

2024年第四届湖南省普通本科高校
课程思政教学竞赛课堂教学设计表

课程名称	大学英语4（读写）		学 时	1
课程类别	外语类（大学英语）			
课程内容	<p>The content of this class is Unit 1 Text A <i>From Urbanization to Smart Cities</i> from <i>New Horizon College English Reading and Writing 4 (4th Edition)</i>. The unit consists of a total of 6 class hours, and this class is the 3rd hour (1 class hour). The text is an expository essay aimed at introducing the concept of smart cities, their profound connotations, distinct features, and ultimate goals. This class focuses on paras. 7-9, detailing the key features of smart cities. These features are not only key elements in the construction of smart cities in China but also provide valuable references for global smart urban development.</p> <p>The class upholds language proficiency while integrating “explicit moral education+ implicit moral education”, with the goal of the “three attributes and three dimensions”(classicality, contemporaneity, and interest; gradient, intensity, and effectiveness), implementing a "co-construction, co-learning, co-growth" model to mobilize two-way initiatives of teaching and learning, ensuring harmonious progression of knowledge and values. The major + supplementary textbook approach enhances topic complementarity and learning diversity, fostering a comprehensive English learning ecosystem.</p>			
教材分析	<p>Major Textbook</p> 	<p>The primary textbook for this course, <i>New Horizon College English Reading and Writing 4 (4th Edition)</i>, spans the 10th, 11th, and 12th Five-Year Plans, precisely aligning with national standards and reform directions in higher education. This nationally planned edition deeply integrates the core of the 20th CPC National Congress Report, reinforcing moral guidance, scientific rigor, and contemporary relevance. Reflecting the latest trends and requirements in China's higher education development, it is chosen to navigate students in exploring the world, articulating the Chinese voice, enhancing cross-cultural and critical thinking skills, and fostering comprehensive development.</p>		
	<p>Supplementary Textbook</p> 	<p>We have carefully selected the <i>New Era Mingde College English Comprehensive Course 3</i> as a supplementary textbook, seamlessly connecting the learning outcomes of Comprehensive Courses 1 and 2 from the previous three semesters. This textbook is structured around the main dimension of "Socialist Core Values," and features an integrally designed digital course that fully integrates the content of the printed textbook with platform resources, creating a convenient and efficient self-learning space for students. Additionally, the platform includes intelligent assessment and instant feedback functions, making it suitable for students' independent learning and self-assessment.</p>		

教学内容

This class delves into the core concept of “cities are built by the people and for the people” seamlessly blending English language acquisition with societal responsibility and national developmental strategies. It strives to bolster students’ faith in China’s development path, inspiring their proactive involvement in smart city construction. Concurrently, it imparts an in-depth understanding of the ethical and social underpinnings of technological advancements, nurturing a new generation equipped with both professional acumen and a strong sense of social responsibility. Ultimately, these students will become capable advocates, telling China's smart city story and sharing its wisdom and solutions with the global urban development community.

Combining language points, of the key features of smart cities, we have restructured the teaching content using the strategies of selecting, adjusting, modifying, and adding, ensuring that the teaching progression rises in a spiral manner to efficiently achieve the teaching objectives.

Activities	selecting	adjusting	modifying	adding
Homework feedback	The smart cities captured my me The smart cities built my me			Real-world connection
Listening Practice	Text: P6 para.7	Text-to-audio		
Summing it up	After-class exercise: P11 Understanding the Text	In-class instant questions		
Example Exploration	After-class exercise: P11 Understanding the Text	In-class instant questions		
Form-meaning Connection	Text new words: P8-9 New words		Form-meaning practice	
Synonymic Rewriting	Text: P6 para.7		Replacement practice	
Heterogeneous Forms	Text: P6 para.7			Various expressions
Structure Planning	Extended video: Achieve Clarity			Online resources
localized Thinking	After-class exercise: P11 Critical Thinking	In-class instant questions		
Homework	After-class exercise: P12 language in use		Online test	Self-reflection

Teaching Focus: Guide students to deeply understand the concept, features, and positive impacts of smart cities, and to accurately and fluently use the relevant language expressions to illustrate these points.

Teaching Difficulty: Integrate the abstract concepts of smart city features with the principles of “people-oriented city”, improving students' ability to use smart city-related language to express the unique connotations of Chinese smart cities within a global context.

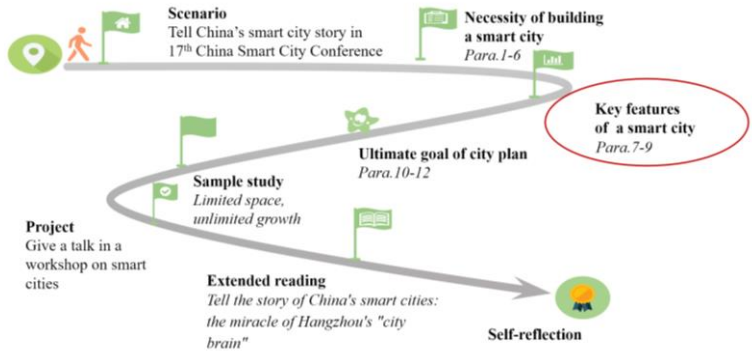
Teaching Highlights: Use the daily life as an engine to drive active exploratory learning, encourage students to share vivid experiences and unique insights on the construction of Chinese smart cities, tell the story of Chinese smart cities, showcase Chinese solutions, and convey Chinese wisdom.

