

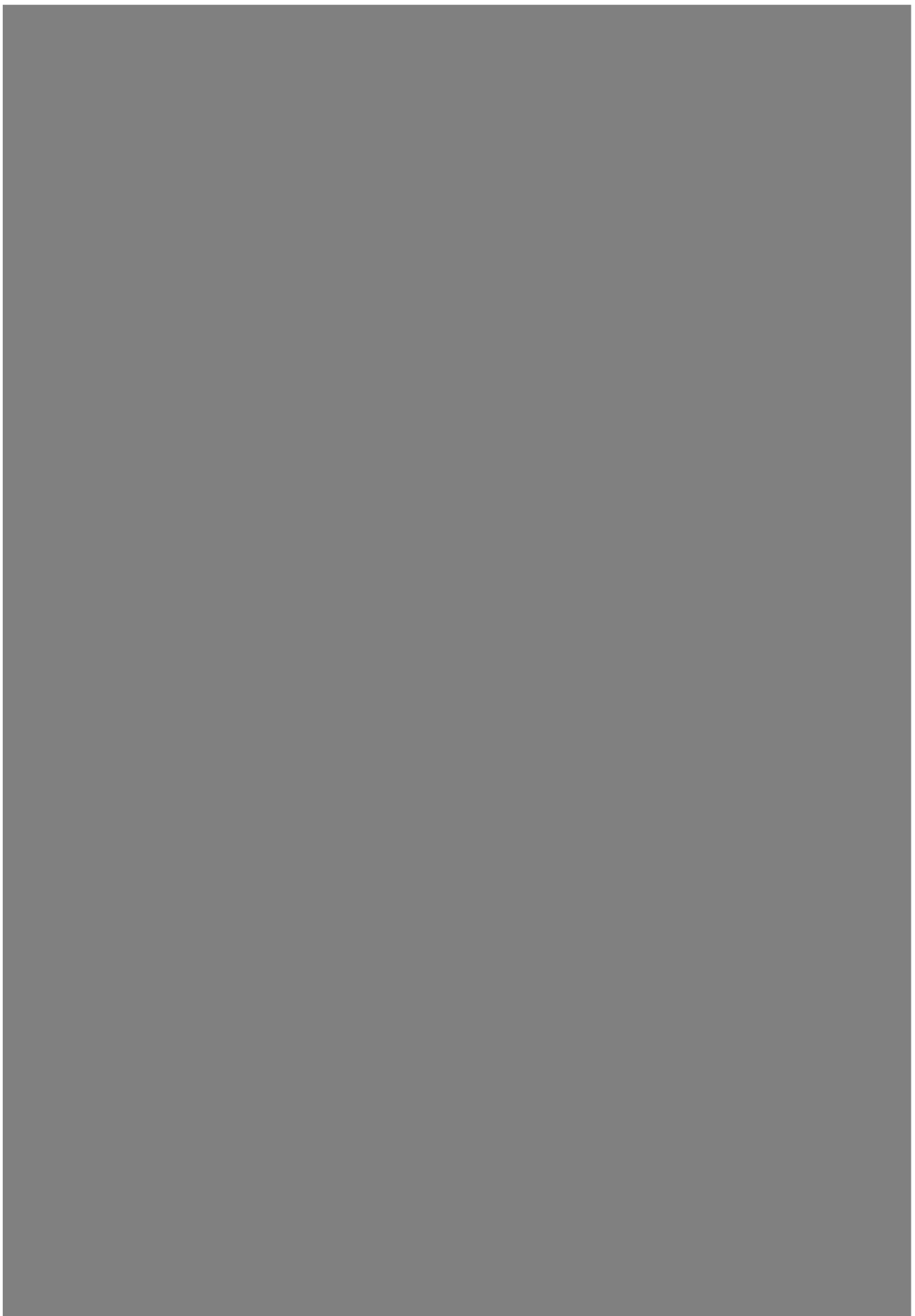
2019 年外研社“教学之星”大赛
教学设计方案

一、基本信息

课程名称	大学英语视听说（三）
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	大二上学期非英语专业本科生
教学时长	6 学时
教材名称	新一代大学英语（提高篇）
参赛单元	第 1 册 第 7 单元（*单本教材仅填写单元信息）

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）

1.1 院校特色

是省人民政府与中华人民共和国教育部共建高校，入选世界一流学科建设高校，有着悠久的历史 and 深厚的文化底蕴。进入一流学科建设高校行列以来，学校确定了今后一个时期的发展目标：到 2020 年，建立完善适应于一流大学发展的大学治理体系，学校综合实力大幅度提高，在全国高等教育体系中的地位进一步攀升。到 2035 年，以文、理、医、工为主，多学科协调发展的一流学科体系更加完善，若干重要学科跻身或接近国际先进水平；学校综合实力明显提升，初步形成世界一流大学的学科基础。到本世纪中叶，跻身综合性、研究型、有较大国际影响的世界一流大学行列。

大学外语教研部（以下简称大外部）是大学外语的教学与研究单位，承担着全校非英语专业本科生的大学英语教学工作，开设课程有视听说课程、读写译课程，英语通识类课程，慕课类课程等。大外部十分重视学生英语语言应用能力的培养，是省高校中率先进行大学英语教学改革的教学单位之一。大外部锐意探索，积极创新，改变传统课堂教学，实行线上、线下相结合的教学模式。积极开展第二课堂，举办包含演讲、微课、写作等一系列比赛的“英语文化节”活动，引领和推动学生走出课堂、以知践行。

1.2 教学对象特点

教学对象为二年级第一学期非英语专业本科生。实行全校选课制度，选课学生来自全校文理医工各个专业。所有学生均已完成一年的视听说课程，熟悉授课环节，能够听懂英语授课，能听懂一般性英语谈话和一般性题材讲座，在学习过程中能够用英语与老师、同学进行交流并能够就某一主题进行讨论，能够就所熟悉话题经准备后作简短的发言。

1.3 课程的人才培养定位

该课程是全校非英语专业学生必修课程，融入学校的学分制体系，占 2 学分，是高等人文教育的一个有机组成部分。

在“一带一路”的国际新形势和建设“双一流”的学校新形势下，本课程一方面培养应用型人才，培养学生熟练运用英语应对和解决生活、工作实际问题的能力；一方面培养拔尖型人才，培养

学生跨文化交际意识、适应中外交流合作、顺应社会发展与国际形式，为学校、社会、国家发展储备人才资源。

基于此人才培养定位，该课程兼具工具性和人文性双重性质：工具性是指该课程在完成《大学英语视听说（一）》、《大学英语视听说（二）》基础目标的基础上，进一步提高学生英语视、听、说的语言应用能力；人文性指对学生进行跨文化教育，促进学生理解不同文化、认识中外文化异同、树立正确的价值观，从而实现学生综合素质的培养和全面发展。该课程着重培养学生的语言能力（Language Competence）、学习能力（Learning Competence）、思辨能力（Critical Thinking Competence）、创新能力（Creative Competence）、文化能力（Cultural Competence）及合作能力（Collaborative Competence），贯彻“学习中心”、“学用一体”、“全人教学”的教学理念。

