

附件一：

## 2023 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	大学基础综合英语
课程类别	<input checked="" type="checkbox"/> 大学英语通用英语课程 <input type="checkbox"/> 大学英语专门用途英语课程 <input type="checkbox"/> 大学英语跨文化交际课程 <input type="checkbox"/> 英语专业课程 <input type="checkbox"/> 翻译专业课程 <input type="checkbox"/> 商务英语专业课程 <input type="checkbox"/> “理解当代中国”读写课程 <input type="checkbox"/> “理解当代中国”演讲课程 <input type="checkbox"/> “理解当代中国”翻译课程
教学对象	非英语专业大二学生
教学时长	40 分钟
教材名称	新一代大学英语（发展篇）
参赛单元	第 2 册 第 5 单元（*单本教材仅填写单元信息）

#### 二、单元教学设计方案

1、课程描述（介绍院校特色与教学对象特点，说明本课程时长及总体目标）

##### 1.1 University characteristics

Our university is a comprehensive university that attaches great importance to English teaching as well as the integration with other disciplines. Our university actively carries out international cooperation and exchanges, broadening students' international perspectives, and striving to cultivate business talents with innovative awareness and familiarity with international rules in finance, trade, accounting, and other fields. While dedicated to improving students' English proficiency, our school adheres to the principle of fostering students' core values and cross-cultural awareness as the fundamental goal, so as to enable students to possess both a patriotic sentiment and a global vision, better serving the regional economic development and social progress.

##### 1.2 Target students

The target students are **second-year non-English majors in a comprehensive university**. These students come from a variety of academic backgrounds, but they share a common goal of improving their English

language skills. They have taken one or more English courses in their first year of college, and are now seeking to build on their foundational knowledge. They have a basic understanding of English grammar and vocabulary, but may still struggle with speaking, listening, and writing. They also have limited exposure to English-language media and culture, and may need support in developing their cultural competence.

As non-English majors, these students have a range of academic interests, such as science, engineering, business, or humanities. They may be motivated to improve their English language skills for personal or professional reasons, such as preparing for study abroad programs, pursuing international internships or job opportunities, or simply enhancing their communication abilities in a globalized world.

In terms of learning style, the target students have different preferences and strengths. Some are more visual learners and benefit from multimedia materials, while others prefer hands-on activities or group discussions. They also have varying levels of confidence and participation in class, depending on their prior experience and comfort with the language.

## 2、单元教学目标（说明参赛单元的教学目标，包括语言目标与育人目标）

**Upon completion of this unit, the T is expected to enable Ss to**

Language Objectives	Educational Objectives
<ol style="list-style-type: none"> <li>1. Use vocabulary and structures related to business topics</li> <li>2. Know and explain the concept of market dominance and explore the role of corporate culture in shaping business strategies and outcomes</li> <li>3. Present and explain some key factors to business success.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop critical thinking skills by analyzing case studies and real-world examples of successful and unsuccessful business strategies and corporate cultures.</li> <li>2. Enhance global awareness by examining the cultural, social, and economic factors that influence business strategies and corporate cultures</li> <li>3. Promote effective communication and teamwork on business projects</li> </ol>

**3. 单元教学过程**（1>说明本单元的主要内容、课时分配、设计理念与思路；2>说明本单元教学组织流程，包括课内、课外具体步骤与活动；3>说明本单元教学过程如何体现数字赋能，创新育人）

### 3.1 Unit content & class hours

This unit discusses topic about business, specifically about what can contribute to business success, aiming at expanding Ss's knowledge on the key factors in business- market share and corporate culture- and enabling them to view business success from both an external and an internal perspective.

This unit is planned to be taught over **four weeks**, with **two class hours per week (1 class hour=40min)**, for a total of 8 class hours. The specific allocation of class hours and content is shown in the table below.