<p>教学目标</p>	<p>Moral Objectives:</p> <ol style="list-style-type: none"> 1. Experience the China's city construction wisdom and cultivate people-oriented mindset in heart: Guide students to explore and experience the convenience of smart cities, enhancing their recognition of the China's development path, and inspire patriotism and love for China. 2. Analyze the Chinese plan for city construction and fulfill social responsibility in action: Conduct in-depth analyses of the social responsibilities and missions carried by smart city construction, encouraging students to actively participate in urban development activities and contribute to social progress. 3. Tell the story of China's smart cities and enlighten the essence of wisdom in thought: Lead students to see beyond the technological aura, deeply explore the essence of smart cities in serving the people and improving livelihoods, and encourage students to tell stories that showcase the integration of wisdom and humanity from unique perspectives. <p>Language Objectives:</p> <ol style="list-style-type: none"> 1. Text content: Delve beyond the technical facade to the fundamental significance of "cities are built by the people and for the people," correctly understanding its core connotations and key details. 2. Language form: Accurately use "be + adj.", "adj. + n." and the "n.(A) + of + n.(B)" patterns to articulate the core concepts and features of Chinese smart cities. 3. Discourse structure: Strengthen the organizational skills of the "definition-premise-reasoning-example" structure, ensuring the clear and logical expression of Chinese smart city features. <p>Skill Objectives:</p> <ol style="list-style-type: none"> 1. Enhance the ability to tell the story of China's smart cities: By delving into the people-oriented attributes of smart cities, transform their conceptual features into heartwarming stories, and clearly express the wisdom of China's urban development along with personal future aspirations and responsibilities. 2. Strengthen critical thinking on the "People-oriented City": Through systematic study of the features of smart cities, be able to clearly and concisely extract key arguments when discussing smart cities, avoiding ambiguity and confusion.
<p>“课程思政” 教育内容</p>	<p>This class, through case analysis, policy interpretation, and discourse guidance, focuses on and deepens the "Cities are built by the people and for the people" principal:</p> <ol style="list-style-type: none"> 1. Deepening the people-oriented concept and telling the story of China's smart cities well: Gradually guiding students to understand the core principle, fostering this concept within them to form a conscious value system. At the same time, strengthening students' ability to narrate the stories of China's smart cities, showcasing the humanistic care and social responsibility in China's urban governance, and enhancing their sense of responsibility and mission to serve the people and contribute to society. 2. Enhancing national strategic identification and showcasing China's urban development solutions: When introducing successful cases, unique models, and innovative practices of China's smart city construction, precisely elucidating the advantages of the socialist system with Chinese characteristics embodied therein, thereby boosting students' sense of identity and pride in China's national strategies and inspiring them to ponder the significance of "China's samples" and "China's solutions" for the development of smart cities globally. 3. Stimulating innovative thinking and practice, contributing wisdom to China's urban development: Encouraging students to actively participate in practical activities related to urban construction and governance, becoming a driving force for promoting high-quality urban development, stimulating their innovative spirit and creativity, and contributing unique wisdom and strength to the construction of smart cities in China and globally.

教学方法与举措	<p>This course takes language teaching as the main thread, subtly integrating moral education, striving to deeply fuse values guidance with knowledge impartation and ability cultivation, thereby showcasing the "three attributes and three dimensions " (classicality, contemporaneity, and interest; gradient, intensity, and effectiveness)) of this course.</p>				
	Knowledge Points	Integrated Material	Integration Method	Integration Effect	Moral Education: Cities are built by the people and for the people.
	(Homework feedback)	Smart cities bring benefits, convenience, and advantages to the people.	[T] Immersive Teaching Approach [S] Autonomous Learning Strategy	Unlock the Reality of Smart City Developments and Prepare with Enthusiasm to Tell the Story of Smart Cities.	Discover China's wisdom in smart cities
	Feature extraction for smart cities (Listening practice)	The best resources should be reserved for people.	[T] Multi-sensory Engagement [S] Listening Training	Content Preparation for Telling Smart City Stories:	Explore China's plan for smart cities.
	Integration of information (Summing it up)	To build livable, resilient and smart cities.	[T] Reading Guidance [S] Mind Mapping	Enrich input modalities, strengthen inductive and	
	Embodiment of urban theory through practical examples (Case Study Exploration)	People first, life first.	[T] Case Study [S] Detailed Reading	case analysis abilities, and uphold a people-centered development philosophy.	
	Related vocabulary learning (Form-meaning Connection)	15-minute community living circle.	[T] Lecture Method [S] Practice Method	Linguistic Preparation for Telling Smart City Stories: Enhance the strength of new form-meaning connections,	Tell China's story of smart cities.
	"A + of + B" pattern (Synonymic Rewriting)	Cities should not only excel in development but also embody warmth and humanity.	[T] Conversation Method [S] Discussion Method	reduce sentence processing load, and enrich linguistic expression forms.	
	"Definition-Hypothesis-Reasoning-Example" structure (Structure Planning)	By implementing "one city, one plan", we can better develop smart city construction.	[T] Demonstration [S] Note-taking	Structural Preparation for Telling Smart City Stories: Clarify, refine, and interconnect the logical layers of the discourse to create a coherent structure.	
	Create a distinctive smart city (localized Thinking)	Continue the historical and cultural context of the city	[T] Heuristic Teaching [S] Inquiry-based Learning		