2、教学目标（介绍课程时长、总体目标以及预期达到的成效）

2.1 课程时长

该课程面向大二第一学期学生授课，该学期 30 学时，共 15 周，每周 2 学时。

2.2 总体目标

本课程坚持以成效为导向（Outcome-Based Education），结合社会发展形势，考虑学生实际需求，采用线上线下混合教学，培养学生的英语综合应用能力，提升学生视、听、说语言能力，发展学生自主学习能力，提高综合文化素养，增强学生跨文化交际意识和交际能力，培养学生应用英语解决实际问题的能力，帮助学生进行“从学习到实践、从教室到社会”的顺利转换，真正实现“学用一体”，努力打造符合“两性一度（高阶性、创新性、挑战度）”标准的高质量金课，培养学生成为为“一带一路”等国家战略发展需要贡献力量的复合型、应用型人才。

2.3 预期成效

（1）能基本听懂来自英语国家人士的谈话和讲座；能基本听懂题材熟悉、篇幅较长、语速中等的英语广播、电视节目和其他音视频材料，掌握中心大意，抓住要点和相关细节；能基本听懂用英语讲授的专业课程或与未来工作岗位、工作任务、产品等相关的口头介绍。能较好地运用听力技巧。

（2）能够和来自英语国家的人士进行比较流利的会话，较好地掌握会话策略，能基本表达个人意见、情感、观点等，能基本陈述事实、事件、理由等，表达思想清楚，语音、语调基本正确。

（3）能够较好地使用交际策略，在与来自不同文化的人进行口头交流时，能够顺利实现交际目标；

具备较高的跨文化交际能力；能够较好地运用学习策略，合理安排学习过程；能够锻炼思辨能力，运用批判性眼光发现问题、分析问题、解决问题。

(4) 能够激发英语学习兴趣，提升学习动机；能够树立语言自信和文化自信；能够与人协作，增强合作意识；能够提高综合文化素质，增强人文素养；能够开拓国际视野，用英语传播中国声音，更好地适应我国经济发展和国际交流的需要。

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）

3.1 课程主要内容

该课程采用外研社视听说教程教材《新一代大学英语提高篇 1》，含八个单元，每个单元具有六个模块，包括课前、课中、课后的整体教学过程、涉及视、听、说三项能力，关注输入和输出两个方面。话题广泛且与学生实际学习、生活乃至工作等息息相关，涵盖校园生活、休闲娱乐、情感发展、人生规划、社会发展、历史人文、政治经济与科技创新等。具体如下：

Unit 1 College life: Challenges and opportunities

Unit 2 Be yourself, be happy

Unit 3 A journey of discover

Unit 4 The art of living

Unit 5 A taste of culture

Unit 6 Future or fiction?

Unit 7 More than trends

Unit 8 Career 2.0

在成效导向理念的指导下，基于教材相关话题设定最终成果，制定学习蓝图。以该学习蓝图作为课程、教学、评价的设计与执行的起点，通过多样化课堂教学任务，培养学生科学素养与人文素质，既培养学生汲取和判断信息真假的批判性思辨能力，又培养其丰富的情感、积极的态度和正确的价值观；同时考虑学生的专业学习需求，能赋予其应用英语探索专业发展的能力；培养学生用英语提出和解决实际问题的能力，赋予其在实际的工作和研究中使用英语的能力；考虑与国家和社会

要求无缝对接，培养学生解决复杂问题的综合能力和高级思维。

3.2 教学资源

该课程教学资源包括线上线下多种资源：教材，教材配套音视频素材，教师补充音视频素材以及智慧教学平台。

教材配套音视频素材丰富多样：既有相对严肃的音频，也有生动活泼的视频；既有新闻，也有国外大学生的采访视频，有利于学生适应不同情境下的英语。

教师补充音视频素材是对教材配套素材的有益补充。针对反映时代变化或与跨文化交际相关的话题，如新科技和文化遗产等，适当补充电影电视、慕课等视频资料，丰富课堂内容。

该课程依托和使用的智慧教学平台有 U 校园、外研随身学 App 等，为教学提供了教、学、评、测、研五位一体的混合式教学方案，也为打造金课程、金课堂提供了丰富多样的资源。

4、教学组织（介绍课程主要教学理念、教学方法与教学手段）

4.1 主要教学理念

本课程坚持以**成效为导向、以金课建设标准为导向**的教学理念。

（1）坚持成效导向

成效导向教育是以学生的学习成果为导向的教育理念。在该理念的指导下，本课程坚持以下五个原则：

① **清楚聚焦**，本课程的设计与教学清楚聚焦学生在完成学习过程后能达成的最终学习成果，并引导学生将他们的学习目标始终聚焦在这些学习成果上。

② **扩大机会**，本课程设计与教学充分考虑每个学生的个体差异，创造各种机会，在实践和资源上保障每个学生都能够达成最终学习成果。

③ **提高期望**，教师提高对学生学习的期望，制定具有挑战性的执行标准，以鼓励学生更具深度、更富成效的学习。

④ **反向设计**，以最终目标为起点、反向进行课程设计，开展教学活动。

⑤ **学习方式**，教师应善用示范、诊断、评价、反馈及建设性介入等策略来引导协助学生。强调团队合作、协同学习等合作式学习。

(2) 坚持以金课建设标准为导向

2018年在中国大学教学论坛上，教育部高等教育司司长吴岩提出要打造金课，消灭水课。本课程充分研读国家政策并以此为纲领，结合国家需求进行设计，努力实现课程的高阶性、创新性和挑战度。我国正处于全面开放，建设“一带一路”的关键时期，对学生英语运用和文化传播能力都有了新的要求。因此，该课程的设计理念呈现以下特点：

① **课程以培养国际化复合型人才为人才培养目标**，对接学校“双一流”建设需要、国家和社会发展的需要。

② **强调课程的高阶性**，注重知识与能力素质的有机融合，致力于培养学生提出问题、解决问题的综合能力以及批判性思辨能力。

③ **强调课程的创新性**，适应社会、科技的发展，淘汰陈旧的教学内容，展现课程内容的未来性、前沿性和时代性。

④ **强调课程的挑战度**，从课程目标设定到具体课堂教学，提高难度，推动教师和学生运用线上和线下的多种资源和手段，提高教学效果，完成课程要求。

4.2 教学方法

在以成效为导向、以金课建设标准为导向的教学理念指导下，该课程融合了与其内涵一脉相承的产出导向法和项目导向教学法。

(1) 产出导向法 (Production-Oriented Approach)

