iEnglish 2
Unit 1 Communication in the digital age
Teaching Design

OUTLINE

Part 01

Course Design
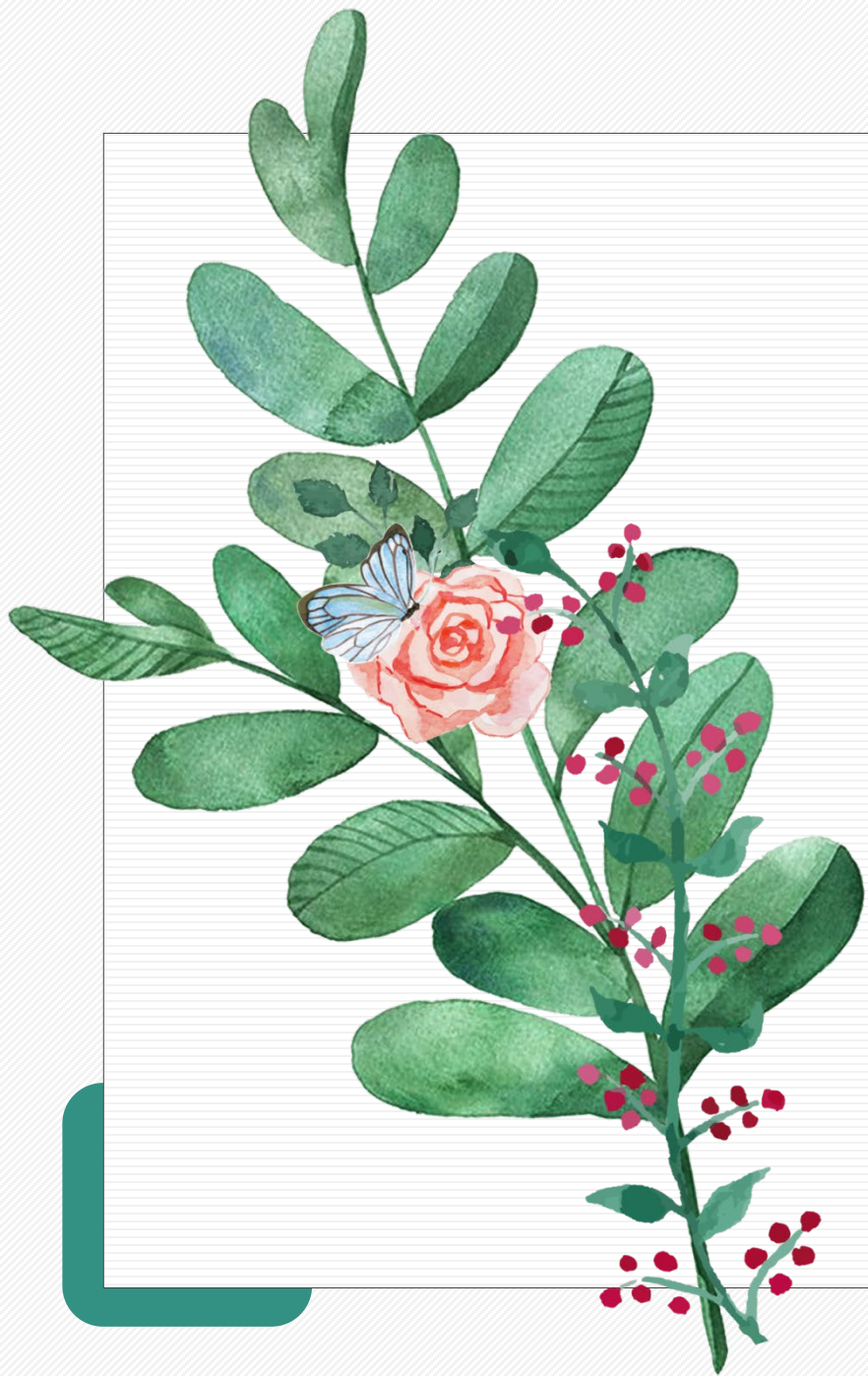
Course Design

Textbook

O2O Teaching

TSI(**T**raining, **S**imulation, **I**nternship)