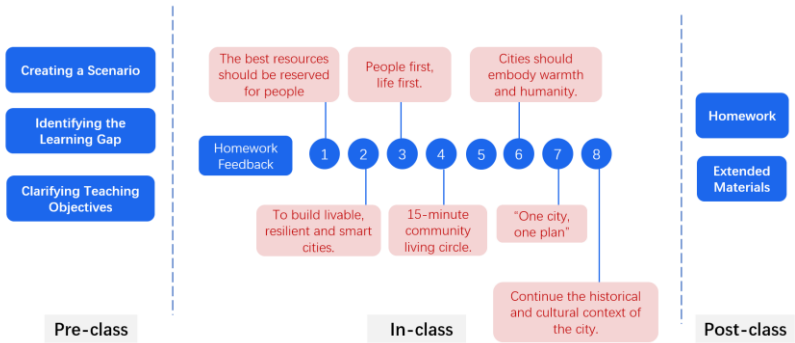
According to the teaching plan of "College English" in our university, this unit consists of a total of 6 class hours. This teaching design is for the 3rd class hour. This segment forms an organic connection with the previous teaching content, constructing a complete and systematic teaching chain, and realizing the comprehensive cultivation of students' language skills and moral education qualities.

Roadmap of Text Content



The teaching process of this class consists of the links as homework feedback, listening practice, summing it up, case exploration, form-meaning connection, synonymic rewriting, heterogeneous forms, structure planning, and localized thinking. After completing this class, students will gain a complete narrative experience about **the key features of China's smart cities and how they align with China's modernization drive**. They will embark on a mental journey of "Discovering China's wisdom in smart cities → Exploring China's plan for smart cities → Telling China's story of smart cities" and gaining insights, thereby achieving an elevation of their thoughts.

Streamline of Moral Education



Pre - class

Creating a Scenario

Scenario

- You are a college student studying in Changsha, and you have witnessed the development of China's smart cities. Changsha is about to host the **17th China Smart City Conference** on July 18-19, 2024, which is expected to attract a group of international visitors interested in learning about smart city initiatives in China. These visitors will participate in a regular workshop on smart cities organized by the conference.



Try it out

- You will help give an **introductory talk** at the beginning of the workshop, **telling China's smart city story** and showcasing China's solution in this area.



Please submit your output on 超星学习通



[Real-life Scenario] A university student studying in Changsha will deliver an introductory speech at the beginning of the 17th China Smart City Conference, telling the story of China's smart cities and showcasing China's solutions for smart city construction. The draft of the speech will be submitted via 学习通.

[Design Explanation] Preset a scenario closely related to students' life, and select challenging moral education topics to enhance students' sense of immersion and participation.

[Moral Education Elements] In the process of self-exploring the remarkable achievements of China's smart cities, students not only witness firsthand the landscape of smart cities and residents' lifestyles and deeply comprehend the profound meaning of the core principle "cities are built by the people and for the people." This understanding effectively inspires their sense of social responsibility and citizenship, while simultaneously fostering a stronger sense of national pride and patriotism.

[Activity Arrangement] Draft writing for introductory speech

[Evaluation Focus] The structure of the explanatory text, the diversity and precision of smart city expressions, and the connotation of China's smart cities.

[Moral Education Elements] Building upon the definition of smart cities introduced in the previous lesson, students will be inspired to further explore the question: "Is a smart city merely a high-tech city?" This leads students beyond the technological aspects and delves into its humanistic connotations. By integrating national development policies, students will comprehend the national strategies behind smart cities as well as their individual responsibilities and roles within this context.

[Activity Arrangement] Teacher lectures combined with teacher-student Q & A sessions.

In - class

Discover China's wisdom in smart cities

Homework Feedback (5 mins)

(1) Smart city captured by me



(2) Smart city built by me



[Design Explanation] Based on the initial drafts submitted by students, it has been observed that students possess a vague understanding of the concept of "smart cities" and have limited knowledge about the smart city program our university is involved in. This could potentially stem from insufficient exposure and observation of national policies. To encourage students to perceive and experience the sense of fulfillment brought about by the development of smart cities, these activities have been designed as drive for this lesson to deepen students' understanding of smart cities, fostering comprehensive improvements in their observational skills, practical abilities, and innovative capacities. This, in turn, aims to nurture more potential contributors for the future development of smart cities.

[Moral Education Elements] Students will be guided to pay attention to social progress and development, feel the achievements of the technological advancements and urban development, and thereby enhance their patriotic sentiments and national pride.

[Activity Arrangement] Students will orally present and showcase the pictures they have uploaded.

[Evaluation Focus] Accurately grasp the core meaning of smart cities and their role in enhancing national happiness.

Explore China’s plan for smart cities

Dictation Practice (5 mins)

Enabling
(content)

Enabling
(language)

Enabling
(structure)

(summary)

Task 1: Listening Practice

(1) Listen to the recording and fill in the blanks.

