

创新发展：“纸数融合”
“以虚带实”
构筑教育新形态

01

教育数字化战略行动

“数字变革与教育未来”

Digital Transformation and
Future of Education

—— 教育部部长怀进鹏在世界数字教育大会上的主旨演讲

“数字教育的 价值导向”

01

更有质量

数字应用场景 智能教室 自适应学习
学情智能诊断 智慧课堂评价……

02

适合人人

个性化地学 差异化地教 科学化地评

03

绿色发展

合理使用数字化教材 低碳转型

“推进教育
数字转型、智慧转型、绿色转型”

—— 教育部部长怀进鹏调研上海教育工作

2023.3.19 — 2023.3.21

新形态教材
是教育数字化转型的

中枢与引擎

02

新形态教材 理论研究

新形态教材 定义

混合式学习等理论

由纸质教材、多模态数字资源、在线学习云平台、智慧课堂环境等
关键要素构成

线上线下一体化设计

具备系统性、规范性

强调多介质、个性化

体现数智化、人机协同的创新型教材

新形态教材 概念框架

理论基础

- 混合式学习理念 一体化 适当 有机
- 布鲁姆认知目标分类 低阶—线上 高阶—线下
- 建构主义
- 绩效主义
- 实践共同体理论

物质形态

- 纸质教材 经济 高阶
- 多模态资源 精准
- 在线学习平台 智能 学科
- 智慧课堂环境
-

关键特征

- 系统性、规范性 外联内通
- 数智化
- 多模态化
- 个性化
- 人机协同 Ai助 导 督
- 及时性

教学顶层设计 + 混合式教学流程规划 + 技术深层次、全方位支持 = 教学综合体系

03

新形态教材 实践探索

研究生学术英语基础课
应用型本科基础课

服务“新文科”跨学科复合型课
备考强化训练课

新探索研究生英
iExplore
English Course
主编：季佩英

新探索研究生英语
iExplore
English Course
主编：陈美华
提高



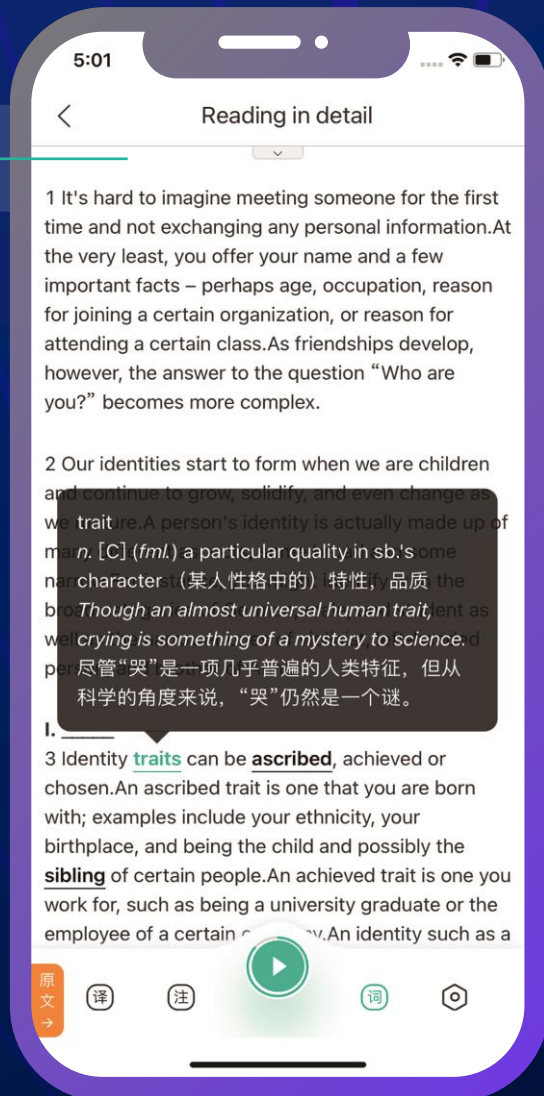
一、《新探索研究生英语》系列



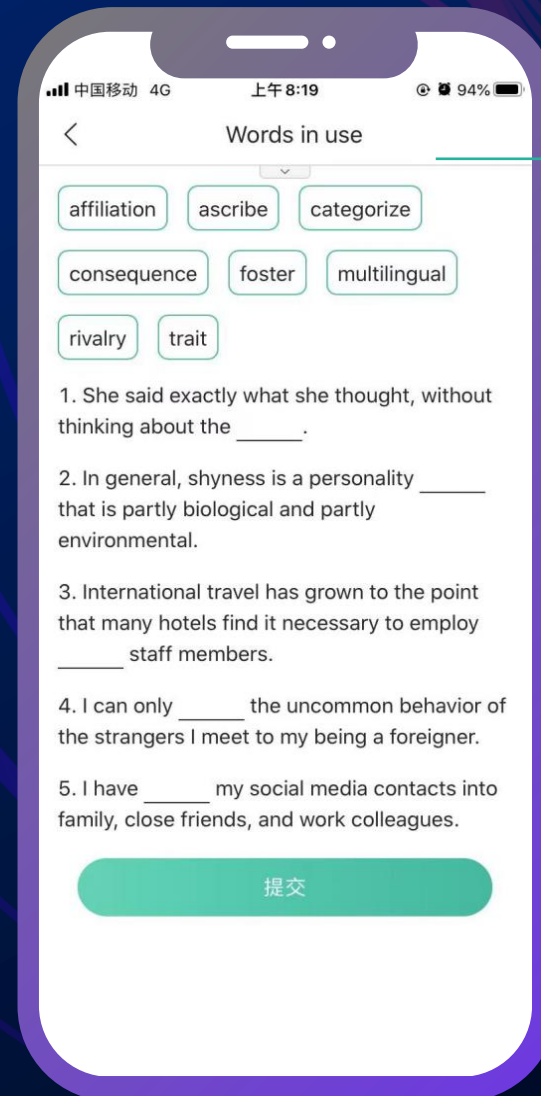
双线设计 融合增效

语言目标

课文学习

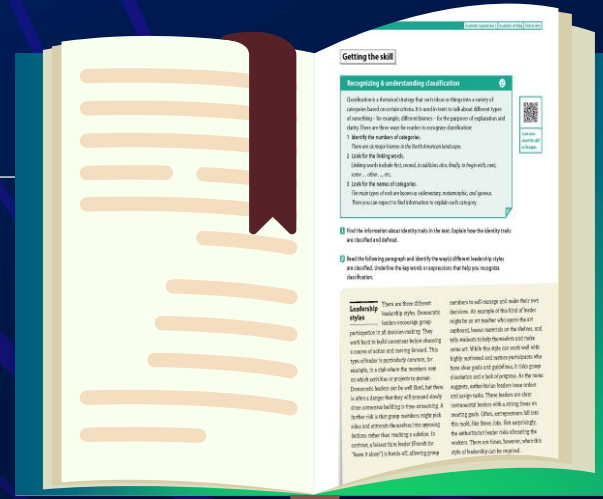
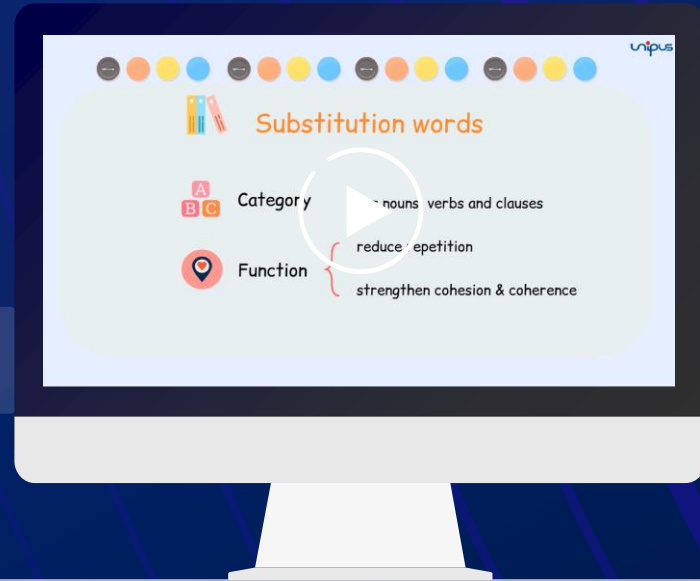


