

2019 年外研社“教学之星”大赛

教学设计方案

一、基本信息

课程名称	大学英语视听说
课程类别	<input checked="" type="checkbox"/> 大学英语基础课程 <input type="checkbox"/> 大学英语后续课程 <input type="checkbox"/> 英语专业课程 <input type="checkbox"/> 商务英语专业课程 <input type="checkbox"/> 翻译专业课程
教学对象	本科非英语专业二年级学生
教学时长	4 课时
教材名称	新视野大学英语（4）视听说教程（第三版）
参赛单元	第 <u>四</u> 册 第 <u>四</u> 单元 Solving problems & seeking happiness

二、团队信息



三、课程设计方案

1、课程定位（基于院校特色与教学对象特点，介绍本课程的人才培养定位）

➤ 院校特色及本校大学英语课程定位

■■■■■，作为一所综合类大学，于 2017 年成为中国首批 42 所“一流大学”建设高校之一，2018 年跻身于中西部 14 所“以部为主、部省合建”高校行列。新的历史时期，■■■■■将紧紧围绕建设世界一流大学目标，主动融入国家战略，积极服务■■■■■经济社会发展，全面提升学校办学实力和办学水平，为区域经济社会发展做出贡献。

2015 年，围绕教育部颁布的《大学英语课程教学要求》及■■■■■“十三五”规划和本科生人才培养方案，大学外语教学部修订了大学英语课程教学大纲，按大纲指导要求，本校大学英语教学分为基础阶段（一至二年级），和应用提高阶段（三年级）。基础阶段对学生打好语言基础、掌握良好的语言学习方法、提高文化素养起着重要的作用，应用提高阶段进行“通用学术英语”课程，旨在培养学生的通用学术英语能力，对学生进行英语学术规范培养，使他们在今后学术研究和专业交流中能用英语进行有效的交际。本课程《英语视听说（4）》（四级）是大学英语基础阶段的重要组成部分，并起到了衔接基础阶段和应用提高阶段的重要桥梁作用。

➤ 教学对象特点

本课程《英语视听说（4）》（四级）授课对象为大学二年级本科非英语专业学生，大部分已通过大学英语四级考试，作为综合类重点大学学生，语言水平属于中等阶段，能运用常用词汇及短语进行日常表达，能满足基本社交功能。但大学英语作为公共课程，学生对其学习积极性不高，运用英语解决复杂问题的综合能力，思辨能力和自主学习能力欠佳，用英语进行有效输出的能力不高。基于以上特点，本课程旨在通过提供高阶性和挑战性的教学活动来帮助学生从中等阶段向更高阶段过渡。作为新时代大学生，他们对新事物，特别是网络科技技术较为敏感，因此运用线上线下混合教学有益于提升学生的学习兴趣及积极自主学习能力。

➤ 人才培养定位

基于以上院校特色及教学对象特点，本课程以培养和提高本科生英语听说应用能力为重心，以教学质量为核心，以创新人才培养模式为重点，以培养拔尖创新人才为目标，提高其综合文化素养及思辨能力，同时增强其自主学习能力，并为学生在结束大学英语基础课程进入后续的学术英语课程提供衔接作用，使他们在以后的学习、工作，科研和社会交际中能用英语进行有效的交际，以适应我国社会发展和国际交流的需要。围绕■■■■■“双一流”建设方案和“十三五”规划的定位，以及■■■■■“坚持立德树人，全力推进协同育人、科研育人、实践育人和文化育人，构建知识、能力、人格三位一体的育人体系，培养具有社会责任感、创新精神、实践能力和国际视野的拔尖创新人才”的本科人才培养目标，本课程将发挥自身热度，助力学校本科人才培养需求；助力各学院特色专业人才培养需求；助力学生个性化发展需求。