(2) How do you understand “the best resources should be reserved for people”? Can you find any clue in this paragraph?

城市建设必须把让人民宜居安居放在首位，把最好的资源留给人民。

——习近平在浦东开发开放30周年庆祝大会上的讲话

Therefore, some (1) **key features** of a smart city can be (2) **efficient design**, (3) **maximization** of green spaces, (4) **minimization** of traffic jams, (5) **sustainability** of infrastructure and buildings, (6) **in-depth monitoring** of every data point that can be obtained through sensors to enable (7) **optimal safety**, and effective access to facilities with (8) **minimal waste**. In addition, when an emergency occurs anywhere in the city, regular traffic can be routed through (9) **alternate routes** to ensure (10) **minimum disruption** of life in the surrounding areas.

[Design Explanation] To enhance linguistic immersion, and facilitate multi-sensory engagement, this design incorporates the conversion of textual content into listening materials. Additionally, by linking the content of the lesson with President Xi's remark on city construction, students are guided to transcend superficial understanding of the text and gain a profound perception of “people-oriented city” philosophy. This deepens students' cognitive and emotional understanding of the country's social and developmental landscape, laying a foundational content preparation for the output task.

[Moral Education Elements] City construction must prioritize making cities livable and comfortable for the people, reserving the best resources for the people.

[Activity Arrangement] Thematic audiovisual session followed by teacher-student Q & A.

[Evaluation Focus] Students' sense of achievement and satisfaction towards smart cities.

● Summing it up (5 mins)

Enabling
(content)

Enabling
(language)

Enabling
(structure)

(summary)

Task 2: Summing It Up

(1) What are the key features of a smart city according to Para. 7?
(2) What is specific example to illustrate the operation of a smart city in para. 8-9?

打造宜居、韧性、智慧城市

in-depth monitoring of data

effective access to facilities

minimum disruption of life


efficient design

Key features

maximization of green spaces

minimization of traffic jams

sustainability of infrastructure



Quick respond to emergency

[Design Explanation] Initial drafts from students indicate a lack of depth and breadth in their discussions of smart city features, tending towards generalities. To enhance story-telling, students will be organized to use mind mapping techniques to systematically summarize the key features presented in the text. Furthermore, the guidelines and policies outlined in the 20th National Congress Report of CPC (the Communist Party of China) related to livable, resilient, and smart city construction will be introduced. This will deepen students' understanding and identification with national development policies, laying a solid theoretical foundation and rich content materials for subsequent learning tasks.

[Moral Education Elements] Emphasizing the construction of livable, resilient, and smart cities.

[Activity Arrangement] Thematic reading followed by mind mapping and teacher-student Q & A.

[Evaluation Focus] Effectively extracting key points from the text and accurately assessing whether these features align with the urban development concepts emphasized in the 20th National Congress Report.

● Example Exploration (5 mins)

Enabling
(content)

Enabling
(language)

Enabling
(structure)

(summary)

Task 3: Case Exploration

(1) Can you provide other examples to demonstrate the operation of a smart city?
(2) How can we align these action with the version of "building livable, resilient and smart cities"?

People first, life first (人民至上, 生命至上)



[Design Explanation] To enhance the persuasiveness of students' elaboration on smart city features in their story, the following activities are specifically designed:

Firstly, students will be guided to meticulously read and analyze the text in detail, engaging in group discussions to extract its core elements, unique operational modes, and their respective achievements. Subsequently, students are encouraged to actively seek and share real-life cases that vividly embody the concepts of livable, resilient and smart cities through concrete examples.

[Moral Education Elements] By examining the role of smart cities in disaster prevention, emergency response, and other aspects, students will cultivate social responsibility and crisis awareness, understanding and practicing the concept of "people first, life first."

[Activity Arrangement] Thematic reading followed by group discussions.

[Evaluation Focus] Feedback on language accuracy and correction, along with assessing the correctness of values, the intensity of social responsibility, and crisis response capabilities demonstrated during student discussions. Additionally, the evaluation will examine whether students can integrate their personal growth into social progress.

Tell China's story of smart cities

Form-meaning Connection (2 mins)

Enabling
(content)

Enabling
(language)

Enabling
(structure)

(summary)

Task 4: Form-meaning Connection

Can you find a better way to express the following ideas in Para.79? .

已知意义	已知语言形式	新语言形式
最佳的, 最适宜的	best, most suitable	optimal
监控	watch	monitor
有害的	harmful	detrimental
基础设施	facility	infrastructure
(使) 相互连接	least or fewest	minimal
可供选择的路线	different way	alternate route
假设	idea, guess	hypothesis
即时地、即刻地	mainly	instantaneously
有可能的	likely	prone

[Design Explanation] Due to the relatively weak connection between new linguistic forms and existing knowledge systems, students may experience significant cognitive burdens when processing and memorizing new elements, leading to unconscious avoidance of language structures that are not fully mastered. This can hinder their comprehensive development of linguistic abilities. The form-meaning connection exercise is designed to strengthen the relationship between new linguistic forms and known semantic content, facilitating the automatic retrieval and utilization of these forms in the brain, and ultimately accelerating the progress towards the advanced stages of language acquisition.