Simulation

Training

Internship

Principle 1

Principle 3

Innovative

Advanced

Challenging

Principle 2
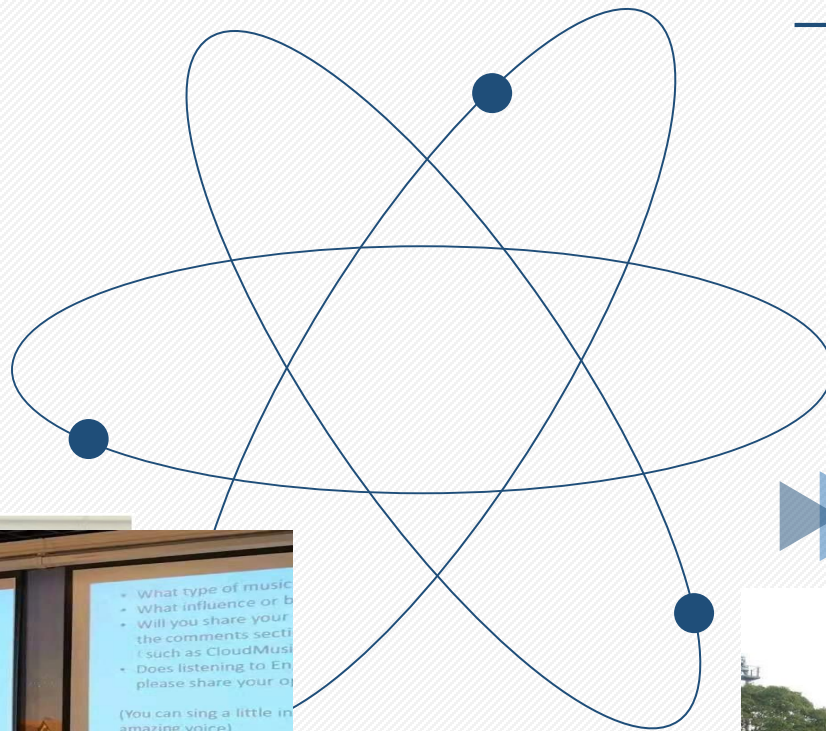
What constitutes my *Quality Class?*

Knowledge;

Critical Thinking Ability;

Occupational Ethics

Advanced

Innovative Teaching Materials;

Informatization-oriented Class

Exploratory Study;