Class Hours		Content
Week 1	Lesson 1 (2hrs)	<b>Introduction and close-reading of Paras 1-5 in <i>iExplore 1</i></b>  <b>Production: case study on successful businesses</b>
Week 2	Lesson 2 (2hrs)	<b>Recap and close-reading of Paras 6-11</b>  <b>Production: genre-best writing on market share</b>
Week 3	Lesson 3 (2hrs)	<b>Introduction and jigsaw-reading of <i>iExplore 2</i></b>  <b>Production: mini oral presentation on corporate culture</b>
Week 4	Lesson 4 (2hrs)	<b>Summary and writing</b>  <b>Production: collaborative writing on key factors of business success</b>

### 3.2 Design concept

**Two theories are adopted in this teaching design: ZPD and POA**

**ZPD:**

ZPD stands for "Zone of Proximal Development," which is a concept developed by psychologist Lev Vygotsky. It refers to the difference between a learner's current level of understanding or ability and their potential level of understanding or ability, with appropriate guidance or support. The ZPD represents the "sweet spot" where a learner can make the most progress through appropriate scaffolding, assistance, or collaboration with others. In educational settings, the ZPD is often used to guide instructional practices that seek to challenge learners appropriately while providing the necessary support to facilitate learning.

## POA:

POA stands for "Production-Oriented Approach," which is an instructional strategy that focuses on promoting student learning through the production of tangible outcomes, such as written or oral reports, multimedia presentations, or other products. The POA is grounded in the belief that learners acquire knowledge and skills more effectively through active engagement with the learning materials and through the process of creating a tangible product that demonstrates their learning. The POA often involves project-based learning or inquiry-based learning, where learners are given a complex problem or challenge and must work collaboratively to research, analyze, and synthesize information to create a final product or solution.

In the context of education, the POA can be used in conjunction with the ZPD to guide instructional practices that challenge learners to apply their knowledge and skills to real-world problems or projects, while providing the necessary support and scaffolding to ensure success. This approach encourages learners to take ownership of their learning, to work collaboratively with others, and to develop the critical thinking and problem-solving skills that are essential for success in the 21st century.



### 3.3 Unit Teaching Organization

<b>Lesson 1</b>	<b>Before-class</b>	1. Preview iExplore 1 text
		2. Watch the introductory video on UNIPUS (online)
		3. Find company profiles about famous successful Businesses (online)
	<b>In-class</b>	1. Discussion on successful businesses and strategies in the Art of the War.
		2. Skimming and close-reading paras 1-5
		3. Ss production: case study on successful businesses
	<b>After-class</b>	1. Review paras 1-5 and the vocabulary
		2. Finish exercise after iExplore 1 on textbook

<b>Lesson 2</b>	<b>Before-class</b>	1. Preview paras 6-11
		2. Complete the homework
	<b>In-class</b>	1. Recycling vocabulary using Quizlet (online)
		2. Close-reading paras 6-11
		3. Production: genre-based writing on the importance of market share to business success
<b>After-class</b>	1. Finish the exercises on Page 108-109	
	2. Preview iExplore 2 using UNIPUS (online)	

<b>Lesson 3</b>	<b>Before-class</b>	1. Preview iExplore 2
		2. Read supplementary material on UNIPUS (online)
	<b>In-class</b>	1. Introduce corporate culture
		2. Jigsaw reading of the text
		3. Production: mini oral presentation on corporate culture
	<b>After-class</b>	1. Complete the vocabulary quiz on iTTEST (online)
2. Record the improved oral presentation and submit to online chatroom. (online)		

<b>Lesson 4</b>	<b>Before-class</b>	1. Watch the tutorial on paragraph writing (online)
		2. Peer evaluation on presentations
	<b>In-class</b>	1. Discussion on key factors of business success
		2. Collaborative writing: business success (paragraph writing)

		3. Peer evaluation
	<b>After-class</b>	1. Complete the exercises of iExplore 2.
		2. Write an essay on business success and submit to Pigai (online)