[Activity Arrangement] Adapt the "words in use" exercise from textbook page 12, conduct a vocabulary quiz on the learning platform, and proceed with analysis and teacher-student Q & A based on students' responses.

[Evaluation Focus] Application ability of new vocabulary, learning attitude, and participation.

● **Synonymic Rewriting (5 mins)**

Enabling
(content)

Enabling
(language)

Enabling
(structure)

(summary)

Task 5: Synonymic Rewriting

Replace the underlined part by expressions in Para. 7-9.

Some key features of a smart city can be efficient design, expended green spaces, reduced traffic jams, durable infrastructure and buildings, closely watched data obtained through sensors, and effective access to facilities with efficient resource use. During emergencies anywhere in the city, regular traffic can be diverted through different ways to mitigate disruption to surrounding areas.

宜业、宜居、宜游、宜养、宜学的“15分钟社区生活圈”

——《上海市“15分钟社区生活圈”行动工作导引》

15-minute
community living circle



[Design Explanation] Teachers guide students to step out of their comfort zones and break the established framework of matching between familiar meanings and outdated linguistic forms. This encourages them to explore and match more advanced, diverse linguistic expressions for known concepts. This is a crucial step in advancing students' language proficiency, where "forced" practice helps gradually accumulate and master advanced usage skills and knowledge of the target language through practical application.

[Moral Education Elements] Students not only refine language skills but also explore the 15-minute community living circle, envisioning livable, inclusive and smart neighborhoods.. This showcases Shanghai's urban planning initiatives, and cultivates ethical awareness for technology's enhancement of societal well-being and harmonious community living.

[Activity Arrangement] Teacher-student Q & A

[Evaluation Focus] In-depth understanding and application of practical knowledge transformation, learning attitude and enthusiasm.

● **Synonymic Rewriting (7 mins)**

Enabling
(content)

Enabling
(language)

Enabling
(structure)

(summary)

Task 6: Heterogeneous Forms

	Verbs	Sentences
1	be + adj.	A smart city is <u>efficient, green, sustainable, well-monitored, safe, and resource-effective</u> .
2	adj + n	Some key features of a smart city can be <u>efficient</u> design, <u>expended</u> green spaces, <u>reduced</u> traffic jams, <u>durable</u> infrastructure and buildings, closely <u>watched</u> data obtained through sensors, and <u>effective</u> access to facilities with efficient resource use.
3	A of B	A smart city is characterized by efficient design, <u>maximization of</u> green spaces, <u>minimization of</u> jams, <u>sustainability of</u> infrastructure, in-depth <u>monitoring of</u> data to enable optimal safety, and effective access to facilities with minimal wastage.

Oral practice

Can you describe your life in smart city Changsha with "A of B" pattern?



[Design Explanation] A synonymic and structural variation activity is designed to train students' diverse expressions of smart city features, expand their language corpus, enrich various grammatical structures, and improve their production ability. By continually comparing, analyzing, and evaluating the merits and drawbacks of

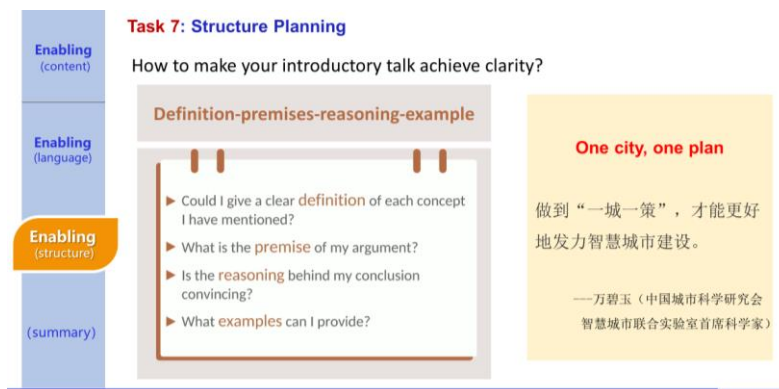
different expressions, students are guided to break free from traditional frameworks, experiment with novel expressions, stimulate innovative thinking and creativity, and fully prepare linguistically for demonstrating China's smart city features.

[Moral Education Elements] Inspired by the thought-provoking viewpoint that "cities should not only have height but also warmth," students are motivated to contemplate the harmonious coexistence of technology and humanity in smart city construction, as well as how to enhance the city's level of intelligence while simultaneously bolstering its livability, humanistic care, and social warmth.

[Activity Arrangement] Group discussion

[Evaluation Focus] Language proficiency, humanistic concern, and teamwork ability.

● Structure Planning (5 mins)



[Design Explanation] This activity guides students through a micro-lecture to learn the core elements of how to achieve clarity - Definition, Premises, Reasoning, and Example pattern, structurally enabling the demonstration of China's smart city features. This blend of theoretical learning and practical application utilizes diverse teaching methods such as video instruction, group discussions, and the introduction of expert perspectives to stimulate students' interest in thinking, foster their deep understanding, and promote the development of innovative thinking.

[Moral Education Elements] By incorporating the expert view of "one city, one plan," students are encouraged to break free from traditional concepts and boldly explore new models and pathways for smart city development, embodying the spirit of innovation in our times.

