



# 通用学术英语在线课程建设与应用

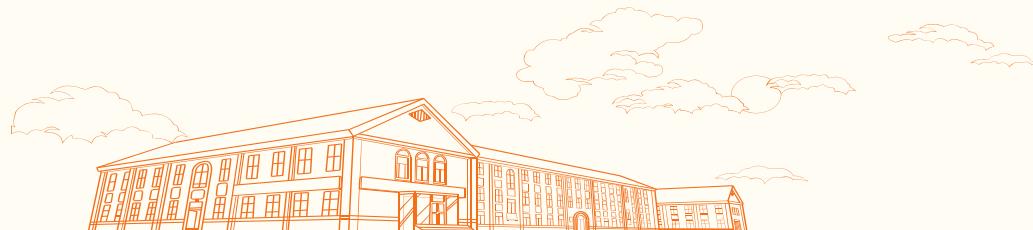
北京科技大学 外国语学院



# 提 纲

## 在线课程设计

## 课堂教学实践





## 混合式教学设计的思考

以“学”为中心，学什么？

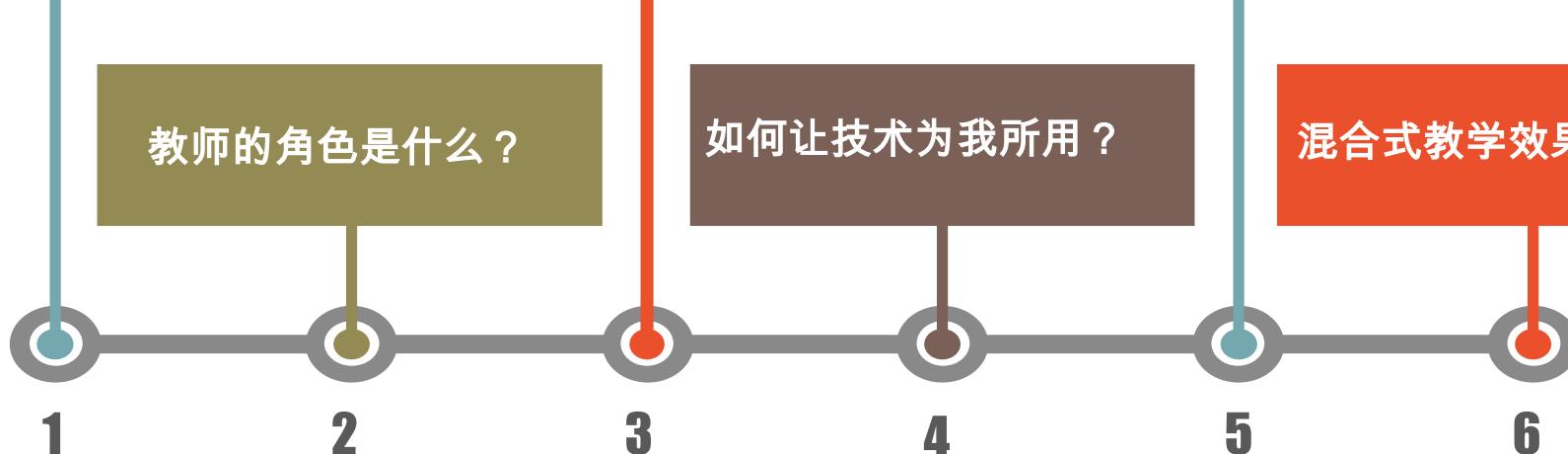
在线学习和课堂学习，孰轻孰重？

混合式教学，费劲还是省力？

教师的角色是什么？

如何让技术为我所用？

混合式教学效果如何？

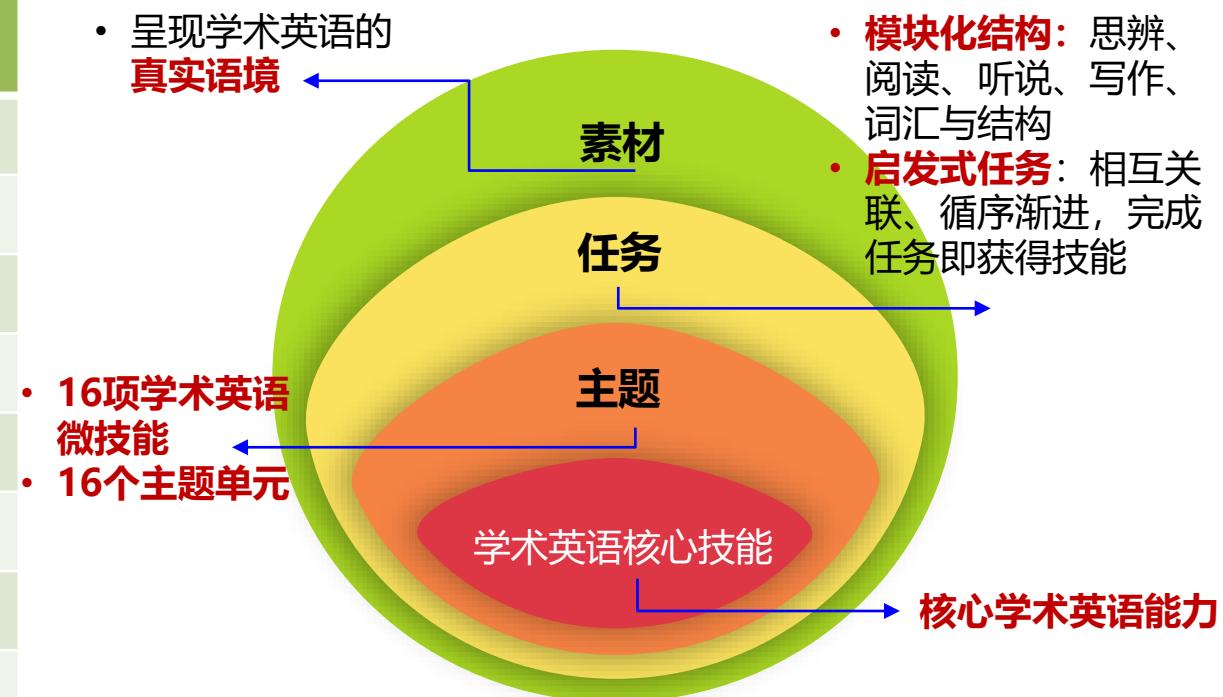


# 混合式教学设计



## 通用学术英语

Unit	Topic	Academic Focus
1	Education	Definition
2	System	Contextualization
3	Behavior	Comparison
4	Psychology	Explanation
5	Nature	Summary
6	Environment	Synthesis
7	Social life	Literature review
8	Technology	Report