立体丰富



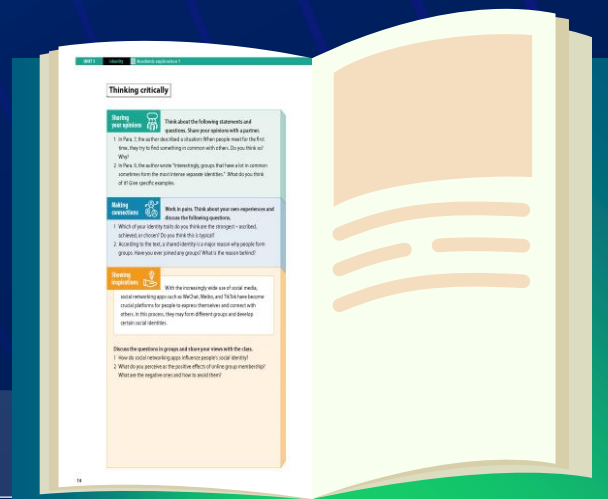
学术目标

线上筑底



课堂应用

思维目标

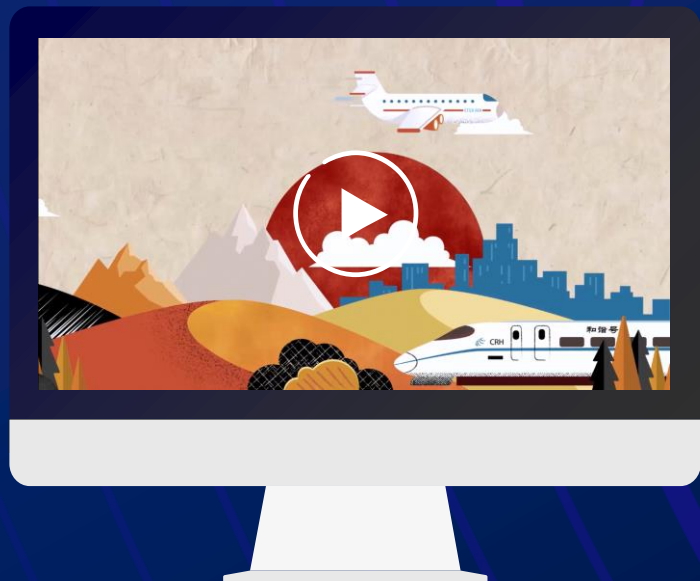


教师主导

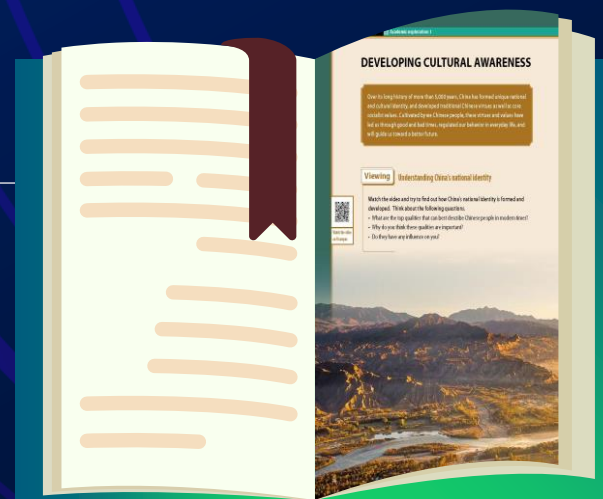


线上拓展

思政目标



线上短视频传递中国故事



课堂激荡思想，凝聚共识，产出方案

教材体系 通用 + 个性

主干教材

主编：

季佩英（基础读写） 陈向京（基础视听说）

王俊菊 闫秋燕（提高读写） 陈美华（提高视听说）



学术技能数字课程



NEW INSIGHT
COLLEGE ENGLISH
总主编：胡杰辉 王 婷

新境界
大学英语

新境界
大学英语 1

综合教
AN

二、《新境界大学英语 综合教程》 - 面向低起点，服务应用型人才培养

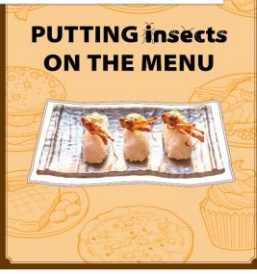
精准定位，严控难度

选材：匹配认知能力，突出知识性、趣味性、广泛性

READING 2
Reading the text

Does the idea of eating insects disgust you? Well, think about this: The United States produces about 100 million chickens a year. Although it's not quite as big a number as you might think, the world's population is expected to reach 8 billion. As a result, global demand for food and resources will increase so dramatically that it will put additional pressure on the already overburdened agricultural resources. Among the possible solutions, one is quickly making to way into the public's attention: eating insects.