2、教学目标（介绍课程时长、总体目标以及预期达到的成效）

➤ 课程时长 本视听说课程共 8 个单元，一学期 18 个教学周完成，每周 2 课时，共 36 课时，1 学分。

➤ 知识目标及预期成效能够基本正确运用英语语音，词汇，语法及句型结构等语言知识；能够基本掌握政治，经济，

历史，文化，科技等深层次话题的相关语言表达；能够基本满足未来生活，社交，学习，科研的信息交流需要。

➤ 能力目标及预期成效培养学生英语听说语言技能及实际运用英语进行口语交际的能力，具体表现为：

听力与理解能力：能听懂英语授课，能听懂日常英语谈话和一般性题材讲座，能基本听懂中等速度的英语节目，语速为 130-150 词/分钟，能掌握其中心大意，抓住要点。能运用基本的听力技巧理解。

口头表达能力：能在学习过程中用英语交流，并能就日常话题与英语国家的人士进行广泛的交谈，能在有所准备后参与一般性话题的谈论，发言以及演讲，表达比较清楚，语音、语调基本正确。

➤ 综合素质目标及预期成效

提高学生综合文化学术素养及创新和思辨能力，拓展人文科学知识，及运用英语解决实际问题的能力。学生能够理性处理文化差异，并恰当的使用交际策略应对不同场合的交际情景，通过线上线下教学的融合，培养学生自主学习的能力。

3、教学内容（介绍课程主要内容，以及线下与线上采用的教学资源）

➤ 知识内容线下：主要基于教材中每单元不同主题出现的重要词汇，语言现象和语言难点进行教学。

线上：基于 Unipus 外研随身学及 U 校园平台，学生自主进行单元中较易部分听力材料的练习，积累和单元主题相关词汇和表达；通过手机 APP “英语趣配音” 着重语音语调的练习及兴趣的培养。

➤ 能力内容

线下：主要基于教材中每单元出现的 listening skills 和 speaking skills 展开听说技能教学，并通过课本中听说活动提升学生实际使用语言的能力。

线上：学生通过 U 校园中的微课，学习具体的听力和口语技巧，进行一定量的输入准备。

➤ 综合素质内容

线下：主要基于教材中每单元出现的 culture notes 进行文化素质拓展；通过听力练习后的问题讨论进行思辨能力培养；通过 group project 的演练培养英语解决问题的能力 and 应对不同交际情景的策略使用能力。

线上：通过手机 APP “BBC 双语新闻” 对单元主题进行深入挖掘与扩展；通过 TED 演讲平台学习演讲技巧，并对跨学科跨文化内容及思辨能力进行拓展和培养。

4、教学组织（介绍课程主要教学理念、教学方法与教学手段）

➤ 教学理念

(1) 本课程基于“产出导向法 (POA)” 的理念进行教学组织及教学设计，通过

“motivating-enabling-assessing” 三个环节促成有效输出，实现“做中学” “学中评” 的效果。

(2) 本课程依托“以教师为主导，以学生为主体 (student-centered)” 的教学理念进行课堂教学。教师为学生提供多维互动的学习场景，采用多种教学方法引导课程活动，使学生能够积极、主动参与到教学活动中。教学活动从传统的以“教”为中心转为以“学”、“练”为中心，教师发挥“脚手架”作用，通过启发引导式的语言输入活动以及大量的语言表达实践，帮助学生自如运用语

言知识进行交流。

➤ 教学方法

基于以上教学理念，本课程以学生为中心组织课堂教学活动，听力教学为辅，口语教学为主，以任务驱动教学，着力于有效输出，采用“任务型教学法（task-based）”具体实施教学。教师通过创建与日常生活，学习，工作和科研相关的真实交际场景及任务，设定有一定挑战度的活动，激发学生的兴趣和潜能，着重培养学生运用所学听说技能进行口语输出，提高学生用英语进行实际口语交际及解决问题的能力设定具体任务让学生尝试完成。在任务前进行驱动输出，任务中进行促成活动，任务后进行多元评价。具体方法包括：问题教学法、共同参与法、讨论法、角色扮演法，情景演练法等进行英语教学。基于学生课前自主学习累积的词汇和表达，在课堂上配以丰富真实材料的听力输入练习和知识点总结，兼顾对跨文化和思辨能力的培养。