本课程主要采用驱动(Motivating)——促成(Enabling)——评价(Assessing)的教学流程。首先依据文秋芳教授(2015)提出的“驱动”教学步骤设计任务，以激发学生产生的欲望。然后依据“促成”的教学步骤和要求将产出任务分解为若干个子任务，在教师脚手架的作用下促成学生对任务内容，语言形式和用语言表达内容的话语结构的产出。将教学活动与运用紧密相连，做到学用一体。过程中或任务产出后进行即时或延时的师生评价。所有产出任务及其评价会形成档案袋，以作为学生本学期形成性评估的依据。

(2) 项目导向法 (Project-Oriented Approach)

在项目导向式教学方法中，项目是教学组织与实施的载体，教学时强调始终以一个完整的项目工作为教学导向，重构教学内容，让学生在参与此项目的过程中，模拟真实的工作环境，并从中感知、体验和领悟相关知识。提高教学的针对性和实效性，也能使学生更好地领悟知识的系统性、完整性和实用性，提高社会适应能力。

课程教学紧紧围绕“明确项目任务——制定项目计划——实施项目、完成任务——成果展示与评价”四个环节。在教学过程中，该课程打破了每单元中原有的固定结构，按照应用性、实践性的原则重组课程结构，精心设计教学内容，将零碎的知识和技能分成模块，将教学过程与生活实践中所需技能充分地融为一体。然后在具体实施教学过程中，每个项目可分解成若干个具体有针对性、可操作的学习任务。学生考核以档案袋方式评价，而不单纯地以考试分数来考核。课程项目完成后，师生共同对项目用到的知识、技巧，成功失败经验进行讨论和总结，激发学生进一步的学习与探索。

4.3 教学手段

课程充分运用现代化教育信息技术手段，在课前利用 U 校园智慧教学云平台、多个慕课平台布置线上学习任务，提供丰富的学习资源，创造真实的语言环境和多样化、个性化的学习机会，为课堂任务驱动做好充分的准备。同时，利用 U 校园的数据统计信息有效监控学生的学习行为并为教师备课提供依据。课上，教师主要采用多媒体设备和智慧化教学技术平台为开展学生活动、播放音视频资源、签到、弹幕、答题、投票统计、书面产出投屏等提供了有效的技术支持。

5、教学评价 (介绍课程的总体评价方式)

本课程的教学评价聚焦学生的学习效果，采用多元和梯次的评价标准，强调学生达成学习成果的内涵和个人进步。在整个的课程学习过程中，教师跟踪教学过程，反馈教学信息，以达成性的评价反拨教学，促进学生全面发展。

评价方式融合了学生自我评估、学生相互间的评估、教师对学生的评估、教务部门对学生的评估等。教师会在每节课前明确预期学习成果，并在每节课下课前组织学生完成学习成果自评，由学生自己检验预期成果是否达成；教师在下课后填写或收集学生课堂活动信息，并结合课外活动记录、“U 校园智慧教学云平台”自学记录、学习档案记录进行综合评价，构成形成性评估成绩。形成性评估成绩占课程总评成绩的 30%。

终结性评估是在一个教学阶段结束时进行的总结性评估，主要包括期末课程考试和水平考试。

以评价学生的交际能力为主，包括期末一对一或一对多的口语考试（占课程总评成绩的 30%）和听力考试（占课程总评成绩的 40%）。

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）

以成效导向的教学设计理念、金课建设的标准为指导，本单元将最终学习成果确定为：**学生以小组为单位，接受并完成中央圣马丁学院发布的“2020 时尚校园（中国站）”合作项目的任务，并最终产出一个设计提案以及该设计提案的介绍视频。**在此过程中，学生需要完成市场调研、将中国文化象征符号和代表色彩、可持续发展环保理念融入最终的设计提案。

该单元预先向学生说明学习任务最终应达到的成效，以最终学习成果为单元设计起点，反推学生完成任务应具备的能力，将最终目标分解为一系列承接有序、环环相扣的子任务，通过分阶段逐个击破子任务促成学生高质量的产出，提升其英语语言能力、跨文化交际能力以及合作、调研等解决实际问题的能力。在发布单元学习任务时，同时发布评价标准，以评促学，令学生对学习过程和产出有明晰的认识和把握。

具体目标如下：

（1）**技能目标**：能够掌握音视频听力材料中心思想、抓取文章细节，能够掌握听力技巧（Taking Classification Notes）；能够扩充时尚行业英语词汇量，用英语描述衣物类型、风格、质量及材质等；掌握口语表达技巧（Expressing Preferences），能够准确地表达个人观点，列举理由；

（2）**知识目标**：能够了解中央圣马丁学院，扩充时尚行业相关知识，能够理解并阐述中国文化象征符号及代表颜色的文化内涵，能够形成并表达自己的环保理念。

（3）**能力目标**：能够用英语进行交流，听取他人的想法，表达自己的想法；能够用英语完成调查、报告等任务，提高发现问题、分析问题、解决问题的综合研究能力；能够锻炼思辨能力、提升自主学习能力。

（4）**素质目标**：能够激发学习兴趣，培养自信心；能够与人协作，增强合作意识；提高本土文

化意识，增强人文素养；能够开拓国际视野，用英语传播中国文化。

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）

本单元教学以流行趋势为基本话题，结合国家“文化走出去”的战略需要、国际间高校合作日益密切的趋势和学生的校园文化生活，在重新筛选、整合和补充教学素材的基础上，将最终产出目标设定为：在单元学习完成之后，**学生能为中央圣马丁学院举办的“2020 时尚校园（中国站）”提出融合了中国文化象征和中国颜色的可持续发展时尚设计提案，包括书面提案和五分钟的视频呈现。**

本单元教学步骤采用反向设计的方法。为实现最终产出目标，本单元课时分配为 6 个学时。学生需要在这 6 个学时中完成若干个具有针对性、可操作性、内容层层铺垫、难度层层递进的分解任务。每一个分解任务的完成都为下一个任务提供了有效的驱动、图式激活、知识储备或技能储备。

具体的设计理念与思路如下：

第 1、2 课时：

设计理念：以成效为导向，首先确定产出成果目标“**为完成时尚设计提案的单元总产出目标设计调查问卷**”，并以该产出成果为设计起点，将总目标分解为若干个子任务，逐步实现最终成果产出。目标成果的设定不同于以往纯语言类的输出，话题新颖，具有时代性，注重将学生语言技能的应用和研究能力、思辨能力的训练相结合，体现了该单元内容的“高阶性”、“创新性”和“挑战度”。