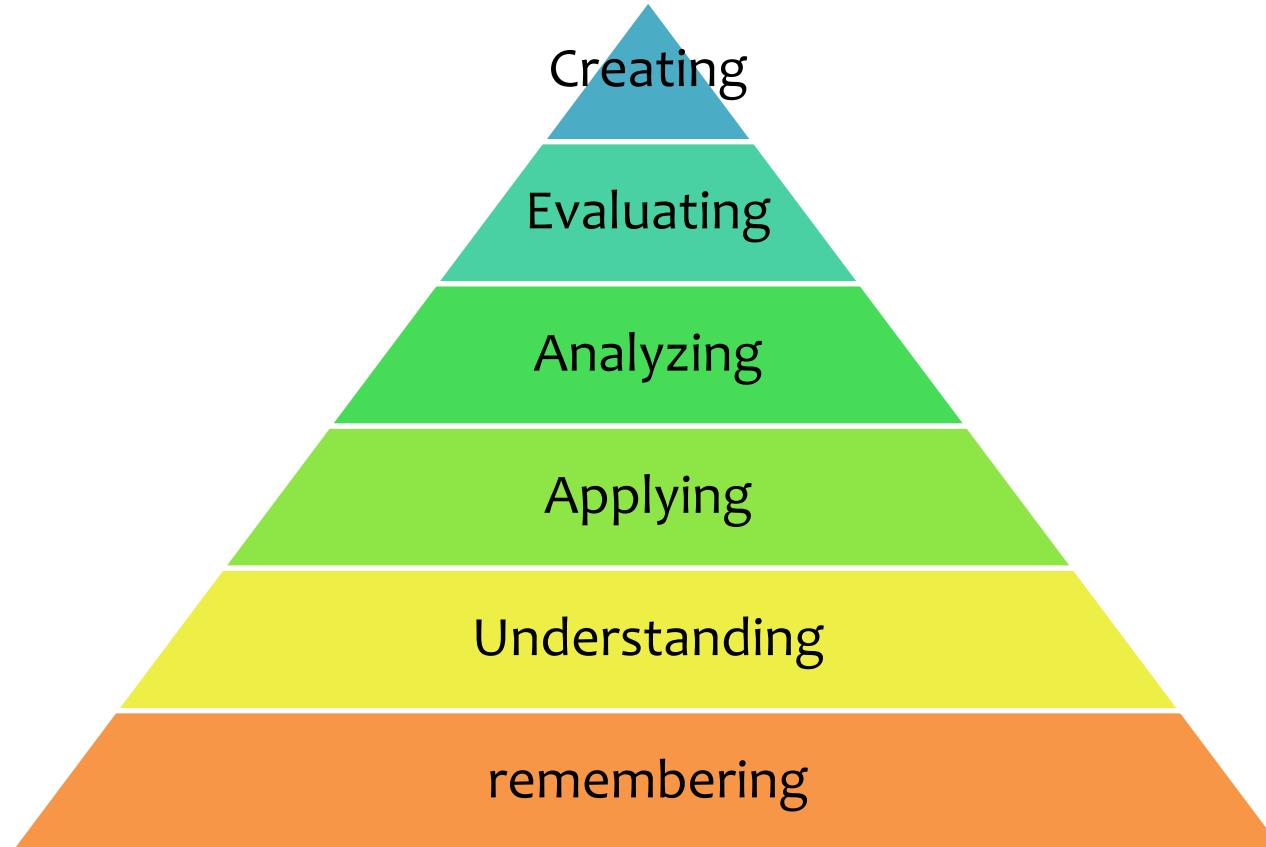
# 混合式教学设计



## 宁 通用学术英语

Units	Topics	Academic Skills
1	Communication	Thesis & thesis statement
2	Information	Causal relations and supporting information
3	Economy	Analysis
4	Energy	Discussion
5	Health	Interpretation and inference
6	Safety	Evaluation
7	Research	Argument
8	Diversity	Research suggestion

# 混合式教学设计



# 混合式教学设计



北京科技大学外国语学院  
SCHOOL OF FOREIGN STUDIES

## 通用学术英语

三位一体同步设计、整体研发

在线课程资源内容丰富

- ✓ 微课视频
- ✓ 语言解析
- ✓ 练习任务
- ✓ 作业测验
- ✓ 学习资源
- ✓ 在线学习社区
- ✓ 学习数据记录



在线课程与课堂教学深度融合

### Mini-lecture 1

Comparison and contrast: A brief introduction

This mini-lecture covers:

- understanding what classification
- deciding the basic rules for classification
- recognising how classification serves
- understanding what comparison is
- recognising the basic rules for comparison

Comparison and contrast: A brief introduction

This mini-lecture covers:

- understanding what classification
- deciding the basic rules for classification
- recognising how classification serves
- understanding what comparison is
- recognising the basic rules for comparison

Researchers have recently suggested the importance of distinguishing among types of workers (e.g., Axt & Zokar, 2006). These distinctions have a bearing on our understanding of work hours (Borod, 2006). Thus, we report an in-depth investigation of worker types as proposed by Spence and Robbins (1992), examining them in terms of work hours (e.g., work instances, hours worked). Based on high and low scores on work instances, work time, and work experience, Spence and Robbins identified six worker types. In this article, we present a new way to study Spence and Robbins' worker types, without the loss of power that accompanies the

Next



宁

## 通用学术英语在线课程与课堂教学深度融合



# 混合式教学设计





## 在线课程案例

### Unit 3 Behavior

Academic focus: **classification, comparison and contrast**