Autonomous Study

Quality

Class

Innovative

Challenging
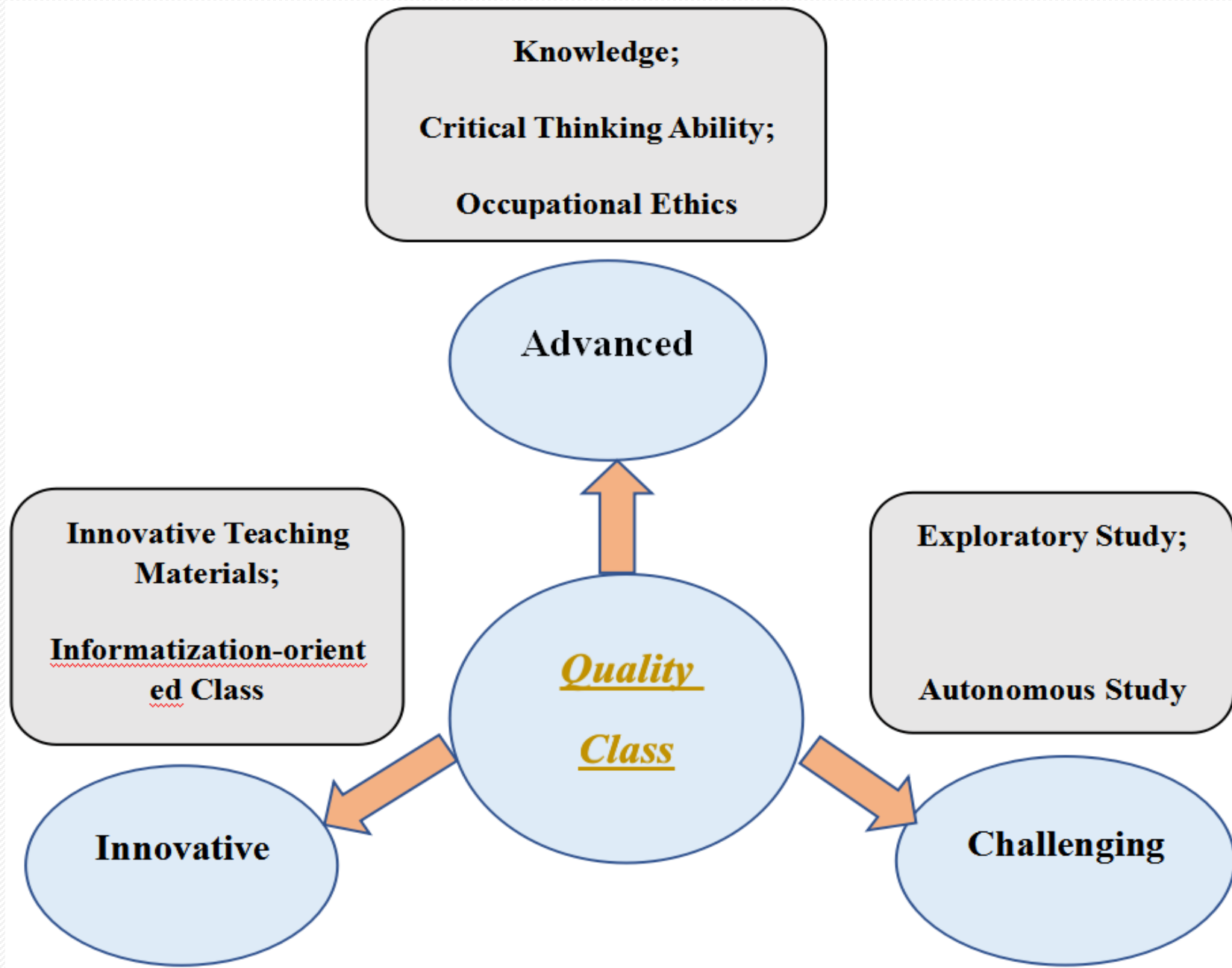
Course Design

Course Orientation:
a. Linguistic Knowledge Aims;
b. Linguistic Skill Aims;
c. Professional Abilities Aims

Teaching Contents:
O2O(**O**nline to **O**ffline);
I+G(**I**ndividual + **G**roup);
L+S(**L**anguage + **S**kills)