具体设计思路：

课前：学生通过 U 校园智慧平台完成介绍中央圣马丁学院的听力练习并在补充资源中下载并预习与时尚和服饰相关的补充词汇；观看教师补充的与时尚设计相关的真人秀视频片段，获取话题相关背景知识，激活相关图式，为实现任务驱动做好准备。

（课中）

驱动：教师播放中央圣马丁学院时装秀视频，发布单元任务；教师同时阐明任务评价标准，方便学生在整个单元学习中形成对照；

促成 1：学生通过小组讨论服装款式、风格、材质等完成词汇准备，把握调查问卷需要包含的主要内容；

促成 2：教师以市场调查采访为活动前提，引出听力练习，即受访者对于快销服装和品质服装的

偏好。从听力文本中析出表达偏好的常见模式和常用表达，掌握设计调查问卷具体问题的表达方式；

产出 1/促成 3: 学生在下一阶段任务中运用常见表达模式和表达用语讨论个人购物方式、服装类型、材质和时尚信息获取渠道的偏好，形成较高质量的口语输出；

促成 4: 在完成有关时尚信息获取渠道偏好的讨论后，学生也同时完成了相关图式激活，促进该阶段与时尚 app 相关的听力活动的有效开展；

主要产出成果: 通过上述多个子活动的促成，最后完成口语和书面的产出任务“时尚调查问卷设计”；

评价: 教师对学生的产出任务“时尚调查问卷设计”进行评价并提出改进意见。本次课结束前，学生根据自查表对照检查学习成果，巩固相关知识和技能，提高学习意识，保障课堂教学效果。

课后: 学生需要结合课上完成的各个子任务，以小组为单位，进一步完善调查问卷设计，并进行数据搜集和分析整理，训练学生发现问题、分析问题、解决问题的综合研究能力。

第 3、4 课时:

设计理念: 以成效为导向，首先确定产出成果目标“融入中国文化象征符号和中国代表性颜色的时尚设计提案初稿”。本次课子任务的设计凸显了课程的思政性和人文性，旨在重点培养学生的文化意识，提升文化素养，将中国文化内涵融入实际产出任务，突出中国特色，传播中国声音。

具体设计思路:

复习性产出/延时评价: 部分学生首先要展示其课前完成的时尚调查问卷结果和分析，教师对学生的复习性产出做出延时评价；

驱动 1: 为做好任务驱动，教师选取了与“香奈儿和山茶花”有关的补充视频，阐述了象征符号对时尚设计的灵魂意义；

促成 1: 播放与中国文化相关的综艺视频片段，让学生挖掘中国文化的象征符号；

产出 1: 学生讨论中国文化象征符号的内涵，培养学生的本土文化意识；

促成 2: 以游戏形式探索颜色的象征意义，过程中融入补充视频听力材料，进行听力训练的同时还学习了不同文化中颜色的象征意义，完成了图式激活；

产出 2: 学生为服装图纸着色，讨论该颜色的象征意义。

主要产出成果: 学生将中国文化的象征符号和代表性的中国颜色融入时尚设计的提案中并进行清晰的设计理念阐述；

评价: 教师对学生的产出任务“融入中国文化象征符号和中国颜色的时尚设计提案初稿”进行评价并提出改进意见。本次课结束前学生根据自查表对照检查学习成果。

课后: 学生需要通过 U 校园智慧平台完成与可持续时尚相关的听力材料，了解学习可持续发展的设计理念并从日常生活中搜集二手材料制作衣物或饰品用于下节课课堂展示。通过对设计理念的提升，学生在课下需要进一步优化自己的时尚设计提案并做好汇报的准备。

第 5、6 课时:

设计理念: 以成效为导向，首先确定产出成果目标“融入可持续发展设计理念的提案修改稿”。本次课子任务的设计既能够训练学生的语言技能，更锻炼了学生的批判性思维能力，同时凸显了课程的思政性和人文性，重点培养学生对可持续发展理念和对人类命运共同体理念的深刻认识。通过 6 个课时的学习，学生最终能够完成具有较高挑战度的单元产出成果。

具体设计思路:

驱动: 课上由 3 个小组首先展示自己的废物利用创意成果，加深学生对可持续发展设计理念的理解和图式激活，完成任务驱动；

促成 1: 通过视频学习，进一步了解可持续发展的时尚理念，并学习听力中如何分类记笔记的技巧；

产出 1: 进一步展开关于环保理念的讨论，学生将该理念融入自己的设计提案中，形成完善后的方案；

产出 2: 接着由 3 个小组依次展示设计提案，其他小组通过实践听力技巧分类记笔记法对 3 个小组各方面的亮点和不足进行记录；

评价 1: 学生需在提案产出的基础上，对照其他组的表现进行自我评价；

促成 2: 教师讲解阐述和反驳观点的口语表达；

主要产出成果/评价 2: 以之前各组的分类笔记为基础，通过同伴互评的方式训练相关口语表达，

同时完成各小组的同伴反馈，促进设计提案的进一步优化。各小组根据自己的设计理念，结合师生评价、生生互评和自我评价，修改并完成设计提案的终稿。本次课结束前学生根据自查表对照检查学习成果。

课后：学生完成单元总产出目标，即“为中央圣马丁学院举办的‘2020 时尚校园（中国站）’提出融合了中国文化象征、中国颜色的可持续时尚设计提案终稿，包括书面提案和五分钟的视频呈现报告中的主要观点信息”。

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）

详见下页

Lesson 1

Before class:

Task 1: Practice listening via U-campus: iExplore 1 Listening and understanding Conversation about Central Saint Martins to gain the background information about this world-renowned arts and design college.

Task 2: Watch one episode of reality show "Project Runway" to gain the background information about fashion design.

Task 3: Self-study the vocabulary about fashion and clothes supplemented by the teacher via U-campus.