Critical thinking: A brief introduction to **comparison and contrast**

Reading: Reading for **comparison and contrast**

Listening & Speaking: **Comparison and contrast** in lectures

Writing: **Comparison** essay

Vocabulary: **Cohesion**

# 混合式教学设计



北京科技大学外国语学院  
SCHOOL OF FOREIGN STUDIES

## 在线教学内容导航



在线  
课程  
设计

学

课堂  
活动  
设计



### Unit 3 Behavior

● Critical thinking: A brief Introduction to comparison and contrast



● Reading: Reading for comparison and contrast



● Listening & Speaking Comparison and contrast in lectures



● Writing Comparison and contrast essays



● Vocabulary: Cohesion: conjunction



● Self-assessment Test 提交截止时间: 2017年11月13日 00:00 / 可尝试1次

提交阶段

● Comparison/contrast essay 提交截止时间: 2017年11月13日 00:00 / 学生互评

提交阶段



## Reading: Reading for comparison and contrast

### Unit 3 Behavior

Reading: Reading for comparison and contrast

Reading for comparison and contrast



Identifying and understanding classification



Identifying and understanding comparison and contrast



Connectors of comparison and contrast



Language input from reading texts



# 混合式教学设计



## Language input for texts



*iSmart*

返回目录 Unit Three > Part Two 课文讲解 > Text 3

1

1 Workaholism researchers have recently suggested the importance of distinguishing among types of workers (e.g., Aziz & zickar, 2006). These distinctions have a bearing on our understanding of workaholism (Bonebright, Clay, & Ankenmann, 2000). Thus, we report an in-depth investigation of worker types as proposed by Spence and Robbins (1992), examining them in terms of correlates of workaholism (e.g., work-life imbalance, hours worked). Based on high and low scores on work involvement, work drive, and work enjoyment, Spence and Robbins identified six worker types. In this article, we present a new way to study Spence and Robbins' worker types, without the loss of power that accompanies the median split approach they used.