### 3.4 Digital Empowerment and Innovative Education

We use digital tools, technologies, and resources to enhance the learning experience and empower students in their language acquisition journey. It involves leveraging digital resources to provide students with greater access to learning opportunities, personalized instruction, authentic language practice, and collaborative learning experiences. Digital empowerment in this unit teaching encompasses various aspects, including:

- ◆ **Online Language Learning Platforms:** Digital platforms, such as UNIPUS, iTEST, Pigai and interactive websites (Quizlet), provide students with access to a wide range of resources, including grammar exercises, vocabulary practice, pronunciation tools, and language games. These platforms offer self-paced learning opportunities and enable students to practice English anytime and anywhere.
- ◆ **Multimedia Content:** we incorporate multimedia content into our lessons. We use videos, audio clips, interactive presentations, and online articles to make the learning experience more engaging and interactive. Multimedia resources can help students improve their listening skills, expand vocabulary, and understand cultural aspects of English-speaking countries.
- ◆ **Virtual Communication Tools:** we apply digital tools like video conferencing, instant messaging, and online discussion forums to enable students to communicate with teachers and peer students. This facilitates authentic language practice and cultural exchange, as students can engage in conversations with teachers and tutors or participate in discussions on language learning issues.
- ◆ **Online Collaboration and Feedback:** we use digital platforms and tools in and out of the classroom to provide opportunities for collaborative learning and feedback. Students can collaborate on group projects using shared online documents, conduct peer editing and review, and provide feedback to their peers using online platforms. This fosters teamwork, communication skills, and constructive feedback practices.

3、单元教学评价（说明本单元的评价理念与评价方式，体现如何运用数字化测评手段或工具，提高评价的有效性与科学性）

#### 4.1 Unit Assessment concept

The teaching evaluation of this unit mainly follows the concept of **formative assessment**. Formative assessment is a continuous cyclic process that focuses on students as the subject and learning process as the clue. It evaluates the development of students' performance, grades, as well as the reflection of their emotions,

attitudes, and strategies during daily learning. In the process of formative assessment, teachers and students plan and implement a series of activities to promote teaching and learning. Evaluation can occur anytime, anywhere, in different forms, individually or simultaneously. Various methods such as automated assessment, teacher evaluation, peer evaluation, and self-evaluation are integrated throughout the learning process. By collecting, organizing, and analyzing feedback information, it helps students solve problems, build confidence, promote progress, and motivate teachers to adjust teaching plans. It breaks the boundary between 'learning' and 'assessment' to achieve learning and teaching through evaluation.

## 4.2 Unit Assessment Method

We implement digital formative assessment tools to allow for ongoing evaluation during the learning process. These tools can include interactive quizzes, surveys, and self-assessment activities. They provide students with instant feedback, promote self-reflection, and inform teachers about the effectiveness of their teaching strategies. In addition, digital platforms are also used to facilitate peer assessment and collaboration. Students can provide constructive feedback on each other's work using online discussion forums, shared documents, or collaborative editing tools. This promotes active learning, critical thinking, and the development of evaluative skills. The specific assessment design is shown in the following diagram:

Assessment Module	Assessment Item	Grade Weight
Regular Assessment (60%)	Attendance	5%
	Classroom participation	10%
	Online platform learning (Unipus, iTest, Pigai, Welearn)	30%
Middle-term exam (15%)	Online Test	15%
Final exam (40%)	Offline Paper Test	40%

For the teaching design of this unit, the specific activities for each evaluation item are shown in the following diagram:

Assessment Items	Activities	Assessment Method
<b>Preview</b>	1. Watch tutorial videos	computer-based automated evaluation
	2. Reading	computer-based automated evaluation
<b>Classroom participation</b>	1. Q&A	Teacher feedback and evaluation
	2. Discussion & presentation	Teacher feedback + peer evaluation
<b>Homework and assignment</b>	1. Essay writing	computer-based automated evaluation + peer assessment + teacher feedback
	2. Vocabulary quiz	computer-based automated evaluation
	3. After-reading exercise	Self-evaluation + teacher feedback + peer assessment

### 三、参赛课时教学设计方案

1、**教学目标**（说明所选取的 1 个完整课时的具体教学目标，以及该目标与单元教学目标间的关系）

**Language Objectives:**

- 1) Students will be able to present their opinions on corporate culture with a good range of lexical resources.
- 2) Students will be able to apply effective presentation skills to deliver a two-minute presentation on corporate culture.