Teaching Evaluation:
Preview-->In-class-->Post-class
Assign Task Through Digital Learning Platform and Assess both in the written and voice formats;
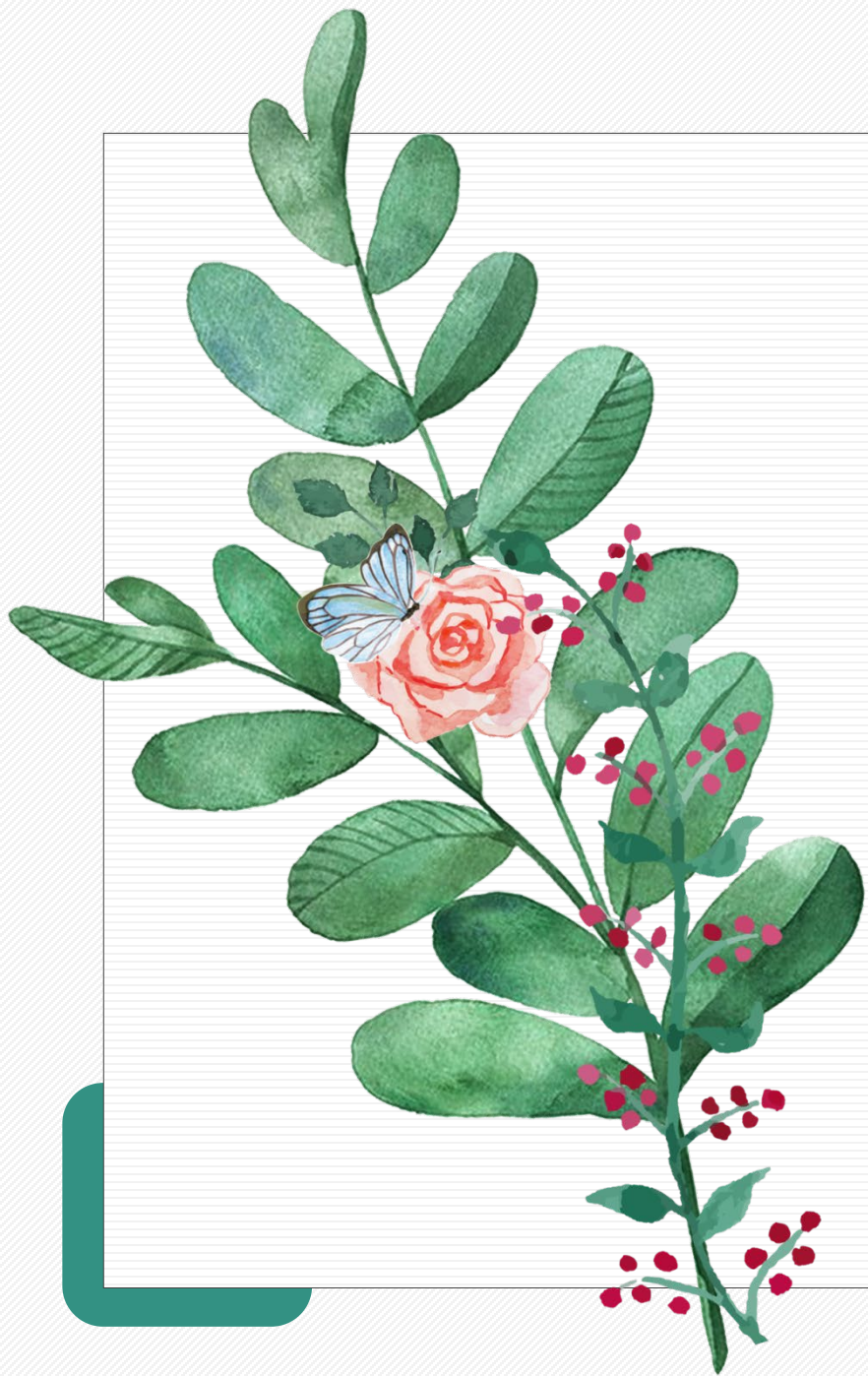
1　2　3　4　5　...

Teaching Aims:
Knowledge
Competence
Qualification

Teaching Organization:
1.Concept(**TSI**):
Training;
Simulation;
Internship
2.Module:
Linguistic;
Cultural;
Occupational
3.Teaching Method:
Engage; **S**tudy; **A**ctivate(**ESA**);
Internet+

Part   02

Unit Design

Constructing a Systematic Quality Class by Integrating Multi-information Based Teaching Methods

Preview
- Preview New Text
- Finish New Tasks
- Discuss online
- Feedback

Mobile APP Software DLP(Digital Learning Platform)
- Release Listening, Speaking, Reading and Writing Tasks through Platform
- Discuss with peers and teacher
- Evaluate pre-learning outcomes

In-class Interactive Study, Getting Through Key Points

New Text Lead-in (Engage)
- Introduce the Topic with Pictures, Audio and Video Clips

Exploratory Study (Study)
- Elicit the structure and general ideas of the Reading from students
- Intensive Reading： Learn Vocabulary, Grammar, Rhetoric, Text Cohesion and Writing Skills etc.; Interact with the Class through Q&A, Discussion, Quiz, Racing to Answer, Role Play and Assessment

Application and Assessment (Activate)
- Improve Students' learning effectiveness and critical thinking ability by extending in-class knowledge
- Occupation Orientation Mind +Outcome Based Education
- Conduct Self Assessment through DLP to Test their Learning Validity

Advanced Innovative
1. Teaching Materials (Integration： Language Foundation+Critical Thinking+Occupational Skills）
2. ESA Teaching Methodology (Engage, Study, Activate)
3. Teaching Tools (Diversified)
4. Teaching Resources (Up-to-Date; Online & Offline)
5. Teaching Assessment Methods (X-Dimensional)