[Activity Arrangement] Video instruction followed by group discussion.

[Evaluation Focus] Clarity of viewpoints, logical rigor, teamwork, and communication skills.

Critical Thinking (5 mins)

Enabling
(content)

Task 8: Critical Thinking

Enabling
(language)

Enabling
(structure)

(summary)

- How can a smart city promote sustainability while preserving its unique historical and cultural elements to create a distinctive urban identity?
- Given the importance of citizen participation in the realization of smart cities, how should individuals engage in the development process?



[Design Explanation] This class focuses on Changsha as a tangible example to explore the pivotal features of smart cities. It guides students to contemplate how to build smart cities while preserving and transmitting the city's unique cultural heritage and historical memories, ultimately shaping a distinctive urban identity.

[Moral Education Element] This activity reinforces cultural confidence by emphasizing the importance of cherishing and transmitting urban historical and cultural traditions, safeguarding our spiritual roots. Furthermore, it stimulates innovative thinking and practical abilities, injecting new vitality into urban development.

[Activity Arrangement] Group Discussion

[Evaluation Focus] Understanding of historical and cultural preservation, and the clarity and logical coherence of language expression.

Summary (1 mins)

Motivating
(feedback)

In this lesson, we covered paragraphs 7-9 of the text and focused on the following areas:

Enabling
(content)

Content: We delved into the key features of China's smart cities:
A city of the people and by the people.

Enabling
(language)

Language: We learned **vocabulary, phrases and sentences** related to the key features of a smart city.


(summary)

Structure: We analyzed the method of clearly describing the key features and the operation of China's smart cities:
Definition-premises-reasoning-example.

[Design Explanation] The preview of the next class serves as a proactive disclosure of the upcoming learning content to students, emphasizing the coherence and systematic nature of knowledge, enhancing the overall sense of learning progression. By reiterating the idea that "cities are built by the people and for the people," and introducing the concept of "crowdfunding wisdom," we aim to ignite a sense of social responsibility and participation among students.

Post - class

Homework

<p>Quiz online</p>  <p>学</p>	<p>Draft Revision</p> <p>Revision: the key features of a smart city</p> <p>work in groups of four to revise your scenario draft on the part of the key features of the smart city Changsha.</p> <p>Please submit your project output on 智慧学习云</p>  <p>思</p>																					
<p>Volunteer Activity</p> <p>Volunteering at the 17th China Smart City Conference</p> <p>For the upcoming 17th China Smart City Conference in Changsha, you have been selected as a university student volunteer.</p> <p>What would you volunteer for?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preliminary preparations and promotion <input type="checkbox"/> On-site service and reception <input type="checkbox"/> Technical support and assistance <input type="checkbox"/> Logistical services and support <input type="checkbox"/> Data recording and feedback  <p>Prepare a 3-5 minute English video showcasing and narrating your role as a volunteer.</p> <p>践</p>	<p>Self-reflection</p> <p>What have you learned in this class?</p> <table border="1"> <thead> <tr> <th></th> <th>Before</th> <th>After</th> </tr> </thead> <tbody> <tr> <td>Content</td> <td>Describing the key features of a smart city</td> <td>I am able to talk about the smart city</td> </tr> <tr> <td>Language</td> <td>Introducing China's smart city measures and achievements</td> <td>I am able to explain the key features of China's smart cities</td> </tr> <tr> <td>Structure</td> <td>Smart city related vocabulary / sentence / style</td> <td>Vocabulary Sentence Style</td> </tr> <tr> <td>Communication</td> <td>Organizing my presentation in a clear and logical way ("Story")</td> <td>I am able to share smart city measures by introducing achievements</td> </tr> <tr> <td>Action</td> <td>Communicating personally in my introductory speech</td> <td>I am able to share smart city measures by introducing achievements</td> </tr> <tr> <td></td> <td>I have deepened my understanding of smart city features, and am proud to tell the story of China's smart cities</td> <td></td> </tr> </tbody> </table> <p>悟</p>		Before	After	Content	Describing the key features of a smart city	I am able to talk about the smart city	Language	Introducing China's smart city measures and achievements	I am able to explain the key features of China's smart cities	Structure	Smart city related vocabulary / sentence / style	Vocabulary Sentence Style	Communication	Organizing my presentation in a clear and logical way ("Story")	I am able to share smart city measures by introducing achievements	Action	Communicating personally in my introductory speech	I am able to share smart city measures by introducing achievements		I have deepened my understanding of smart city features, and am proud to tell the story of China's smart cities	
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Action	Communicating personally in my introductory speech	I am able to share smart city measures by introducing achievements																				
	I have deepened my understanding of smart city features, and am proud to tell the story of China's smart cities																					

[Design Explanation] The assignment design rigorously adheres to the principle of "learning-reflecting-practicing-reflecting", fostering students' holistic development through diversified learning tasks. The online quiz assesses students' understanding and mastery. Draft revision encourages creative interpretation and promotes deep thinking. Volunteer activity evokes social responsibility and teamwork abilities. Self-reflection guides to examine the learning and practice processes, ultimately achieving personal growth and the elevation of values.