**Educational objectives:**

- 1) Students will develop a sense of personal and professional responsibility to identify and promote positive corporate culture.
- 2) Students will be able to understand the importance of having beliefs and values to guide their life.

As the second class hour of lesson 3, this 40-min demo class synthesizes what students have learned about the passionate culture and use it to create their own corporate culture. Through this class, students can apply the concepts of the unit to a practical scenario. By aligning the learning objectives of the class with the unit's learning objectives, students gain a more comprehensive understanding of the importance of business culture in achieving success and fulfillment.

2、**教学过程**（1>说明本课时设计理念与思路，介绍所选取的教材内容<如环节、段落、练习等>及其选取依据，注明页码和自然段序号等；3>说明本课时教学组织流程，包括具体步骤与活动；4>说明本课时教学过程如何有效使用教材实现教学目标，如何通过数字赋能教学，提升育人成效）

#### 2.1 Demo class design concept and teaching material

##### Design concept

The forty-minute class adopts a production-oriented approach (POA) to equip students with an in-depth understanding of corporate culture, inspiring them to conceive innovative approaches. The primary goal is to encourage students to justify their preferred corporate cultures using examples. To achieve this, the class will present compelling case studies of notable corporate cultures from around the world, such as Google and Twitter. This approach generates heightened engagement and motivation while promoting teamwork, critical



thought, and creativity.

During the class discussion segment, students will collaborate in small groups to present their selected corporate culture with examples outside of the textbook. By synthesizing theoretical principles with real-world applications, students will achieve a deeper understanding of corporate culture.

**Teaching Material:** 《新一代大学英语 iEnglish 发展篇 2》

U.5 Business and Prosperity

iExplore2 *The Passionate: Business as a way of life (P105-107)*

Adapted materials from the Internet: the corporate cultures of Google and Twitter

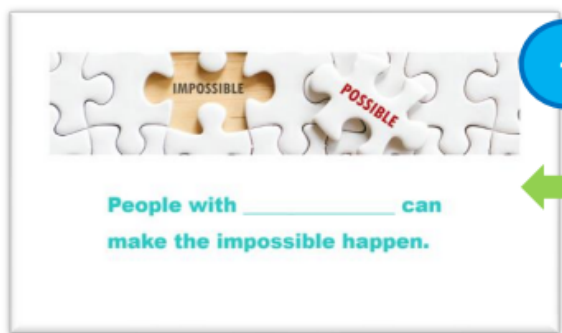
<https://www.careeraddict.com/best-company-culture>

**Rationale for choosing this article:**

Firstly, the topic of the article, which is "the passionate culture", is relevant and relatable to your students' lives. This allows them to easily connect their personal experience to the article, allowing for a better understanding and engagement.

The structure and language used in the article are exemplary and worth learning. The article outlines the benefits of passionate culture in a structured and well-supported manner. Each advantage is backed by a well-explained example, which can serve as a learning template for students looking to enhance their own writing and speaking skills.

**2.2 Demo class teaching procedures and activities**



1

**Lead-in (5 min)**

1. Students brainstorm which word should be filled in the quote, and provide reasons.
2. Teacher goes over what have been learnt previously, and introduces the teaching procedure of this class.

**Scaffolding (8 min)**

2

1. Teacher presents the corporate culture of Google and Twitter.
2. A 2-min presentation task is instructed. Clear structure, supporting examples and visual aids are emphasized.
3. Teacher displays a sample video clip about the passionate culture.