▶ 重点词汇

propose  
释义:  
v. to suggest an explanation of sth for people to consider 提供 (解释)  
例句:  
She proposed a possible solution to the mystery.  
她提出了对这个奥秘的一种可能的解答。

单词 句子

Next ▶

# 混合式教学设计



在线  
课程  
设计



课堂  
活动  
设计



## Language input for texts

08:42 贝壳英语 SPOC翻转课堂 | 学习点津：你读懂《通用学术英语》了吗？  
原创 2017-10-14 通用学术英语 贝壳英语

08:43 贝壳英语 SPOC翻转课堂学习点津：提高听力与口语？  
2017-10-17 贝壳英语

08:43 贝壳英语 SPOC翻转课堂 | 学习点津：丹丹老师带你听《通用学术 mini-lectures》  
原创 2017-10-13 丹丹老师 贝壳英语

08:42 贝壳英语 SPOC翻转课堂 | 学习点津：带你了解衔接与连贯，排序题不再头疼  
原创 2017-10-14 通用学术英语团队 贝壳英语

小贝壳们进入大学已经一月有余了，贝壳里的角角落落，吃遍了贝壳美食，上遍了贝壳开设的各种课程。大学英语课程有点儿不一样？是的，确实有点儿不一样！特别是学习《通用学术英语》的小贝壳，他们切身感受到了不同，一起看看这些小贝壳的真实感受吧！  
谢宣涵 文实1705 41708151 我的大学英语生活，自开学那一次云雾缭绕，一切都像是雾中的二班班，中途开始...  
1. 分析原因

“我听不懂SPOC的配字幕？”  
“上课，听不懂英语，我该怎么办？”  
“我做了很多听力，很大的提高，这是“上课回答老师的道如何表达自己的会这样？”  
“我没有语言环境语呢？”  
抱怨听不懂无济于起分析原因才是王道。

《通用学术英语》已经上了近30节课了，相信大家已经知道这门课的讲授方式：  
**在线学习视频（咱们叫它online learning）** 和你课表上的英语老师与上课（咱们叫它classroom learning）。表格可以帮助你有个大致的了解。

Online learning	Classroom learning
Who? (谁来讲课)	Ricky and Hannah (北科大的美国外教)
What? (讲什么)	这些视频叫做 mini-lectures，也就是微型讲座，内容主要是学术英语中的概念和学术训练操作步骤的讲解。
When? (什么时候)	上课时站在你面前，帮助大家把抽象的课堂操作步骤具体化。

衔接与连贯到底指什么呢？衔接关注的是表层的语言形式，连贯关注的是深层的文章内容。换句话说，衔接是一个有形的网，连贯是一个无形的网，二者合力串起一篇好文章。

我们在做排序题时，当然就从这两个方面

# 混合式教学设计



在线  
课程  
设计



课堂  
活动  
设计



1

传授最核心的知识

2

运用最丰富的资源

3

设计最精练的练习

4

制定最严格的考核

# 混合式教学设计



在线  
课程  
设计



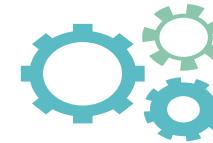
课堂  
活动  
设计



巩固SPOC学习的活动



检验SPOC学习的活动



实践SPOC学习的活动



拓展SPOC学习的活动



反拨SPOC学习的活动



## 联通线上与线下学习



### 1 检验活动

### 巩固活动

2

### 3 实践活动

### 4 拓展活动

4

### 5 反拨活动

5

检查学习效果

督促线上学习

课堂教学

保障线上学习

梳理知识要点



# 课堂活动设计



1

检验活动

巩固活动

2

实践活动

拓展活动

4

反拨活动

5

学术技能相关

语言知识相关

**A Check on SPOC**

What is classification?

What is the difference between comparison and contrast?

What are the three patterns to make a comparison?

List the transitional words for comparison and contrast.

Unit 4 Word Test

已作答 (27)	未作答 (2)
范笛 (已阅) 提交日期: 11月21日	12分
王家垚 (已阅) 提交日期: 11月21日	13分
董岩松 (已阅) 提交日期: 11月21日	15分
张雨航 (已阅) 提交日期: 11月21日	13分
李恒 (已阅) 提交日期: 11月21日	13分
彭越 (已阅) 提交日期: 11月21日	13分
王宏楠 (已阅)	13分