Stage		Stage Aim	Time	Teacher Activity	Student Activity	Materials	Interaction	Evidence
Pre-task (15 min)	Activity One	Schemata Activation & Motivating	5 min	Play a video "Central Saint Martins MA AW 16"; Announce the unit project: Offer a fashion design proposal to students from Central Saint Martins for their 2020 Fashion Campus show (China); Announce the evaluation criteria for the final proposal <i>Play the video</i>	Watch the video; Clarify the unit project and evaluation criteria	Video (https://www.iqiyi.com/v_19rr188az0.html)	Whole class	Ss confirm that they have been clear about their unit project and evaluation criteria
	Activity Two	Vocabulary Preparation & Motivating	8 min	Ask Ss to name different clothes and evaluate style, quality, materials according to pictures & walk around & provide support	Explore the meaning of each word and use them to describe clothes	Pictures	Group work	Ss are engaged in exploring the meaning of vocabulary and evaluating clothes
			2 min	Check the answers of students	Report their answers and give reasons	Worksheet	Whole class	Ss actively report their answers

Stage		Stage Aim	Time	Teacher Activity	Student Activity	Materials	Interaction	Evidence
During-task (65 min)	Activity Three	Enhance listening skills of grasping gist and detailed information in a passage & Motivating	7 min	Explain to students to finish the two tasks about fast fashion clothes and quality clothes in iExplore Passage in the textbook <i>Play the audio</i>	Listen to the passage and complete the two tasks	Textbook & audio	Individual	Ss complete the tasks
			3 min	Ask Ss to check their answers in pairs	Check the answers with partner	Textbook	Pair work	Ss correct their answers through discussion
			5 min	Encourage Ss to explore the structures and expressions Ss can use to express preferences	Analyze the structures and pick up expressions to express preferences	Listening script	Whole class	Ss conclude the structures and pick up expressions to express preferences
	Activity Four	Enhance speaking skills of talking about preferences by comparison and contrast	8 min	Ask Ss to discuss the their preferences on shopping pattern, clothes styles, materials, ways to gain fashionable information & walk around & provide scaffolding	Discuss the questions and complete the worksheet	Worksheet	Group work	Ss are engaged in the discussion
			7 min	Encourage Ss to report their answers	Report their own answers or listen to other students; Compare their understandings with their own	Worksheet	Whole class	Ss are engaged to express their different understandings

Stage		Stage Aim	Time	Teacher Activity	Student Activity	Materials	Interaction	Evidence
During-task (65 min)	Activity Five	Enhance listening skills of grasping gist and detailed information in news report	7 min	Explain to students to finish the task about an app Wardo in iExplore News report 1 in the textbook <i>Play the audio</i>	Listen to the news report and complete the task.	Textbook & audio	Individual	Ss complete the task
			3 min	Ask Ss to check their answers in pairs	Check the answers with partner	Textbook	Pair work	Ss correct their answers through discussion
	Activity Six	Negotiate with others on a questionnaire design	8 min	Ask Ss to draft their questionnaire in order to collect information for their fashion design proposal & walk around & provide scaffolding	Discuss with group mates and work together to formulate the first draft	Worksheet	Group work	Ss are engaged in the discussion
			7 min	Encourage Ss to report their answers; provide some revision suggestions	Report their own answers or listen to other students; Compare their understandings with their own	Worksheet	Individual	Ss can clearly present their draft and reflect the negotiating process
Post-task (10 min)	Activity Seven	Strengthen what Ss have learned	5 min	Guide students to do a self-reflection	Reflect what they have learned and evaluate their own performance	Self-assessment sheet	Individual	Ss complete the self-assessment sheet
	Activity Eight	Homework	5 min	Ask Ss to elaborate their questionnaire on college students' shopping preferences Ask Ss to conduct a market survey and prepare a report of their findings based on the collected data	/	/	Whole class	/

After class:

Task 1: Work in groups to elaborate a questionnaire on college students' shopping preferences.

Task 2: Conduct a market survey and prepare a report of the findings based on the collected data.

Lesson 2

Before class:

Task 1: Work in groups to elaborate a questionnaire on college students' shopping preferences.

Task 2: Conduct a market survey and prepare a report of the findings based on the collected data.

Stage		Stage Aim	Time	Teacher Activity	Student Activity	Materials	Interaction	Evidence
Pre-task (20 min)	Activity One	Check what Ss have learned; Enhance speaking skills of presentation; Promote their output	10 min	Ask two groups to make a presentation about their market survey findings; Evaluate the group performance of their presentation	Two groups present their market survey findings; Others groups conduct a peer-assessment	Reports from Ss & assessment sheets	Group work & whole class	Ss clearly present their market survey findings and others complete the peer assessment sheet.
			5 min	Make some comments on Ss performance and how to elaborate their findings	Follow teacher's comments and self-evaluate their own survey and findings	Reports from Ss & assessment sheets	Whole class	Ss complete their self-assessment sheets on their report of market survey findings
	Activity Two	Schemata Activation & Motivating	5 min	Play a video "山茶花的前世今生" which interprets a symbol of CHANEL; Encourage Ss to think about the relationship between a symbol and fashion design <i>Play the video</i>	Watch the video and try to explore the significance of a symbol for fashion design	Video (http://www.iqiyi.com/w_19rukha71.html)	Whole class	Ss are engaged in exploring the significance of a symbol for fashion design

Stage		Stage Aim	Time	Teacher Activity	Student Activity	Materials	Interaction	Evidence
During-task (60 min)	Activity Three	Promote culture awareness	3 min	Play a video clip of a TV show "上新了, 故宫"; Ask students to discover the most representative symbols of Chinese culture <i>Play the video clip</i>	Watch the video clip and write down symbols of Chinese culture	Video & worksheet	Individual	Ss complete the task
			7 min	Ask Ss to list the symbols they have discovered and interpret how the symbols symbolize Chinese culture	List the symbols they have discovered and make an interpretation of these cultural symbols	Worksheet	Group work	Ss are engaged in the discussion
			5 min	Encourage Ss to report their answers	Report their own answers or listen to other students. Compare their understandings with their own	Worksheet	Whole class	Ss can clearly present their list and reflect the negotiating process
During-task (60 min)	Activity Four	Promote culture awareness; Enhance speaking skills of proposing an idea and justifying it with supporting points	10 min	Play a game about exploring symbolic meanings of colors in different cultures by asking questions. <i>Show pictures and play the video clip</i>	Play a game about exploring symbolic meanings of colors in different cultures by answering questions.	Pictures & Video	Whole class	Ss are engaged in participating the game and answer questions.
			8 min	Analyze the D-I-I speaking structure from the listening script and ask Ss to color an outfit showing different symbolic meanings	Color an outfit and discuss the symbolic meanings of their design	Worksheet	Group work	Ss are engaged in the discussion

Stage		Stage Aim	Time	Teacher Activity	Student Activity	Materials	Interaction	Evidence
During-task (60 min)	Activity Four	Promote culture awareness; Enhance speaking skills of proposing an idea and justifying it with supporting points	7 min	Encourage Ss to report their answers	Report their own answers or listen to other students; Compare their understandings with their own	Worksheet	Whole class	Ss can clearly present the list of colors & the symbolic meanings and reflect the negotiating process
	Activity Five	Negotiate with others on a draft of fashion design proposal	10 min	Ask Ss to select the most representative Chinese symbols & colors and draft their fashion design proposals by fitting these their concepts in & walk around & provide scaffolding	Select the most representative Chinese symbols & colors and try to fit these concepts into their fashion design proposals	Worksheet	Group work	Ss are engaged in the discussion
			10 min	Encourage Ss to report their answers; provide some revision suggestions	Report their own answers or listen to other students. Compare their understandings with their own	Worksheet	Individual	Ss can clearly present their draft and reflect the negotiating process
Post-task (10 min)	Activity Six	Strengthen what Ss have learned	5 min	Guide students to do a self-reflection	Reflect what they have learned and evaluate their own performance	Self-assessment sheet	Individual	Ss complete the self-assessment sheet