➤ 教学手段

本课程采用基于移动学习（Mobile-learning）的线上线下混合教学模式授课，具体步骤为：课前：在线上通过 Unipus 外研随身学及外研社 U 校园平台布置学生自主进行单元中较易部分听力材料的练习，积累和单元主题相关词汇和表达，并通过线上微课学习具体的听力和口语技巧，进行一定量的输入准备。

课中：课堂授课中使用基于数字和移动技术的课堂辅助教学工具进行高效教学，提升教学效率和教学效果。

课后：结合线上线下资源，通过 U 校园平台布置听力作业，利用 QQ 和微信平台分享相关线上学习资源及收集学生多媒体作业，并使用手机 APP 让学生利用碎片时间通过移动学习进行巩固复习。

5、教学评价（介绍课程的总体评价方式）

本课程基于 POA 理论中的“TSCA(teacher-student collaborative assessment)”新评价形式，采用形成性评价和终结性评价相结合的方式对学生学习成效进行多维度测评。形成性评价在线下由考勤，课堂问答、讨论、复述，小组活动汇报等构成，具体表现为教师和学生合作，在口头报告，采访，辩论等活动中从语言层面，听说技巧运用层面，思维层面，文化拓展层面共同评价典型样本；在线上由 U 校园自主学习情况及外研社 iTest 测试分数构成。终结性评价由线上网络听力考试（主要考察学生听力技巧的掌握）及线下口语面试（主要考察学生对单元口语技巧和主题词汇的掌握，以及对单元话题的深入理解和拓展）构成。考核分值比列如下：

考核方式	评价层面	权重
形成性评价 60%	出勤	20%
	课堂表现	30%
	课外自主学习	30%
	个人及小组作业	20%
终结性评价 40%	听力网考	50%
	口语面试	50%

四、单元设计方案

1、单元教学目标（说明参赛单元的具体教学目标）

Unit 4 Solving problems & seeking happiness

- **Talk about social issues and happiness.**
- **Listening skills: identify supporting details in listening.**
- **Speaking skills: support a viewpoint in speaking.**
- **Theme exploration: pros and cons of surveillance technology, happiness philosophy and the concept of “empathy”**
- **Group project: conduct a happiness survey.**

2、单元教学内容（说明本单元主要内容、课时分配、设计理念与思路）

4 Class Periods	Teaching Content
1 st class period	1. Lead-in: Initiate students' previous knowledge about different categories of social issues and their impacts on people's life. 2. Listening and speaking skills: Check student's assignment about the skills of how to identify supporting details in listening and support a viewpoint in speaking. 3. Topic introducing: Get students familiar with words and expressions about surveillance technology.
2 nd class period	1. Listening practice: Listen to people talking about surveillance, and use the listening skills to finish the exercise. Speaking activity (critical thinking): Work in groups of different representatives in town and hold a public hearing about the police's plans to install town-wide surveillance to cut crimes, and then present ideas by using the speaking skills of supporting a viewpoint. 3. Assignment: Listening exercises on U-campus and a dubbing practice by using a smartphone APP.
3 rd class period	1. Homework check: Check students' speaking assignment of a dubbing practice about happiness philosophy, and give feedbacks on pronunciation and intonation. 2. Lead-in: Conduct a mini-survey about happiness. 3. Viewing: Watch a video “The Happiness Formula”, which analyze happiness from a scientific perspective and finish an exercise to gather ideas, useful words and expressions about happiness; let students pay attention to important sentence patterns of supporting one's viewpoint. 4. Role-play (creativity): Watch half of a video clip about an unhappy boy's complaining to his father, learn some useful expressions about unhappiness. Work in pairs, use imagination to role play the ending of the story, and use the speaking skills to support one's viewpoint,