3

**Students' presentation (25 min)**

1. Students discuss within groups the selected corporate culture for their "company" and draw a poster as visual aid (15 min)
2. Each group makes a 2-min presentation. Other students need fill in an online survey to provide feedback (6 min).
3. Teacher shows the result of peer review and gives feedback for each group (4 min).

**Conclusion (2 min)**

4

**U.5 Business and Prosperity**

**iExplore2 *The passionate as a way of life***

**Pre-class**

1. Passage Structure and Word Building Exercise

Students have to complete *Identifying and Synthesizing Information* EX 2 &3 on P108-109 and *Building Your Language* exercise on P110-111 to get familiar with the vocabulary.

2. Reading Internet materials for corporate culture.

Relative materials are uploaded to UNIPUS self-study platform. Students are required to finish reading these materials before class.

### **In class (40 min)**

#### **1. Lead-in Activity (5 min)**

- 1) Teacher shows students a quote with a word missing, and encourages students to brainstorm what should be filled in the blank.

“People with \_\_\_\_\_ can make the impossible happen.”

(The answer is passion)

- 2) A brief review is made on the passionate culture, and the teaching procedures is introduced:



#### **2. An introduction to corporate culture- teacher's scaffolding (8 min)**

- 1) Teacher presents the corporate cultures of Google and Twitter as examples and inspirations. Students are encouraged to brainstorm their preferred corporate culture.
- 2) Instructions of a 2-min presentation is made. Students need to work on their selected corporate culture with a well-structure presentation with a poster as visual aid.
- 3) To scaffold the presentation, teacher illustrates the introduction-body-conclusion structure of a successful presentation with examples in the handout. A sample video about Google's passionate culture is displayed to visualize the task.

### 3. Students' discussion and presentation (25 min)

1) Students have a 15-min discussion. While they are discussing, teacher walks around and provides them with necessary help.

2) Each group has a 2-min presentation time for their corporate culture and poster. Other students provide peer review by filling in the online survey (the 5 criteria of the survey includes: clarity, relevance, structure, presentation skills and visual aid ).

**[Group 1] Presentation peer review survey**

\* 1. Clarity: they have stated their corporate culture clearly and explained the key points clearly.

Ok

Needs work

\* 2. Relevance: they have provided relevant examples to support their ideas.

Ok

Needs work

\* 3. Structure: their presentation is well-organized.

Ok

Needs work

\* 4. Presentation skills: the presenter is confident and articulate in his/her delivery; he/she uses appropriate body language and make eyecontact with the audience.

Ok

Needs work

\* 5. Visual Aids: the visual aids are effective in enhancing the presentation and adding value to the information presented.

OK

Needs work

1) After the 3 presentations, teacher shows the result of peer reviews and gives feedback.

### 4. conclusion (2 min)

1) Students check their understanding of the class with the help of a checklist.

- I have a good understanding of the passionate culture;
- I can describe different corporate cultures;
- I am able to present my opinion with clear structure and visual aids.

2) Teacher concludes the class with a quote: “I design my start-up ventures around my own personal beliefs and values”. By helping students understand corporate culture as shared beliefs and values, teacher encourages them to seek for the belief and value that guide their life.

## After class

1. Students need to complete the vocabulary quiz on iTest.
2. Record the improved oral presentation and submit it to online chatroom.

### 2.3 Utilization of Teaching Material and Digital Empowerment

To effectively utilize teaching materials and digital empowerment to achieve instructional goals is addressed in this 40min demo class.