## 启发讨论，构建思维

1 检验活动

2



巩固活动

3 实践活动

4

拓展活动

5 反拨活动

1

让学生想起来

2

让学生动起来

3

让学生说起来

4

让学生做起来

# 课堂活动设计



北京科技大学外国语学院  
SCHOOL OF FOREIGN STUDIES

多样化、多元化任务

1 检验活动

2



巩固活动

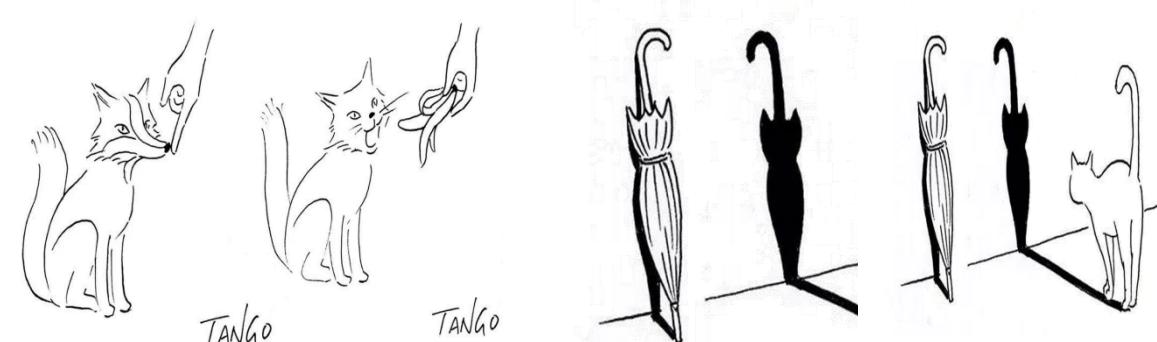
3 实践活动

4

拓展活动

5 反拨活动

Why is context important?



What animal does the picture present?

How many umbrellas are there in the picture?

# 课堂活动设计



北京科技大学 外国语学院  
SCHOOL OF FOREIGN STUDIES

## 多样化、多元化任务

### 1 检验活动

2



### 巩固活动

### 3 实践活动

4

### 拓展活动

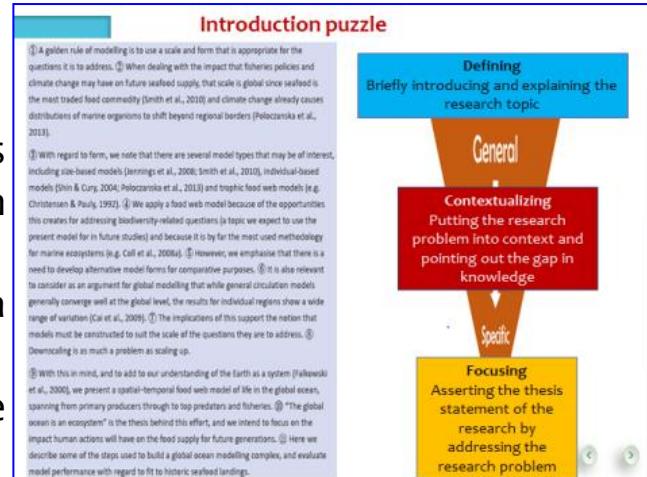
### 5 反拨活动



### Group work

### Restore the introduction!

1. Each group receives six parts from the introductory section of a paper.
2. Order the parts to form a well-structured introduction.
3. The fastest group with the correct answer wins.