4th class period	<ol style="list-style-type: none"> 1. Role-play (exploration beyond the topic) : Invite student to role-play the story in front the class and then watch the ending of the video and introduce the concept of “empathy” shown in the video. 2. Group work (research method): Conduct a happiness survey within a group, learn about basic procedures of conduct a survey. 3. Assignment (academic literacy): Watch a TED speech of a happiness survey to learn about how to presenting a survey, and prepare a report to the class based on the group survey of happiness.
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Ideas of Unit Design

The design of this unit is based on the **task-based methodology**, **production-oriented approach** and **blended-learning model**.

We divide the classroom teaching into 2 parts. Each part, involving 1 task, takes 2 class periods. Before the class, students are assigned to learn the listening and speaking skills by watching micro-lessons online at U-campus platform and a speaking practice on an English dubbing APP.

In the real class time, pre-task activities (listening practice in the textbook and speaking practice by role-play) and main task activities (a scenario of a public hearing about surveillance and a survey project) are given to students to help initiate students understanding about the topic and practice the listening and speaking skills integratedly. Teacher plays the role of task manager and instructor, scaffolding students to build their language skills step by step from words and expressions to sentences patterns, then to ideas by following the procedures of “motivating-enabling-assessing”.

After class, post-task assignments are given to students both on-line and off-line to consolidate language skills and comprehensive abilities through collaborative assessment.

3、单元教学组织（说明本单元每一节课的教学流程，包括具体步骤与活动等；说明课前课中与课后如何安排，使用哪些教学资源等）

Part 1

Pre-class: Students are assigned to learn the listening and speaking skills by watching 2 micro-lessons online at U-Campus platform from Unipus.	
In-class (2 class periods: 90 minutes)	
	Teaching Procedures

20 mins	<p>1. Lead-in(output): Initiate the topic “social issues” (Page.62)</p> <p>1.1 Ss(students) look at pictures of social issues and work in pairs to categorize different types of social issues. (issues of money, health, environment, family...)</p> <p>1.2 Ss discuss in groups and give answer to the question: Which category of issues is more harmful to society and why?</p> <p>1.3 Teacher gives feedback on language points, such as vocabulary and sentence patterns.</p>
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10 mins	<p>2. Assignment check: Listening skills and speaking skills (identify and giving supporting detail in listening and speaking)</p> <p>2.1 Ask Ss “what are some common methods to identify supporting details in listening, and what are some common methods to give supporting details in speaking?” to check their assignment.</p> <p>2.2 Let Ss give examples for different methods, such as for listening skills, Ss can pay attention to signal words in the form of reasons, examples, facts, or statistics.</p>
15 mins	<p>3. Pre-listening: Narrow down the topic of social issues to one specific issue “crimes”, and let Ss get familiar with the topic about surveillance technology (Page.65)</p> <p>3.1 Watch a short TV commercial, let Ss talk about the meaning of the word “surveillance”, and then teacher summarizes the meaning of it, “the process of carefully watching a person or place that may be involved in a criminal activity”.</p> <p>3.2 Match 6 pictures to different types of surveillance technology. (phone camera, speed camera, CCTV camera, microchip, street level camera, number plate recognition)</p>
15 mins	<p>4. Listening practice: Listen to a group of people talking about surveillance and practice the listening skills of identify supporting details. (Page 67-68)</p> <p>4.1 Listen to the recording once, and match each speaker to the type of surveillance technology he/she is talking about. (global understanding)</p> <p>4.2 Listen to the recording again, decide each speaker’s attitude toward the surveillance technology he/she is talking about (for or against), and then fill in the blanks with the missing information. (The missing information are key words and expressions of supporting details of the speakers’ attitude.)</p>