Post-class Development
- Individual In-depth Study
- T&S Interaction
- Consistent Feedback & Evaluation

Mobile APP Software DLP(Digital Learning Platform)
- Check Upcoming Learning Tasks
- Accomplish learning tasks
- Upload the learning tasks to DLP
- Dual Evaluation by DLP and Teachers

Challenging
- Online & Off-line Teaching & Learning
- Individual Learning & Group Work & Exploratory Learning
- Learning-Task-Feedback-Promotion-Re-learning

Unit Objectives

1. Language Knowledge Goals

a. *Master* words and expressions related to digital communication;
b. *Realize* the importance of emojis in digital communication and benefits of face-to-face communication;
c. *Understand* the function and skills of Personification.

2. Language Skill Goals

a. *Explain* effects of digital communication on people's way of communication;
b. *Write* a composition about digital communication by means of Personification;
c. *Conduct* a survey and *deliver* a speech on digital communication.

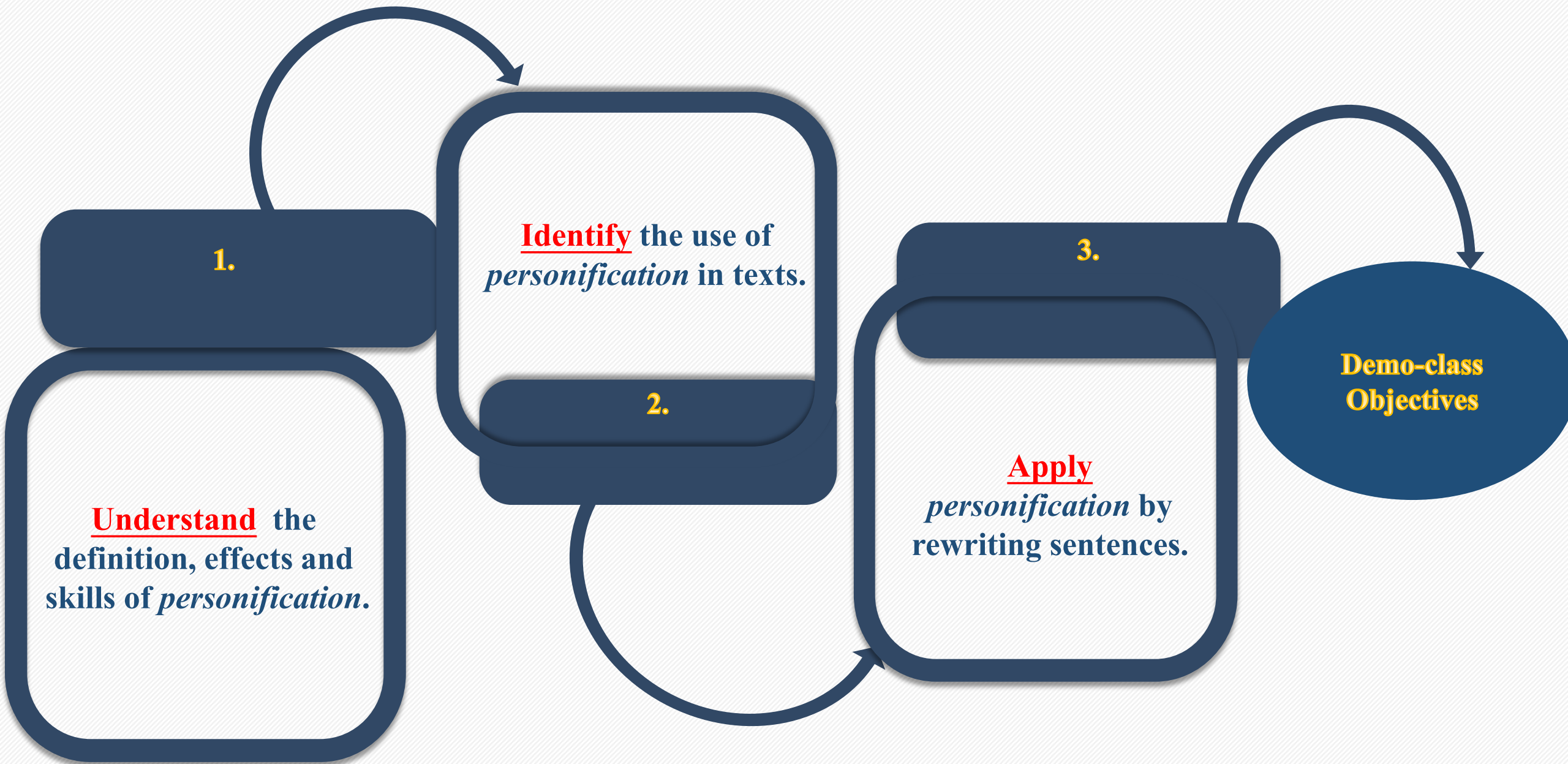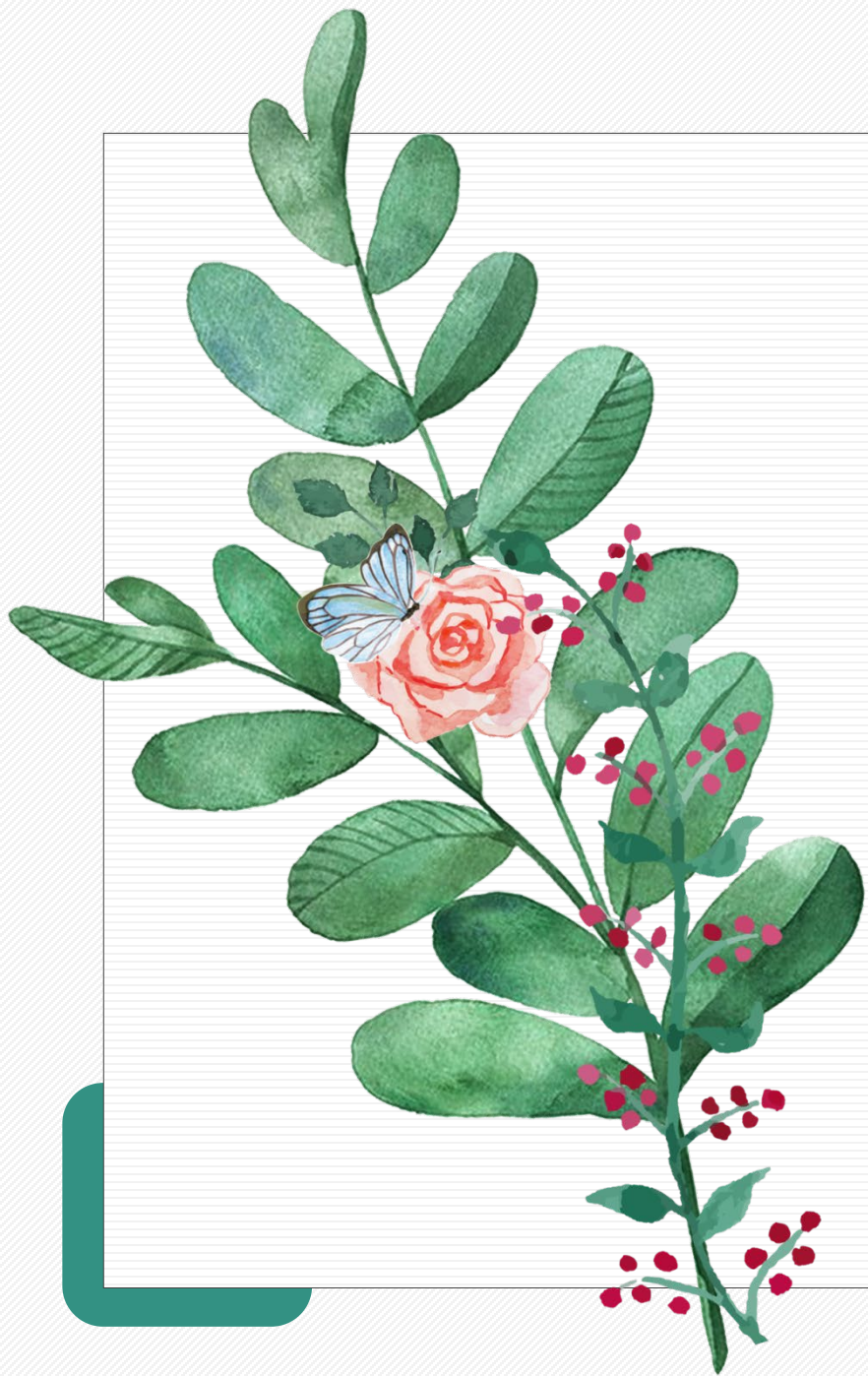**3. Professional Ethic Goals**