# 课堂活动设计



北京科技大学外国语学院  
SCHOOL OF FOREIGN STUDIES

## 学有所用，学做合一

1 检验活动

巩固活动



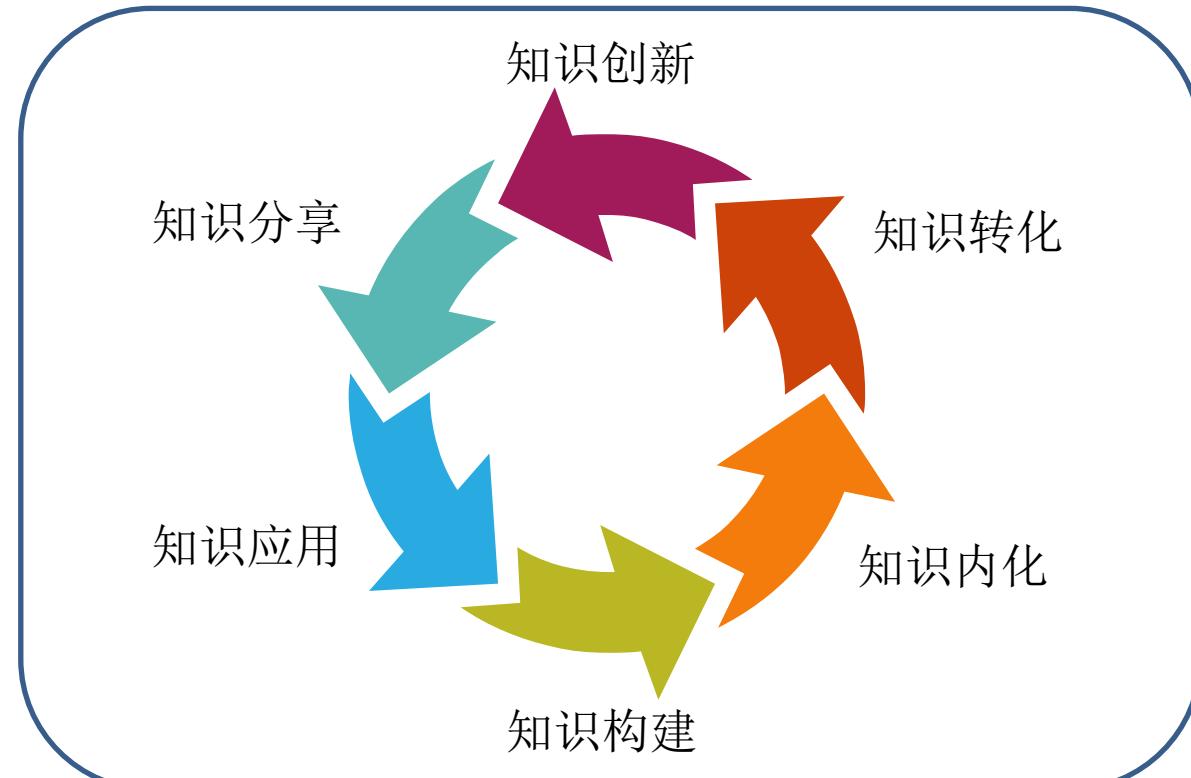
2

3 实践活动

拓展活动

4

5 反拨活动



# 课堂活动设计



## 设计精巧的实践任务

### 1 检验活动

### 巩固活动

2



### Group work



### 3 实践活动

### 拓展活动

4

### 5 反拨活动

#### Restore the information!

Read the detailed information for each category and match the corresponding paragraph with each category according to the following information.

Worker types	Work involvement	Work drive	Work enjoyment
workaholics	High	High	Low
positively engaged workers	High	High	High
work enthusiasts	High	Low	High
relaxed workers	Low	Low	High
disenchanted workers	Low	High	Low
unengaged workers	Low	Low	Low



# 课堂活动设计



北京科技大学外国语学院  
SCHOOL OF FOREIGN STUDIES

## 设计精巧的实践任务

### 1 检验活动

### 巩固活动

2

### 3 实践活动



4

### 拓展活动

### 5 反拨活动

## Listening and Speaking Workshop

### Task: The Growth of World Population

Watch the video and **you are required to:**

Use one of the following ways to present your findings  
efficiently and clearly.

Use your notes to support your presentation  
contextualizing the growth of world population.

World population growth  
Topic: population

Context: population growth in history  
Gap: the size of population continue to rise

1. Introduction  
Defining  
Contextualizing  
Focusing  
Why the population growth is rising

2. Analysis  
Industrial Revolution  
① Improved economic conditions  
② Better sanitation and modern medicine  
③ Changes of family life

3. Body – realize the reasons of the problem  
① Demographic Transition  
② Industrial Revolution  
③ Improved economic conditions  
④ Better sanitation and modern medicine  
⑤ Changes of family life, educational changes  
⑥ Birth Rate & Death Rate  
high high declines falls stabilize now  
There are more people living in countries with large young populations.

4. Conclusion  
help nations better plan for the future and future generations.

Summary: There are more people living in countries with large young populations. Understanding how a world population is growing will help nations to the future and for future generations.

The slide features a flowchart at the top showing population growth milestones: 1 billion in 1804, 2 billion in 1927, 3 billion in 1960, 4 billion in 1974, 5 billion in 1987, 6 billion in 1999, 7 billion in 2011, and 8 billion in 2023. Below the flowchart is a timeline with the years 1804, 1927, 1960, 1974, 1987, 1999, 2011, and 2023. To the right is a handout with handwritten notes on population growth factors, including the Industrial Revolution, improved economic conditions, better sanitation, modern medicine, and changes in family life.



## 综合应用，以言成事

1 检验活动

巩固活动

2

3 实践活动

拓展活动

4



5 反拨活动



# 课堂活动设计



北京科技大学 外国语学院  
SCHOOL OF FOREIGN STUDIES

## 巩固活动

2

## 实践活动

3

## 拓展活动

4



5

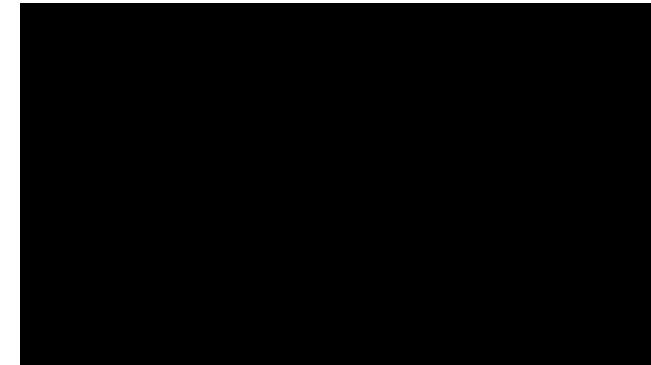
## 反拨活动



### 真实场景的“项目式”任务

#### Video Show

Make a video to introduce a term in your major by giving its definition. Pay attention to the pattern of a definition and use the narrative materials to make your definition clearly presented.