Stage		Stage Aim	Time	Teacher Activity	Student Activity	Materials	Interaction	Evidence
Post-task (10 min)	Activity Seven	Homework	5 min	<p>Ask Ss to practice listening via U-campus: Further listening News report 2 about sustainable concepts of H&M.</p> <p>Ask Ss to work in groups to complete the first draft of their fashion design proposal and prepare a report.</p> <p>Encourage Ss to DIY a piece of clothes or some accessories by using second-hand materials and introduce them to classmates next class.</p>	/	/	Whole class	/
	<p>After class:</p> <p>Task 1: Practice listening via U-campus: Further listening News report 2 about sustainable concepts of H&M.</p> <p>Task 2: Work in groups to complete the first draft of their fashion design proposal and prepare a report.</p> <p>Task 3: DIY a piece of clothes or some accessories by using second-hand materials and introduce them to classmates next class.</p>							

Lesson 3

Before class:

Task 1: Practice listening via U-campus: Further listening News report 2 about sustainable concepts of H&M.

Task 2: Work in groups to complete the first draft of their fashion design proposal and prepare a report.

Task 3: DIY a piece of clothes or some accessories by using second-hand materials and introduce them to classmates next class.

Stage		Stage Aim	Time	Teacher Activity	Student Activity	Materials	Interaction	Evidence
Pre-task (10 min)	Activity One	Schemata Activation & Enhance speaking skills of introducing a thing	10 min	Invite three Ss to present and introduce their DIY clothes or accessories and ask other Ss to vote for their favorite one	Three Ss present and introduce their DIY clothes or accessories Others vote for their favorite one after listening	DIY products from Ss	Whole class	Ss clearly introduce a thing and others are engaged in listening and voting for their favorite
During-task (75 min)	Activity Two	Enhance listening skill of taking classification notes	10 min	Ask Ss to watch the video in iExplore 2 viewing about sustainable fashion and complete the tasks <i>Play the video</i>	Watch the video in iExplore 2 viewing about sustainable fashion and complete the tasks	Video and textbook	Group work	Ss complete the tasks
			2 min	Check the answers of students	Report their answers and give reasons	Textbook	Whole class	Ss actively report their answers
			8 min	Highlight the listening skill of taking classification notes by a quiz	Clarify how to take classification notes and complete the quiz	e-Quiz	Individual	Ss complete the task

Stage		Stage Aim	Time	Teacher Activity	Student Activity	Materials	Interaction	Evidence
During-task (75 min)	Activity Three	Negotiate with others on a revision of their fashion design proposal	10 min	Encourage Ss to fit the sustainable concepts into their first draft of fashion design proposal	Revise the first draft of their fashion design proposal by fitting the sustainable concepts in	Drafted proposals	Group work	Ss are engaged in the discussion
	Activity Four	Enhance speaking skills of talking about preferences by comparison and contrast	15 min	Ask three groups to report their second draft of fashion design proposals; Ask other groups to write down the merits & weaknesses on different aspects by using the skill of taking classification notes	Three groups report their second draft of fashion design proposals; Other groups write down the merits & weaknesses on different aspects by using the skill of taking classification notes	Drafted proposals & worksheet	Group work	Ss can clearly present their draft and reflect the negotiating process; Ss can smoothly take classification notes
	Activity Five	Self-evaluate on their drafted proposals	5 min	Guide Ss to self-evaluate their drafted proposals	Make a self-evaluate on their drafted proposals	Worksheet	Group work	Ss are engaged in the discussion and complete the worksheet
	Activity Six	Language focus	5 min	Guide Ss to clarify the expressions for elaborating or rebutting arguments and complete a quiz	Clarify the expressions for elaborating or rebutting arguments and complete a quiz	e-Quiz	Individual	Ss complete the task

Stage		Stage Aim	Time	Teacher Activity	Student Activity	Materials	Interaction	Evidence
During-task (75 min)	Activity Seven	Peer assessment on the drafted project proposal	15 min	Ask each group to randomly select another group's design proposal and point out the weaknesses by using expressions of rebutting arguments	Each group to randomly select another group's design proposal and point out the weaknesses by using expressions of rebutting arguments	Worksheet	Whole class	Ss can clearly present their comments by using expressions of rebutting arguments
	Activity Eight	Strengthen what Ss have learned	5 min	Guide students to do a self-reflection	Reflect what they have learned and evaluate their own performance	Self-assessment sheet	Individual	Ss complete the self-assessment sheet
Post-task (10 min)	Activity Nine	Homework	5 min	Ask Ss to complete their fashion design proposal and shoot a video of proposal presentation	/	/	Whole class	/
After class: Unit project: Complete the fashion design proposal and shoot a video of proposal presentation.								

4、单元教学评价（说明本单元的评价理念与评价方式）

在成效导向设计理念的指导下，本单元的评价聚焦学生学习成果，采用多元和梯度的评价标准，强调个人的达成性评价而非学生之间的比较性评价；强调学生之间的合作关系而非竞争关系，鼓励同伴互助、协同学习。

在参考中国英语能力量表的基础上，围绕“学用一体说”(Learning-Using Integrated Principle)设置问题，设置了语言能力(Language Competence)、学习能力(Learning Competence)、思辨能力(Critical Thinking Competence)、创新能力(Creative Competence)、文化能力(Cultural Competence)及合作能力(Collaborative Competence)六个评价维度，制作了学生自评表、生生互评表、师生评价表。

Self-assessment Worksheet

Rate each item by writing the appropriate number in the blanks.

1=totally agree; 2=agree; 3=disagree; 4=totally disagree; 5=not sure.