a. *Get knowhows* about manners for using emojis in occupation(eg. E-mail, We-chat etc.) so as to develop ss' occupational ethics;
b. *Improve* Exploratory and Cooperative Skills.

Unit Objectives

Demo-class Objectives

1.

Identify the use of *personification* in texts.

3.

2.

Understand the definition, effects and skills of *personification*.

Apply *personification* by rewriting sentences.

Demo-class Objectives

Part 03

Highlights

1

Apply ESA and highlight Integrated Skills.
(1. understanding importance of digital communication
>2. recognizing the benefits of face-to-face communication
>3. applying personification in writing
>4. knowing etiquettes for using emojis in the workplace
>5. making a speech about digital communication)

2

Construct a QUALITY CLASS through DLP.
(Pre-class; In-class; Post-class)
（Pre-learning--Task--Feedback--Promotion--Further learning）
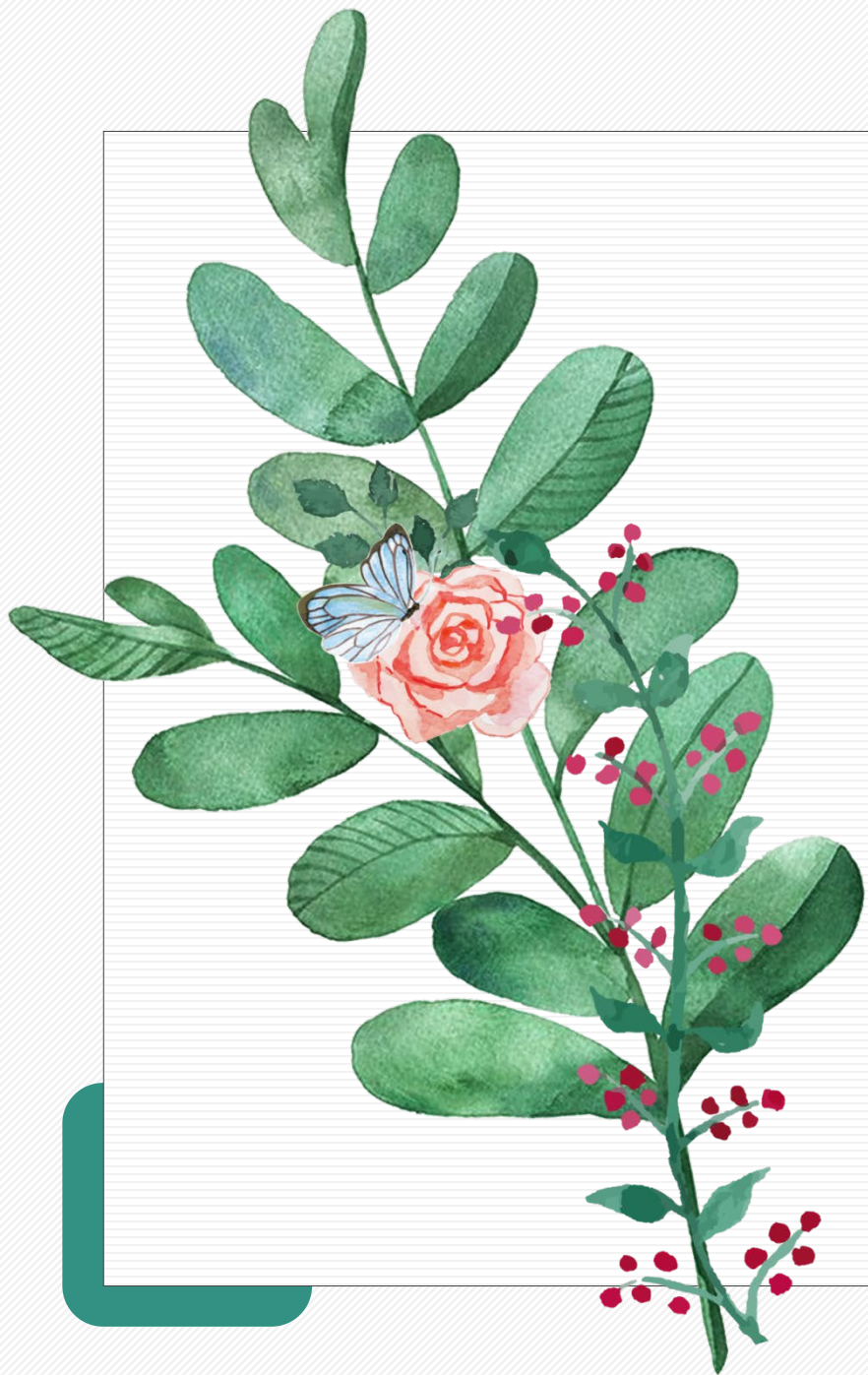
Part   04