30 mins	<p>5. After-listening: Speaking activity about surveillance technology (Page. 69)</p> <p>5.1 Set a scenario of “a public hearing of whether to install town-wide surveillance”, and give directions to Ss by providing background information of the surveillance installment plans.</p> <p>5.2 Divide Ss into 4 groups, and each group represents “the police, local residents, parents and teenagers” respectively. Discuss “whether you are for or against the 4 plans”. Remind the Ss to use speaking skills of supporting a viewpoint (giving examples, stating facts and quoting other people).</p> <p>5.3 Teacher organizes and hosts the public hearing, and several representatives from each group deliver their ideas by giving persuasive reasons. After presenting ideas, teacher summarizes the key words, and then all the students vote on the plans.</p>
<p>After-class Assignment:</p> <ol style="list-style-type: none"> 1. Finish “Sharing” part and “Further practice in listening” in the textbook. (Students can choose freely to finish the practice in the textbook or online at U-campus platform.) 2. Use a cellphone dubbing APP to do a dubbing exercise of a short video named “<i>Rousseau’s View on Happiness</i>”, try to imitate the pronunciation and intonation of the original sound, and pay attention to what is Rousseau’s view on happiness. In addition, students should upload the dubbing videos online for class sharing and peer-evaluation. 	

Part 2	
In-class (2 class periods: 90 minutes)	
5 mins	<ol style="list-style-type: none"> 1. Homework check: Dubbing exercise “Rousseau’s View on Happiness” <ol style="list-style-type: none"> 1.1 Teacher chooses one student’s dubbing assignment and plays the video in class. Students are supposed to give a brief comment on the dubbing assignment. 1.2 Teacher gives a feedback on pronunciation and intonation, then choose one common problem from students’ dubbing assignment, which is an utterance “what that might mean” as an example to explain phonologic rules of plosive and liaison.

12 mins	<p>2. Lead-in: Conduct a mini survey about happiness.</p> <p>2.1 Teacher sends 2 survey questions to students through PPT slides assisted by mobile technology. The 2 questions are:</p> <p>(1) How happy would you say you are, on a scale of one to five, five being very happy?</p> <p>(2) Which two of the following six things would you find the most difficult to live without: friendship, health, sport or exercise, money, good food, or free time?</p> <p>2.2 With the help of “Rain classroom”, the results of the survey will show immediately and directly on the slides, and then the teacher will ask students to sum up the findings.</p> <p>2.3 Teacher asks an open-ended question “what makes you happy” and Ss answer the question according to their own feelings. And then teacher summarizes Ss’s answers and give a conclusion by showing the relevant words and expressions: money, smiles, food, music, sports, health...; fall in love, family, friends, children...; the Earth; flowers; spring time...</p> <p>2.4 Teacher summarizes this topic by quoting from the dubbing video of Rousseau’s view on happiness: “Every time we seek something that we can’t afford, we can be counted as poor, however much money we may actually have. And every time we are satisfied with what we have, we can be counted as rich, however little we may actually possess.” By using this quote, teacher aims to deepen students understanding about happiness from a lower level to a higher philosophic level.</p>
15 mins	<p>3. Viewing: watch a BBC video named “The Happiness Formula”, and learn about happiness in a scientific way.</p> <p>3.1 Let Ss read a short introduction about this video, and get the general idea.</p> <p>3.2 Watch the video and finish a blank filling exercise:</p> <p>3.3 Check the answers: Draw students attention to the colored words: the green ones for blank filling (the standard of living, richer, incomes, commute further, economic growth, consumer goods, material possessions) are useful words and phrases about happiness, and the red ones (It’s a fundamental fact..., I mean there is a lot evidence that..., Put simply..., In our research for happiness..., The assumption that...is suspect) are important sentence patterns supporting one’s viewpoint.</p>
13 mins	<p>6. Role-play: Watch a short video clip from a movie and role play the ending of the story.</p> <p>6.1 Ss watch half of a video clip about an unhappy boy’s complaining to his father, and take down notes of useful expressions for unhappiness, such as “I’m not just tired, I’m exhausted; Everything hurts; A job I didn’t even like; It’s not even a lot of</p>