Language Competence	Listening	I can grasp the general idea of the listening materials.	
		I can detect the details of the listening materials.	
		I can master the listening skill of taking classification notes.	
		I can get the right answer for the listening tasks.	
		I can understand the teacher's instruction.	
	Speaking	I can describe the types of the clothes.	
		I can describe the styles of the clothes.	
		I can describe the quality of the clothes.	
		I can describe the fabric of the clothes.	
		I can explain the symbols of Chinese culture.	
		I can explain the symbolic meanings of colors in Chinese culture.	
		I can express my preference by applying the speaking skill of expressing preference.	
		I can express my idea by applying the speaking skill of proposing an idea and justifying it with supporting points	
		I can introduce something to people by applying the speaking skill of introducing a thing.	
Learning Competence	Pre-class Tasks	I used U-campus for self-study.	
		I searched for more information about Central Saint Martins.	
		I searched for more information about fashion	

		design when I encountered new knowledge while watching "Project Runway".		
	On-class Tasks	I explored exploring the meaning of vocabulary.		
		I enlarged my vocabulary with listening materials.		
		I can draw more ideas from my discussion with my team members.		
	After-class Tasks	I can reflect what I have learned.		
		I searched for more information to design the questionnaire, conduct the market survey, explain symbols and colors in Chinese culture, design the clothes, present environmental protection philosophy, write the proposal and shoot a video to present the proposal.		
Critical Thinking Competence	Presentation	I can show deep understanding and thinking.		
		I can present different points of view.		
		I can provide relevant opinion.		
		I can express my opinion clearly.		
		I can deliver logical argumentation.		
		I can express my opinion with explanation or evidence.		
			I can negotiate with others.	
	Self-assessment	I can assess our team's presentations.		
		I can modify our team's presentations based other teams' suggestions.		
	Peer-assessment	I remained neutral position evaluating other teams' presentations.		
I evaluated other teams' presentations with constructive suggestions.				
Creative Competence	I know how to design a questionnaire.			
	I know how to conduct a market survey.			
	I know how to write a report of the findings based on the collected data.			
	I know how to design a piece of clothes or some accessories by using second-hand materials.			
	I know how to write a proposal on fashion design.			
	I know how to shoot a video to present the proposal.			
Collaborative Competence	I worked out the listening tasks by discussing with my team members.			
	I discussed my ideas with my team members.			
	I can cooperate with my team members to design the questionnaire, conduct the survey, generate the report, write the proposal and shoot the video.			
Cultural	I learnt about Central Saint Martins.			

Competence	I enriched my knowledge about fashion and fashion industry.	
	I learnt about symbols of Chinese culture.	
	I learnt about colors of Chinese culture.	
	I formed my own environmental protection philosophy.	

Peer-assessment Worksheet

Rate each item by writing the appropriate number in the blanks.

1=totally agree; 2=agree; 3=disagree; 4=totally disagree; 5=not sure.

Language Competence	Speaking	They can describe the types of the clothes.	
		They can describe the styles of the clothes.	
		They can describe the quality of the clothes.	
		They can describe the fabric of the clothes.	
		They can explain the symbols of Chinese culture.	
		They can explain the symbolic meanings of colors in Chinese culture.	
		They know how to express preferences by applying the speaking skill of expressing preference.	
		They can express my idea by applying the speaking skill of proposing an idea and justifying it with supporting points	
		They can introduce something to people by applying the speaking skill of introducing a thing.	
Critical Thinking Competence	Presentat ion	They delivered their questionnaire clearly.	
		They delivered their questionnaire logically.	
		They expressed their opinion with explanation or evidence.	
		They showed deep understanding and thinking.	
		They presented different points of view.	
		They provided relevant opinion.	
	Peer-asse ssment	They remained neutral position evaluating other teams' reports.	
		They evaluated other teams' reports with constructive suggestions.	
Cultural Competence	They showed my knowledge about fashion and fashion industry.		
	They showed my knowledge about symbols of Chinese culture.		
	They showed my knowledge about colors of Chinese culture.		
	They showed my knowledge about environmental protection philosophy.		

Teacher-assessment Worksheet

Rate each item by writing the appropriate number in the blanks.

1=totally agree; 2=agree; 3=disagree; 4=totally disagree; 5=not sure.

Language Competence	Listening	They can grasp the general idea of the listening materials.	
		They can detect the details of the listening materials.	
		They can master the listening skill of taking classification notes.	
		They can get the right answer for the listening tasks.	
		They can understand the teacher's instruction.	
	Speaking	They can describe the types of the clothes.	
		They can describe the styles of the clothes.	
		They I can describe the quality of the clothes.	
		They I can describe the fabric of the clothes.	
		They can explain the symbols of Chinese culture.	
		They can explain the symbolic meanings of colors in Chinese culture.	
		They can express their preference by applying the speaking skill of expressing preference.	
		They can express their idea by applying the speaking skill of proposing an idea and justifying it with supporting points	
		They can introduce something to people by applying the speaking skill of introducing a thing.	
Learning Competence	Pre-class Tasks	They used U-campus for self-study.	
		They searched for more information about Central Saint Martins.	
		They searched for more information about fashion design when I encountered new knowledge while watching "Project Runway".	
	On-class Tasks	They explored exploring the meaning of vocabulary.	
		They enlarged their vocabulary with listening materials.	
		They can draw more ideas from their discussion with their team members.	
	After-class Tasks	They can reflect what they have learned.	
		They searched for more information to design the questionnaire, conduct the market survey, explain symbols and colors in Chinese culture, design the	

		clothes, present environmental protection philosophy, write the proposal and shoot a video to present the proposal.	
Critical Thinking Competence	Presentation	They can show deep understanding and thinking.	
		They can present different points of view.	
		They can provide relevant opinion.	
		They can express their opinion clearly.	
		They can deliver logical argumentation.	
		They can express their opinion with explanation or evidence.	
		They can negotiate with others.	
	Self-assessment	They can assess their team's presentations.	
		They can modify their team's presentations based on other teams' suggestions.	
	Peer-assessment	They remained neutral position evaluating other teams' presentations.	
They evaluated other teams' presentations with constructive suggestions.			
Creative Competence	They know how to design a questionnaire.		
	They know how to conduct a market survey.		
	They know how to write a report of the findings based on the collected data.		
	They know how to design a piece of clothes or some accessories by using second-hand materials.		
	They know how to write a proposal on fashion design.		
	They know how to shoot a video to present the proposal.		
Collaborative Competence	They worked out the listening tasks by discussing with their team members.		
	They discussed their ideas with my their members.		
	They can cooperate their my team members to design the questionnaire, conduct the survey, generate the report, write the proposal and shoot the video.		
Cultural Competence	They learnt about Central Saint Martins.		
	They enriched their knowledge about fashion and fashion industry.		
	They learnt about symbols of Chinese culture.		
	They learnt about colors of Chinese culture.		
	They formed their own environmental protection philosophy.		