[Moral Education Elements] By blending practical learning with social engagement, and personal reflection, students grow intellectually, morally, and socially, fostering civic duty and responsible citizenship.

Extended Materials

Mingde College English	Fresh Cases	Policy Research
Unit 1 Appreciating China's Prosperity	10 Most Advanced Smart Cities In China	王蒙徽：打造宜居韧性智慧城市
		

[Design Explanation] The extracurricular extension guides students to integrate theoretical knowledge with practical cases and policy orientations, creating a more comprehensive cognitive framework. Through reading and video materials, students gain insights into China's smart city successes and innovations. Interpretation of policies from the 20th National Congress broadens their understanding of strategic planning, nurturing political literacy, patriotism, and moral growth, while reinforcing their confidence in China's development path.

<div>课程评价方法</div>	<div> <p>This class is designed with a diversified evaluation system that encompasses "diagnostic evaluation," "formative evaluation," "added evaluation," and "summative evaluation." It employs a quantitative evaluation form to quantify learning outcomes, while simultaneously utilizing a qualitative evaluation form to deeply assess students' performance and growth throughout the various stages of "learning-thinking-practicing-reflecting".</p> <div> <p>The diagram illustrates the Comprehensive Evaluation System, which is divided into three main categories: Pre-class (20%), In-class (60%), and Post-class (20%).</p> <ul style="list-style-type: none"> Pre-class (20%): Includes Task List, Quizzes/Tests, and Investigation. In-class (60%): Includes Sign-in, Discussion, Quizzes, Teamwork, and Notes. Post-class (20%): Includes Homework, Extension, Quizzes/Tests, and Reflection. <p>On the right, a vertical bar shows the overall evaluation weights: Language (40%), Skill (30%), and Morality (30%).</p> <p>At the bottom, there are four additional evaluation components: Value-added (red box), Volunteer work, Smart city program, and Story-telling Activity.</p> </div> <p>It is worth noting in particular that the strategy of instant formative assessment is implemented in class. Through multiple rounds of the "evidence collection - evidence interpretation - feedback provision - follow-up action" cycle, it promotes deep dialogue between teachers and students, constructing an interactive and open conversational classroom environment. Given that selective response evaluation tasks such as reading comprehension and listening do not easily reveal students' value judgments, the classroom focuses on constructive response evaluation and individual responses, including topic presentations, group discussions, thematic writing, as well as teacher-student Q & A and reflection. These methods, through students' language output, profoundly reveal their ideological values. Classroom dialogues between teachers and students, mediated by foreign languages, not only provide a natural platform for students to showcase their ideological values but also offer invaluable opportunities for teachers to capture and interpret students' moral education elements. This dynamic evaluation of value attitudes particularly emphasizes the explicit ideological evaluation of students' task outcomes to guide them in establishing correct values. At the same time, students are encouraged to actively participate in feedback, building an academic community of joint exploration between teachers and students, enhancing emotional, cognitive, and behavioral interactions among teachers, students, and among students themselves. Together, they plan learning paths to ensure that teaching effectiveness aligns with moral education goals.</p> </div>
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<p>教学反思</p>	<p>Highlights in Teaching Design and Implementation</p> <p>Teaching design with "gradient": The gradient design of teaching activities, through progressively challenging learning tasks, guides students to continuously improve their language skills and problem-solving abilities. This approach ensures the course's "three attributes" (classicality, contemporaneity, and interest), aligns precisely with the spirit of the 20th National Congress, and creates a classroom with a distinct "moral education flavor." In particular, discussions on the connotation of smartness guide students to develop a correct outlook on technology and social responsibility.</p> <p>Teaching materials with "intensity": We select authoritative literature, news reports, and cases related to smart cities as teaching materials, and set clear overall and sub-objectives and re-construct the teaching materials to cater to students' learning needs. We deeply explore the contemporary implications of the materials related to smart city construction, such as how the features align with the China's modernization drive, as well as the ethical dilemmas that may arise in the process. This allows students to experience and comprehend these deeper meanings through practice, thereby deepening their understanding and mastery of knowledge points while enhancing their awareness of social responsibility.</p> <p>Teaching evaluation with "effectiveness": we established a diversified evaluation system covering "diagnostic evaluation," "formative evaluation," "added evaluation," and "summative evaluation," and promote the strategy of immediate formative assessment. Through the "evidence cycle" (collection-interpretation-feedback-action), facilitate deep dialogue between teachers and students, construct an interactive and open learning community. This evaluation system not only focuses on students' learning outcomes but also values their technological ethics awareness and social responsibility demonstrated during the learning process, ensuring that teaching effectiveness is highly compatible with moral education goals.