- ◆ **Alignment with learning objectives:** we ensured that the teaching materials, whether in print or digital format, align with the specific learning objectives we have set for the lesson. Classroom activities are designed with an aim to foster a deeper understanding of the topic in the textbook. The advantages of passionate culture, which was learnt in previous teaching period, is the starting point of this class. The vocabulary and language points in the textbook facilitate classroom activities. The materials support and reinforce the desired knowledge and skills.
- ◆ **Enhancing engagement:** we utilize interactive and multimedia elements within the teaching materials to enhance student engagement. This can include incorporating videos (the 2min demo presentation given by another teacher), animations, simulations, and interactive quizzes or activities (the poster-making and the online feedback) that make the learning experience more dynamic and interactive. Discussion questions and group activity are implemented to encourage students to analyze and reflect on the content. By adopting a student-centered approach, the teaching plan optimizes the effectiveness of the textbook and facilitate student comprehension and retention of key concepts.
- ◆ **Formative assessment and feedback:** Incorporate digital tools that enable formative assessment and provide timely feedback to students. Use online quizzes, interactive assessments, and learning management systems to monitor student progress, identify areas of weakness, and provide targeted interventions or additional support. We leveraged digital tools to collect and analyze data on student performance. Use the insights gained to inform instructional decisions, identify trends, and make adjustments to teaching strategies. Regularly reflect on the data to evaluate the effectiveness of the teaching materials and digital tools used.

Effective utilizing teaching material and integrating technology in this class is crucial to enhance the learning experience. Through the power of technology, this class is enriched to cultivate a more effective and comprehensive educational environment.

### 3、教学评价（说明本课时评价理念与评价方式，体现如何运用数字化测评手段或工具，提高评价的有效性与科学性）

1. The assessment of the two-minute oral presentation on corporate culture serves multiple purposes, providing valuable opportunities for students to develop and showcase their communication skills, critical thinking abilities, and knowledge of corporate culture. This form of assessment goes beyond traditional

written assignments, allowing students to demonstrate their understanding in a dynamic and interactive manner. The following is the analysis of the rationale of the grading rubrics of the oral presentation.

### 1) Communication Skills:

Oral presentations require students to effectively communicate their ideas, thoughts, and arguments in a concise and coherent manner. By assessing their clarity, relevance, and structure, we can evaluate how well students can articulate their understanding of corporate culture and convey their message to audience. Strong communication skills are essential in the professional world, and this assessment helps students develop and refine this vital competency.

### 2) Critical Thinking:

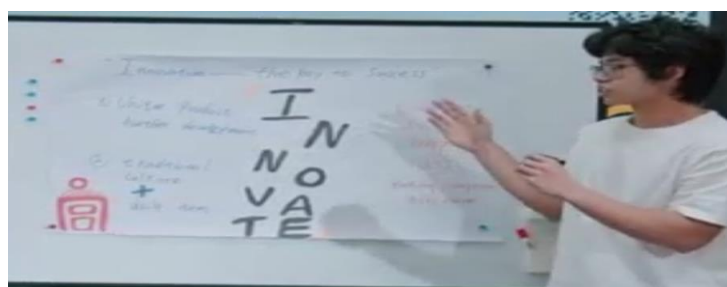
The oral presentation assessment also provides an opportunity for students to demonstrate their critical thinking abilities. To deliver a successful presentation, students must analyze and evaluate information about corporate culture, identify key points, and present them in a compelling and logical manner. The assessment criteria of relevance and structure encourage students to think critically about the topic, ensuring that their arguments are well-supported and align with the overall theme of corporate culture.

### 3) Presentation Skills:

Effective presentation skills are highly valued in professional settings, and this assessment allows students to hone these skills. By evaluating their presentation skills, including confidence, body language, and engagement with the audience (eye contact), we can assess how well students can engage and hold the attention of their peers. Providing constructive feedback on their delivery helps students develop confidence and competence in presenting ideas to a group.

### 4) Visual Aids:

The use of visual aids, such as posters, adds another layer of depth to the assessment. Assessing the incorporation and effectiveness of visual aids encourages students to utilize multimedia tools to enhance their presentations. Visual aids can help clarify complex concepts, reinforce key points, and engage the audience visually. Evaluating their use in relation to the overall presentation provides insights into students' ability to effectively utilize multimedia resources to support their message.