Demo class

What's missing?

declared

➤ When Oxford Dictionaries 😀 an emoji its 2015 Word of the Year, it was a bit of a head-scratcher. (*para 1*)

➤ The process in which the Unicode Technical Committee decides if an emoji will 👀 the light of day can take up to two years. (*para 14*)

see

What's special about the replaced words?

Personification

➢ Personification is a *figure of speech* where human qualities are given to non-living objects.

Effects of *personification*

The walls have <u>ears</u>.

Effects of *personification*

- ➢ Animate abstract concepts and ideas.

- ➢ Forge a deeper connection with the readers.

How to use *personification*?

➢Think about the *emotions/trait/mood* you try to express.

➢Pick some *objects* to personify.

➢Find the appropriate *words* to build the connection.

Identify *personification*

➤ *Sharpening your skills* : Figure out the <u>personified object</u>, the <u>personified word(s)</u> and the <u>human trait/emotion</u> manifested in each sentence:

1. The 20th century witnessed a number of innovations that changed the way of communication.
2. Letter writing is a lost art that has surrendered to voice mail, email, texts, blogs, Facebook, Instagram and all sorts of other social media.
3. Has social media torn us apart from each other or drawn us closer to each other?
4. Information travels much faster in the modern age than it did in ancient times.

Identify *personification*

Personified object(s)	Personified word(s)	Human trait/emotion(s)
The 20th century	witnessed	the human ability to see
Letter writing	surrendered	the human ability to give in
social media	torn...apart; drawn...closer	the human ability to tear or draw
Information	travels	the human ability to travel

Apply *personification*

➢ *Rewrite the following two sentences by personifying the highlighted words.*

➢ Emojis **originated in** Japan in the late 1990s, when wireless carrier created sets of digital stickers people could use in text messages. Elsewhere, people had long used emoticons-visual expressions strung together using symbols such as colons, dashes and parentheses, like ":-)" to denote a smiley face. Where text **took** the empathy **out of** messages, emojis and emoticons put it back in. *(para7)*

➢ Emojis **were born in** Japan in the late 1990s, when wireless carrier created sets of digital stickers people could use in text messages. Elsewhere, people had long used emoticons-visual expressions strung together using symbols such as colons, dashes and parentheses, like ":-)" to denote a smiley face. Where text **stole** the empathy **away from** messages, emojis and emoticons put it back in.

Please do the checklist and check your learning outcomes.

Checklist	😊	😐	😞
1. I can understand the definition, effects and skills of *personification*.			
2. I can identify the use of *personification* in texts.			
3. I can apply *personification* by rewriting sentences.			

Write a 100-word composition describing:
The Role of Emojis in Digital Communication
by using *personification* **and upload your writing to the digital learning platform.**

THANK YOU