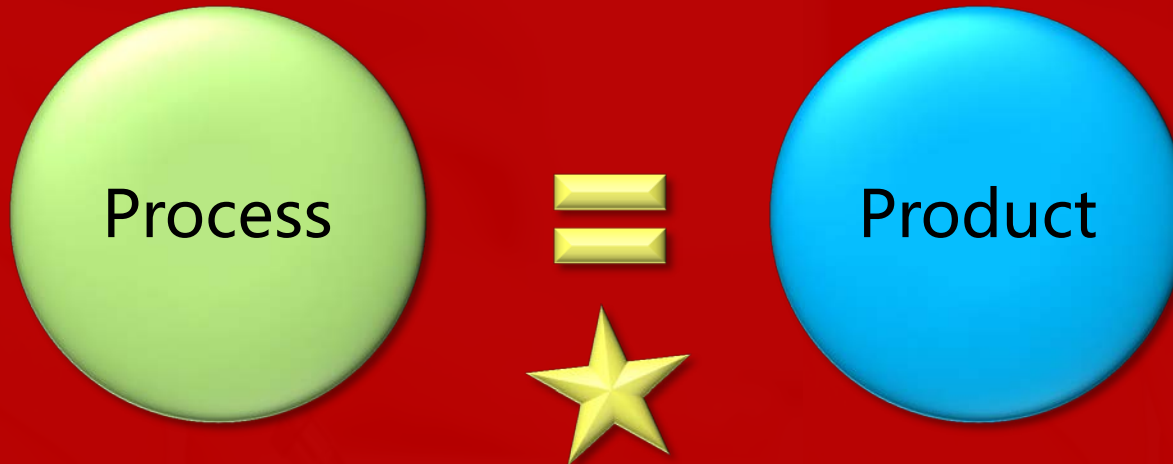
1. Is the quotation overused?
2. Is the quotation brief and powerful?
3. Is the quotation lengthy and hard to understand?
4. Is the quotation relevant?

If he uses facts or statistics:

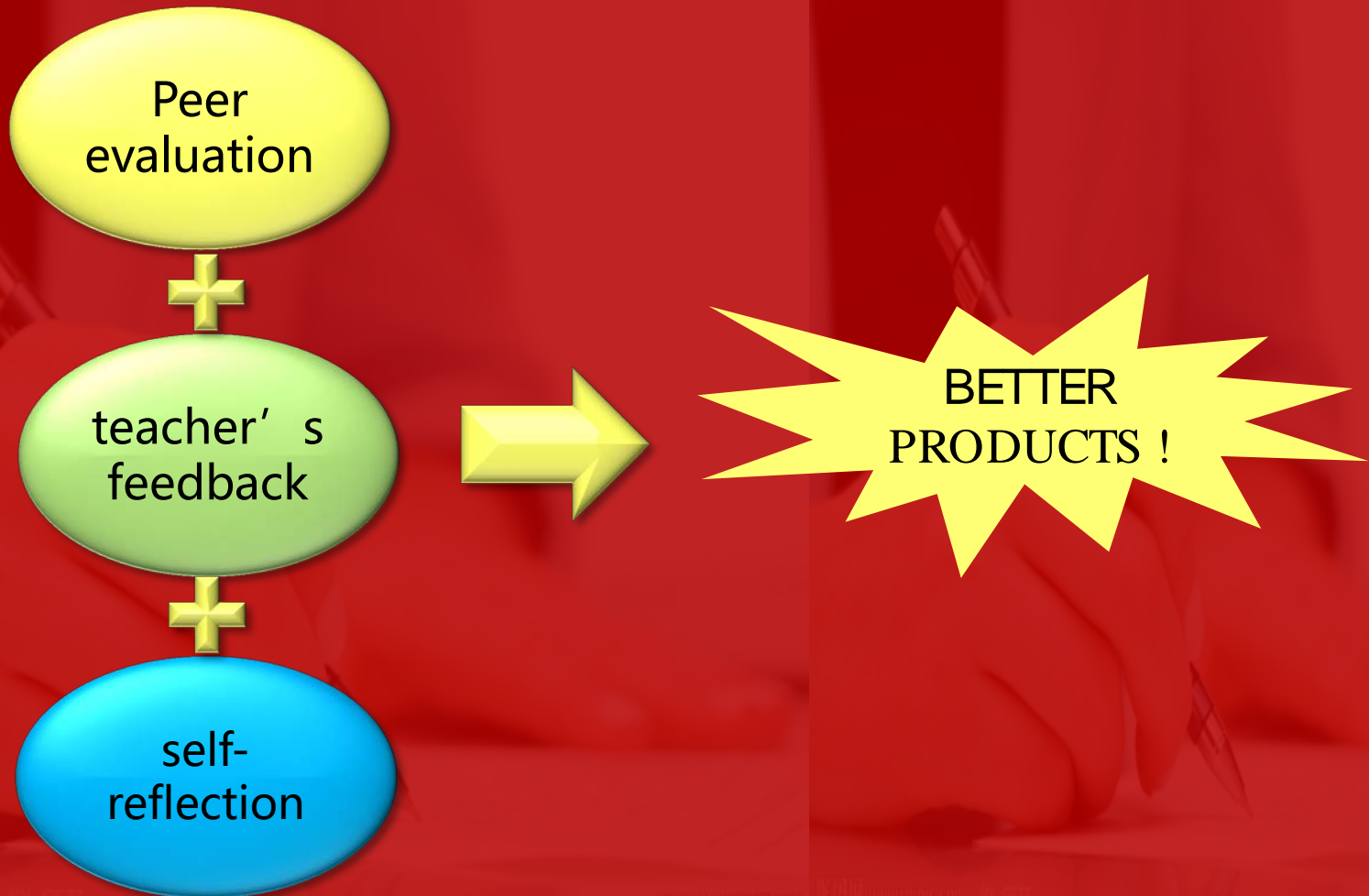
1. Are the facts or statistic startling?
2. Does he mention the source?

Teaching Concept of **MY** flipped class

Students are **guided**
throughout the process of writing.



Teaching Concept of **MY** flipped class





iPrepare

I get familiar.

iExplore

I get equipped.

iProduce

I get involved.

iPolish

I get closer to perfection.



Thank you !