(Student's poster for presentation)

Overall, this assessment format allows for a comprehensive evaluation of students' skills and knowledge in the context of corporate culture. By assessing clarity, relevance, structure, presentation skills, and visual aids, we provide students with valuable feedback on their strengths and areas for improvement, enabling them to refine their communication skills and enhance their understanding of corporate culture dynamics. Furthermore, this assessment encourages students to develop and demonstrate key competencies necessary for success in the professional world, equipping them with valuable skills that extend beyond the classroom.

2. The assessment is a formative one, including both the teacher feedback and peer feedback from other groups' students. The criteria include clarity, relevance, structure, presentation skills and visual aids. After each group's presentation, students would give their feedback on the presenting group by filling out a digital evaluation form online (scanning the QR code on the screen with their phones). Results of peer feedback would be shown immediately on the screen, which is followed by the teacher feedback with further comment. With the help of the online survey designed by the teacher, students can see the peer feedback right away in a visual fashion. It is practical and straightforward for students to realize how good their performances are. There are five questions in the survey. Each question contains two options: OK and More efforts are in need. It is dichotomous so it would be straightforward. And by using euphemism, hopefully it can mitigate the negative emotion of students which may make them feel less advantaged. The rubrics attach importance to both contents (relevance, structure) of the presentation and the delivery of the speech (clarity, presentation skills, and visual aids). These are important skills in the workplace. So the assessment could be considered as valid, reliable, authentic, practical, and interactive.

**第1题： Clarity: they have stated their corporate culture clearly and explained the key points clearly. [单选题]**

选项	小计	比例
Ok	8	88.89%
Needs work	1	11.11%
<b>本题有效填写人次</b>	<b>9</b>	

**第2题： Relevance: they have provided relevant examples to support their ideas. [单选题]**

选项	小计	比例
Ok	9	100%
Needs work	0	0%
<b>本题有效填写人次</b>	<b>9</b>	

(Examples of students' peer feedback)

### **1) Advantages of Peer Feedback:**

Peer feedback also promotes a sense of ownership and responsibility for learning. By actively participating in the assessment process, students become more accountable for their own progress and development. They gain a better understanding of the assessment criteria and the expectations set forth, which can guide their future presentations and overall performance. Moreover, receiving feedback from peers can be more relatable and less intimidating, fostering a supportive and collaborative learning environment where students feel comfortable sharing their ideas and receiving constructive criticism.

### **2) Advantages of Teacher Feedback:**

Teacher feedback is a vital component of the assessment process, providing students with valuable insights and guidance from an experienced and knowledgeable source. Teachers bring expertise and a comprehensive understanding of the subject matter, allowing them to provide in-depth feedback that encompasses various aspects of the presentation. They can offer detailed suggestions for improvement, identify areas of strength, and provide specific strategies for enhancing communication skills and presentation techniques.

Teachers also serve as mentors, guiding students towards achieving their learning goals. Their feedback goes beyond assessing the presentation itself; it can address broader aspects such as critical thinking, research skills, and overall growth. Teacher feedback helps students understand their progress, identify areas for further development, and set achievable targets for improvement. Additionally, teachers can provide personalized feedback tailored to each student's unique needs and abilities, supporting their individual learning journey.

### **3) Advantages of Technology:**

The use of technology in the feedback process enhances the efficiency and effectiveness of the assessment. Online surveys provide a structured framework for peer feedback, making it easier for students to organize their thoughts and provide specific feedback based on the assessment criteria. Technology also facilitates anonymity, which can encourage more honest and objective feedback from peers. Moreover, digital tools enable teachers to provide timely and detailed feedback to a larger number of students efficiently.

Overall, the combination of peer feedback, teacher feedback, and technology offers a comprehensive and multifaceted assessment approach. It promotes active engagement, collaboration, and a sense of ownership in the learning process. By leveraging the advantages of peer feedback and teacher feedback alongside technology, students can receive well-rounded feedback that supports their growth, encourages reflection, and fosters continuous improvement.

After that, students are asked to record their revised oral presentation with the feedback they receive from both teacher and their fellow students. This will further enhance their skills in presentation.

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