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)

(一) 本单元教学在体现成效导向方面的创新

1、清楚聚焦：该教学设计方案将教学目标清楚聚焦在学生最终的学习成果。具体而言，《大学英语视听说（三）》课程旨在培养学生在国际交流环境下用英语沟通和交流、表达信息、传播文化的能力。因此，结合本单元流行时尚的具体内容，教学成果设定为在本单元学习完成之后，学生能为中央圣马丁学院举办的“2020 时尚校园（中国站）”提出方案，包括书面方案和五分钟的视频报告。此后每一步的教学设计都指向最终的产出任务，为其做铺垫。学生完成该任务后，必定会提升语言表达能力（表达对衣服的偏好、陈述支持和反对理由等），解读和传播中国文化象征符号的能力，提高可持续发展和人类命运共同体等意识。这些教学目标都清楚指向《大学英语视听说（三）》的课程教学目标。

2、扩大机会：成效导向教育认为所有学生都是成功学习者。在该理念的引导下，教学设计方案预设所有学生都能用英语完成本单元任务，给所有团队布置了一样的挑战性任务。充分考虑到每个学生的个体差异，该教学设计方案巧妙设置课堂任务，尽可能使学生可以根据自己的实际能力创造出个性化的答案。最后允许学生产出复杂程度不同的报告和视频展示。同时，为了保障每个学生都有达成学习成果的机会，该教学设计方案为学生创造了多种机会表达自己的观点，课堂中和课堂外提供了多种教学资源为学生最终产出成果做铺垫。

3、提高期望：教师应该提高对学生学习的期望。因此本单元教学目标和活动都具有一定的挑战性。例如，为完成本单元目标，学生要自己完成问卷调查的设计并搜集分析数据，最后融合多方理念和元素进行完善并最终提出完整的设计方案。这对学生在语言能力、思维能力、分析解决问题的能力、跨文化交际能力和人文素养等方面都有较高要求。同时，在单元开始就将评价标准清晰告知学生，提出对他们的期望，促进更有成效的学习。

4、反向设计：根据成效导向理念，以产出目标为起点，本单元反向设计教学步骤。整个单元为一个大型项目，为了完成整个项目，学生需要完成若干个具体有针对性、可操作性的分解任务。具体而言，学生为了最终能够融入自己的设计理念、提出具有中国特色的校园时装秀的设计方案，就必须基于中国大学生市场偏好，探索和解读时尚设计中的可持续发展理念、中国文化象征符号内涵、中国文化中具有代表性颜色的内涵。要了解我国大学生市场对时装偏好的数据，学生必须设计问卷，进行市场调查；为了让调查能够顺利进行，学生必须有前期对服装的基本知识和语言储备。

整个教学设计按照该思路反向进行，环环相扣、层层铺垫。

5、在**学习方式**上，强调团队合作、协同式学习，课上和课下的多个任务均需要小组共同合作完成。教师没有直接讲授教学内容，而是通过示范、评价和反馈、搭建脚手架等方式引导协助学生学习，或者帮助学生自己探究语言的表达形式。

6、在**评价方式**上，采用即时和延时评价相结合的方法。既能够让学生及时收到反馈信息，检测本次学习的成效，又为学生自身改进成长提供了较大的空间。即时和延时评价的结果为建立学生档案袋式评价提供了依据。由于课堂教学时间非常宝贵，本单元采用课内和课外两种评价方式：课内即时反馈于任务的学习成效，而最后的产出成果评价（评价学生所录制的视频和提交的书面设计方案）耗时较长，因此在课外完成。

（二）本单元教学在满足金课标准方面的创新

1、**高阶性**：通过本单元的学习，学生提高了表述偏爱、阐述观点和反驳观点的语言技能，掌握了与服装类别、款式、材质相关的知识内容，并通过对大学生服装偏爱的问卷调查，培养了提出问题、解决问题的综合能力。单元设计巧妙地将语言技能、知识、能力、素质相结合。此外，本单元总目标是一个具有一定复杂度的项目，为了能够完成该项目，教师将其分解成多个学习任务，这种解决问题的思维方式会潜移默化地影响学生。在本单元的最后两课时，各小组通过批评与自我批评，对自己的设计方案不断优化改进，很好地培养了学生的批判性思维能力。

2、**创新性**：首先，本单元以流行时尚为主题，**话题具有时代性，前沿性**，不落于俗套。本单元的教学目标是学生能为中央圣马丁学院举办的“2020 时尚校园（中国站）”提出方案，包括书面方案和五分钟的视频报告。该目标巧妙地与单元主题、学生实际校园生活、国家发展趋势相结合，具有创新性。具体而言，一方面其贴合本单元流行时尚主题，可以较好地利用课本资源。另一方面，该目标与学生实际校园生活相联系，能够有效地驱动学生学习。另外，该任务与我国时代发展相契合。随着“一带一路”的发展，学生必然会有更多机会接触世界、开展国际间合作，因此该任务将与英国著名时尚设计学院中央圣马丁学院合作作为背景，学生可以了解到在合作中所需要的知识、技能、素养，为培养我国家所需的国际化复合型人才奠定基础。

此外，**教学形式具有先进性和互动性**。结合U校园、慕课、多媒体等先进的教学手段，教学内容呈现多种形式。教学活动互动性强，任务开展始终强调合作学习、相互协作。在小组展示其提出的设计方案后，通过学生自评和师生、生生互评等方式帮助学生优化思路。

最后，**教学结果具有探究性和个性化**。本单元的设计思路是学生通过对大学生服装偏好的调查、

结合中国文化及元素、可持续发展等理念，最终提出自己的时尚设计方案。问卷设计、数据的搜集和分析极具探究性。此外，学生还需从以故宫为主题的视频中挖掘出最具代表性的中国文化元素和颜色并根据自己的理解和构思完成个性化的设计方案，这也体现了教学结果的探究性和个性化。

3、挑战度：本单元的教学内容和教学任务对学生而言都有一定的挑战性。首先，单元内容与流行时尚相关。在日常生活中，学生对该话题有所接触，但认识较为浅显。要想提出自己的设计方案，学生必须充分了解与服装相关的知识和理念。另外，教学任务设定学生需要设计问卷、搜集和整理分析数据等，而学生鲜少运用英语完成这些任务，对他们而言具有一定的挑战度。为保证教学任务的完整性、教学活动的有趣性和教学成果的有效性，教师课下要花大量时间备课。例如，为将教材中单个的听力和口语材料组合起来，教师通过头脑风暴的形式把这个单元做成一个完整的项目；为了让项目能够连贯，教师将教材中原本的知识点和材料重新整合，并借助多方资源补充教学材料；为了充分调动学生的积极性和互动性，教师花费大量时间设计了实物展示、视频内容探索等教学活动；为了能够使學生收到即时反馈，教师根据每节课的内容制定了评价表。

4、思政性：本单元还创新性地将中国文化象征元素和中外文化颜色内涵的对比融入课堂，帮助学生了解中国文化、树立文化自信，为学生在以后的国际交流中更好地传播中国文化，讲好中国故事，做好文化输出打好基础。同时，教学内容中还融入了环保理念，将全球的可持续发展意识，人类命运共同体理念深植年轻一代。

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