</p> <p>Teaching Effectiveness and Student Feedback</p> <p>After this class, students achieve significant progress in language skills, not only accurately explaining the core features of a "people-oriented city" but also vividly narrating the unique stories of Chinese smart cities, demonstrating excellent expression and communication abilities. The students' revised drafts and deep personal reflections clearly show an enhanced sense of social responsibility and national identity, a strong pride in China's national strategy, and active engagement in urban construction and governance practices. Their independent thinking and innovative spirit were fully unleashed, with a strong mission and responsibility to introduce China's samples and China's solutions to the world. However, feedback also point to a key issue: the integration of teaching content with local realities and students' professional backgrounds needs improvement. Specifically, while students have made progress in knowledge acquisition and value shaping, there is still room for improvement in combining their learned knowledge with their professional fields and in deeper understanding and participation in local urban development.</p>
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教学反思	<p>Directions for Improvement and Enhancement</p> <p>The main shortcoming of this lesson is the insufficient integration of teaching content with students' professional backgrounds. Therefore, the next step will be to promote the professionalization of educational materials, making fine adjustments to the teaching content based on the needs of students from different majors, and tightly integrating language learning with professional skill enhancement and responsibility cultivation, to achieve resonance between moral education and language teaching.</p>																																									
使用到的教学资源	<p>In conjunction with the homework of revising the scenario draft of the key features, we provide the following teaching resources. Students are encouraged to discuss and delve into the materials based on their own understanding, exploring and sharing their insights on the Chinese view reflected therein. This approach fosters a diverse and thought-provoking learning environment where students can exchange their perspectives on the unique aspects of China's approach to smart city development.</p> <table><tr><th></th><th>Resources</th><th>Sources</th><th>URLs</th><th>Brief Content</th></tr><tr><td rowspan="2">Text book</td><td>Text A From urbanization to smart cities</td><td>New Horizon College English Reading and Writing 4</td><td></td><td>Major text: An Expository Text Introducing China's Smart Cities.</td></tr><tr><td>Unit 1 Appreciating China's Prosperity</td><td>New Era Mingde College English Comprehensive Course 3</td><td></td><td>Supplementary text: China's economic growth as well as social and political stability has an influence on the well-being of the Chinese people.</td></tr><tr><td rowspan="3">Plat form</td><td>学习通</td><td>Super star learning APP</td><td>https://i.chaoxing.com/base?t=1648965199126</td><td>Mobile learning platform.</td></tr><tr><td>U-Campus Smart Teaching Cloud Platform</td><td>U-Campus</td><td>https://u.unipus.cn/user/teacher/tch_collection/courseCatalog?school_id=9950&courseId=1528</td><td>Core textbook-accompanying online learning APP platform.</td></tr><tr><td>iSmart Foreign Language Intelligent Learning Platform</td><td>iSmart</td><td>https://ismart.hep.com.cn/cat/textbook/7948/</td><td>Supplementary textbook-accompanying online learning APP platform.</td></tr><tr><td rowspan="2">Video</td><td>10 Most Advanced Smart Cities in China</td><td>Bilibili</td><td>https://www.bilibili.com/video/BV1C64</td><td>English video: Introducing China's top 10 smart cities.</td></tr><tr><td>Critical thinking skills: achieve clarity</td><td>U-Campus</td><td>https://ucontent.unipus.cn/_explorationpc_default/pc.html?&schId=9950#/course-v2:Unipus+nhce_v4_rw_4+20230116/courseware/6b791fc7d00090b/6b792825400090b/6b7929353001b1e/6b7929ee600090b</td><td>English video: Based on the textbook, introducing clear and precise strategies to express opinions.</td></tr><tr><td>Article</td><td>打造宜居韧性智慧城市</td><td>The website of the Central People's Government of the People's Republic of China</td><td>https://www.gov.cn/xinwen/2022-12/19/content_5732633.htm</td><td>Chinese article: Elucidating the essence of the 20th National Congress of CPC from the historical achievements of urban construction in China, the significance and mission of smart city construction.</td></tr></table>		Resources	Sources	URLs	Brief Content	Text book	Text A From urbanization to smart cities	New Horizon College English Reading and Writing 4		Major text: An Expository Text Introducing China's Smart Cities.	Unit 1 Appreciating China's Prosperity	New Era Mingde College English Comprehensive Course 3		Supplementary text: China's economic growth as well as social and political stability has an influence on the well-being of the Chinese people.	Plat form	学习通	Super star learning APP	https://i.chaoxing.com/base?t=1648965199126	Mobile learning platform.	U-Campus Smart Teaching Cloud Platform	U-Campus	https://u.unipus.cn/user/teacher/tch_collection/courseCatalog?school_id=9950&courseId=1528	Core textbook-accompanying online learning APP platform.	iSmart Foreign Language Intelligent Learning Platform	iSmart	https://ismart.hep.com.cn/cat/textbook/7948/	Supplementary textbook-accompanying online learning APP platform.	Video	10 Most Advanced Smart Cities in China	Bilibili	https://www.bilibili.com/video/BV1C64	English video: Introducing China's top 10 smart cities.	Critical thinking skills: achieve clarity	U-Campus	https://ucontent.unipus.cn/_explorationpc_default/pc.html?&schId=9950#/course-v2:Unipus+nhce_v4_rw_4+20230116/courseware/6b791fc7d00090b/6b792825400090b/6b7929353001b1e/6b7929ee600090b	English video: Based on the textbook, introducing clear and precise strategies to express opinions.	Article	打造宜居韧性智慧城市	The website of the Central People's Government of the People's Republic of China	https://www.gov.cn/xinwen/2022-12/19/content_5732633.htm	Chinese article: Elucidating the essence of the 20th National Congress of CPC from the historical achievements of urban construction in China, the significance and mission of smart city construction.
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