	<p>money”.</p> <p>6.2 Ss work in pairs, use imagination to role play the ending of the story: How will the father comfort and cheer up his son? Use the words and expressions Ss have previously gathered about happiness and unhappiness, and employ the speaking skills to support one’s viewpoint.</p>
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15 mins	<p>7. Role-play: perform in front of the class</p> <p>7.1 Teacher invites students to role-play the story in front of the class, and gives feedback to each pair work.</p> <p>7.2 Teacher plays the ending of the video clip and asks the student “how did the father in the video comfort his son? Is it a useful and effective way?”</p> <p>7.3 Based on the father’s response in the movie, introduce the concept of “empathy” to the students and its application in real life.</p> <p>7.4 Teacher asks a question “What is happiness in your understand?” and invites students to share their thoughts. Ss are supposed to have a deeper insight into this topic after a series of activities. Then teacher concludes and provides several possible answers (a sense of satisfaction, a subjective feeling, a temporary feeling, etc.) to raise the level of Ss’s understanding of this topic.</p>																														
30 mins	<p>8.Group work: Conduct a happiness survey</p> <p>8.1 Listen to a short recording of a man being interviewed and finish the exercise in textbook (Page 75). Lead Ss to gather more words and expressions about happiness and let Ss pay attention to how to ask questions in a survey interview.</p> <p>8.2 Work in groups of five. One student interviews the others about their opinions on happiness and take notes of their answers based on a given questionnaire:</p> <table border="1" data-bbox="352 994 1393 1406"> <thead> <tr> <th data-bbox="352 994 1240 1048">Survey questions</th> <th data-bbox="1240 994 1278 1048">1</th> <th data-bbox="1278 994 1316 1048">2</th> <th data-bbox="1316 994 1355 1048">3</th> <th data-bbox="1355 994 1393 1048">4</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 1048 1240 1102">1. How would you define happiness?</td> <td data-bbox="1240 1048 1278 1102"></td> <td data-bbox="1278 1048 1316 1102"></td> <td data-bbox="1316 1048 1355 1102"></td> <td data-bbox="1355 1048 1393 1102"></td> </tr> <tr> <td data-bbox="352 1102 1240 1200">2.Which two of the following six things would you find the most difficult to live without: friendship, health, sport or exercise, money, good food, or free time?</td> <td data-bbox="1240 1102 1278 1200"></td> <td data-bbox="1278 1102 1316 1200"></td> <td data-bbox="1316 1102 1355 1200"></td> <td data-bbox="1355 1102 1393 1200"></td> </tr> <tr> <td data-bbox="352 1200 1240 1299">3. How happy would you say you are, on a scale of one to five, five being very happy?</td> <td data-bbox="1240 1200 1278 1299"></td> <td data-bbox="1278 1200 1316 1299"></td> <td data-bbox="1316 1200 1355 1299"></td> <td data-bbox="1355 1200 1393 1299"></td> </tr> <tr> <td data-bbox="352 1299 1240 1352">4. What would you say is missing from your life?</td> <td data-bbox="1240 1299 1278 1352"></td> <td data-bbox="1278 1299 1316 1352"></td> <td data-bbox="1316 1299 1355 1352"></td> <td data-bbox="1355 1299 1393 1352"></td> </tr> <tr> <td data-bbox="352 1352 1240 1406">5. Are you more happy or less happy than you were five years ago?</td> <td data-bbox="1240 1352 1278 1406"></td> <td data-bbox="1278 1352 1316 1406"></td> <td data-bbox="1316 1352 1355 1406"></td> <td data-bbox="1355 1352 1393 1406"></td> </tr> </tbody> </table> <p>For the closed-questions, question 2 and question 3, Ss can use the results from the mini survey they have done at the beginning of this class by using “Rain classroom”. For the other 3 open-ended questions, they should take down notes for students’ opinions respectively.</p> <p>8.3 After the interview, Ss work in groups to discuss and analyze the answers and findings orally by employing the speaking skill of using examples and data to support a viewpoint.</p> <p>8.4 Teacher invites 2 groups to report their findings and analysis. After that, ask students from other groups to comment on the pros and cons of their report, and then teacher gives a feedback to their performance in general.</p>	Survey questions	1	2	3	4	1. How would you define happiness?					2.Which two of the following six things would you find the most difficult to live without: friendship, health, sport or exercise, money, good food, or free time?					3. How happy would you say you are, on a scale of one to five, five being very happy?					4. What would you say is missing from your life?					5. Are you more happy or less happy than you were five years ago?				
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After-class