# 课堂活动设计



北京科技大学 外国语学院  
SCHOOL OF FOREIGN STUDIES

巩固活动

1 检验活动

2

3 实践活动

4



5 反拨活动



## 真实场景的“项目式”任务

### Debate

- **TASK Type A and Type B personalities**
- Step 1: Watch the video, note down the Type A and Type B personalities, and the job situation.
- Step 2: Compare Type A and Type B personalities and discuss who is the best candidate.
- Step 3: Form a team and debate for your best candidate.

Type A and Type B  
Personalities in Organizations:  
Definition & Characteristics

# 课堂活动设计



北京科技大学 外国语学院  
SCHOOL OF FOREIGN STUDIES

## 真实场景的“项目式”任务

### 1 检验活动

### 巩固活动

2

### 3 实践活动

### 拓展活动

4

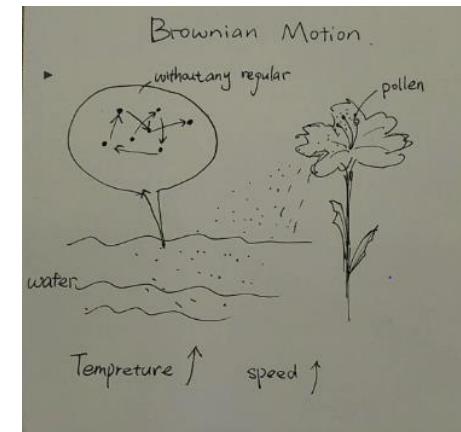


### 5 反拨活动

## Analogy in Your Major

**Make an analogy!**

1. Form a group of four with student of the same major.
2. Choose a notion in your major.
3. Make an analogy to explain your notion clearly.





## 联通线下与线上学习

### 1 检验活动

### 巩固活动

2

### 3 实践活动

### 4 拓展活动

4

### 5 反拨活动



5



# 课堂活动设计



北京科技大学外国语学院  
SCHOOL OF FOREIGN STUDIES

## 巩固活动

2

## 实践活动

3

## 拓展活动

4



5

## 反拨活动



### 线上展示任务

讨论区 > 课堂交流区 > 主题详情

记笔记，晒笔记

老师参与

Watch Video 1 and Video 2, and taking notes using the mapping method mentioned in the lecture. Post your notes here to share with other students.

来自课件“记笔记 晒笔记”

关注

回复

36

Q

举报

管理

讨论区 > 课堂交流区 > 主题详情

Find the connector and brainstorm more!

When you make a comparison and contrast, connectors help you create coherence by indicating the relationship between ideas. Reread Texts 4, 5 and 6, share the words and phrases signaling comparison and contrast with your peers online. Brainstorm more if you can.

来自课件“Connectors of comparison and contrast”

关注

回复

27

Q

编辑

举报

管理

# 课堂活动设计



北京科技大学外国语学院  
SCHOOL OF FOREIGN STUDIES

## 线上展示任务

### 1 检验活动

### 巩固活动

2

### 3 实践活动

### 拓展活动

4

### 5 反拨活动



公告

评分标准

课件

测验与作业

考试

讨论区

课程分享   



扫码下载APP

随时随地学课程

帮助中心

Writing an extended definition essay 



提交作业

作业批改

成绩公布

完成并提交作业

互评作业

自评作业

你的综合得分为：**89.25分**，你完成了全部互评

1 (100分)

Review what you have learned in this unit about definition. Write an extended definition of a term, be it a thing, a problem, a concept or a theory, in your subject of study. It should be no less than 150 words.

回答：

Moon cake is a kind of traditional Chinese food which people eat at Mid-Autumn Festival. Usually it has scarf skin and paste. Moon cake's favour is usually determined by its paste, such as salty-egg-favour and bean-favour. In Chinese culture, eating moon cake on Mid-Autumn Festival means getting together and represents the strong bond between family members.