Assignment:

1. Watch an online video on TED of a survey report from Harvard University:

What makes a good life? Lessons from the longest study on happiness, and learn from the speakers on how to give a survey report.

After that, work in groups to continue the discussion, analyze the findings of the group survey, and organize an oral report based on the 3 aspects: introduction to the survey (purpose, method, etc.); findings and analysis; conclusions from the survey.

At last, upload the group report video online to the class QQ group for peer-evaluation, and teacher will also give a comment on the report in general online.

4. 单元教学评价（说明本单元的评价理念与评价方式）

本单元基于 POA 理论中的“TSCA (teacher-student collaborative assessment)”评价形式学生的表现进行多维度的评价，通过线上自主学习，线下授课课堂表现进行综合评价，具体对以板块：英语趣配音练习，外研社 U 校园单元练习，课堂作业反馈及课堂小组活动，课 survey/presentation 进行评价。具体评价方式如：1. 第二节课中的“a public hearing”小组活动，学生和教师从语言运用能力，在特定语境中的交际策略使用能力方面进行评价。2. 在第三节中的“English dubbing”作业反馈中，师生通过语音语调给予评价，并促成“评中学”，“学评”。3. 对“a happiness survey”作业，进行线上生生互评，从语言综合运用能力，思辨能力学术素养以及实际解决问题的几个维度进行评价，教师进行线上总结。

五、教学设计特色

（说明教学设计方案在体现成效导向、满足金课标准等方面的创新特色）

- 成效导向：本课程基于“产出导向法（POA）”的理念进行教学组织及教学设计，通过“motivating-enabling-assessing”三个环节促成有效输出。配套适于各个单元主题的听说活动，通过“任务型教学法”，将听说技能带入到具体任务的解决中，通过解决问题促成语言综合技能的提升。配合“混合型教学模式”，线上线下环环紧扣，一步一步实现了知识目标，能力目标，以及综合素质目标，达到了预期成效。

此课程以金课标准为指导和目标，从以下三方面努力寻找大学英语教学新突破：

- 高阶性：突破以往语言学习中满足日常社交的局限，通过设计具有时代性，学术性的较复杂任务，通过提升思辨能力，跨文化交际能力，跨学科研究能力，为学生进入高阶阶段学术英语学习奠定了基础，实现了过渡作用。
- 创新性：采用线上线下混合式教学模式，课堂中使用基于网络技术的智慧教学工具辅助教学，课下合理利用外研社 U 校园网络学习平台和手机 APP，突破了传统课堂时间，空间的限制，提高了授课效率，实现课堂实时反馈；使学生利用碎片化时间学习，并激发了学生的兴趣，提升了学生的自主学习能力和个性化学习需求，挖掘了学生的学习潜力。
- 挑战度：引入跨学科相关概念，拓宽学生思维界限，引领学生从新视角看待及解决问题，要求学生具备发散思维及批判性思维的能力；通过任务的设置初步引领学生了解用英语进行学术研究的基本方法及步骤。

以期通过以上课程设计，探寻一条提升学生英语听说能力和综合素质的更优之路！