It is said that the tradition of eating moon cake is from a Chinese story. Long long ago, there was a hero, Hou Yi. He shot down 9 suns, saving peoples of the country. To reward his achievement, a goddess gave him some pills, which can make him living forever without illness. Unfortunately, one of Hou's student, Pang Meng, tried to steal the pills when Hou was not at home. Hou Yi's wife, Chang E, swallowed those pills to stop Pang. However, after she ate them, she flew to the moon. Since then, at every Mid-Autumn Festival, when moon was said to be its biggest and brightest, Hou Yi ate moon cake to memorize Chang E.

According to the history, the tradition of eating moon cake at Mid-Autumn Festival can date back to Song dynasty. At that time, moon cake was already a popular food since there were many poetry about it.

Nowadays, moon cake is becoming more and more popular over the world. Many western bakers design some new favours to fit more people's taste, which makes moon cake one of the most popular Chinese traditional food in the world.

# 课堂活动设计



北京科技大学外国语学院  
SCHOOL OF FOREIGN STUDIES

## 线上展示任务

1 检验活动

巩固活动

2

3 实践活动

拓展活动

4



5 反拨活动



# 结语



## 学生反馈

周红光

材料1702

41703046

大学英语学习比高中更为深奥，同时也更为正式。我认为，大学英语不仅更符合对我们大一对英语的  
**需求**，同时也很好的体现了英文原汁原味的独特魅力，我相信在经过对大学通用学术英语的学习之后，我们对英语的掌握和熟练读度，更重要的是应用能力都能提高一个很大的档次。

张琪

文实1704

41708108

还在学习哑巴英语吗？还在死记硬背不会用吗？你以为高中时学习英语很努力了吗？呵~到了大学才知道，之前种种皆是过往云烟。全英文授课，PPT课件呈现，**线上线下相结合**，海量听力原文和视频，自主学习自我监督。大学英语，为你打开全新的英语世界。

# 结语



## 学生反馈

冶金

冶金1701

41702027

英语岂是记背就能学好？从幼儿园到高三毕业，我们一直以来都在机械地记背英语，最后我们学会了些什么？也只是一些零散的单词和几句经典的句子罢了，最后能和外国人进行完整的交流吗？恐怕不能。

我的大学英语教程突破初高中限制，其中包括外国老师以在线教程为基础全英文式讲解教材，在线练习，课后在线讨论等：其中最是不同的便是在线教程了。在线教程中，video配有轻松的音乐，加上外国老师纯真的英文讲解，同学们远离了枯燥无味的课堂，注意力更加集中，在不知不觉中，口语能力得到提升，对教材有着更加深入的了解。

陈玉妍

文实1704

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大家好 给大家介绍 这是我的大学英语 在北科 我体会到了大学英语与初高中的大不相同 不再是大课堂总教学 而是分级分班的小组作业 老师不再是主中文教学 而是全堂英语 上课不再是记单词背课文 而是自主思考 小组合作 注重实践 Anyway 我的大学英语课十分有用且有趣

# 结语



## 学生反馈

李明修

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我已经和大学英语在一起半个多月啦，初次见它，与此前的英语略为不同，便对它印象深刻。比较起来，增加了线上学习的环节，方便了学习，降低了对学习环境的要求，随时随地都可以做作业、学英语。与此同时，也提高了对我口语、灵活运用英语的要求，我会不断努力，希望以后的几年我们也可以好好相处！

杨海军

材料1703

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告别了高中英语的碎碎念、日日记，迎来了大学英语自主规划学习。大学英语，不像高中那样集中与课本、课堂和课外练习，我们还有线上自主学习。这即是~~获取知识的机课~~，也是一个挑战。线上学习用的好，那自然是如虎添翼；反之，总是等到截止日期才匆匆“上线”，其结果必然不容乐观。所以，大学英语，我们更应自主规划好英语学习，充分利用线上线下资源。

# 结 语



求知之路自我呱呱坠地便开始延伸，至大学门前，我停下了脚步，想要仔  
细体会那里的漫漫书香与清澈的诵读声  
当我还回味我高中那生涩的英语词汇、语法、口语时，大学已将我拉进  
另一个密林的深处

以前捧读的书虫，变成了通用学术英语中的一篇篇文章  
以前哼唱的英文歌曲，变成了快速阅读教程中的一个个长句  
以前聆听的英文小对话，变成了mini-lecture中的一个个生动的英文讲解  
老师的全英教学使我沉醉在学习的氛围之中  
同学们的积极交流使我领略到英语的魅力  
线上+线下的学习方式使我感受到进步的快感  
也许适应很困难，也许路途充满挫折  
但我坚信，我定能发生蜕变  
这是我的@大学英语

# 结 语



北京科技大学外国语学院  
SCHOOL OF FOREIGN STUDIES



- 教得更得法
- 教得更起劲
- 学得更充实
- 学得更有效



北京科技大学  
University of Science & Technology Beijing

北京科技大学

谢谢！

2017年11月24日