PUTTING INSECTS ON THE MENU



Thinking & understanding

1. Why do you think the author uses the title "Putting Insects on the Menu"?

2. What are the main reasons for eating insects?

3. How do you think people will react to eating insects?


Sharing your ideas

1. Do you think eating insects is a good idea? Why or why not?

2. How do you think people will react to eating insects?

READING 1
Reading the text

The art of creativity



Thinking & understanding

1. What is the main idea of the text?

2. How do you think people can become more creative?

3. What are some examples of creative people?

Sharing your ideas

1. Do you think creativity is important? Why or why not?

2. How do you think people can become more creative?

EXPLORING CHINESE WISDOM

Conserving Asian elephants in China



Thinking & understanding

1. Why is it important to conserve Asian elephants?

2. How do you think people can help conserve Asian elephants?

Sharing your ideas

1. Do you think it is important to conserve Asian elephants? Why or why not?

2. How do you think people can help conserve Asian elephants?

EXPLORING CHINESE WISDOM

The charm of Peking opera



Thinking & understanding

1. What is the main idea of the text?

2. How do you think people can appreciate Peking opera?

Sharing your ideas

1. Do you think Peking opera is important? Why or why not?

2. How do you think people can appreciate Peking opera?

精准定位，严控难度

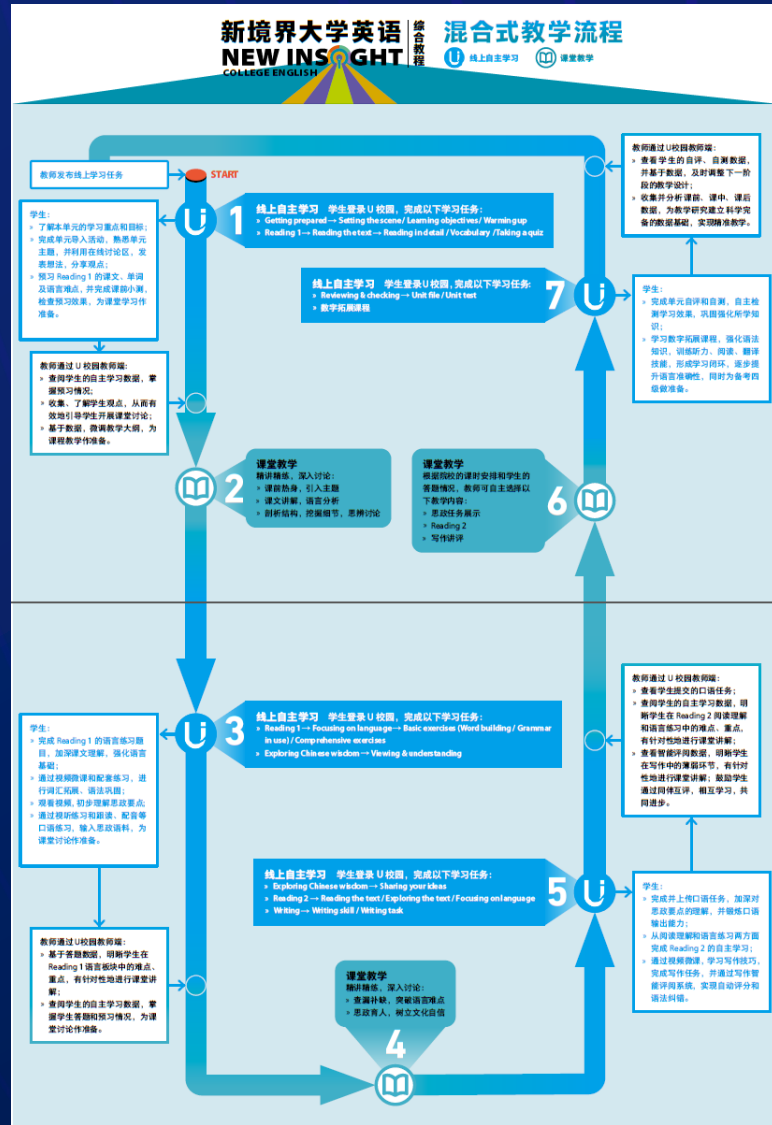
数字：简洁题型，即学即测，数据耦合

Reading the text						
Reading in detail	*	26/26	00:14:06	-	-	
Vocabulary	*	26/26	00:25:10	-	-	
Task 1	*	26/26	00:03:52	96.9	作答分析	
Task 2	*	26/26	00:04:21	94.5	作答分析	
Task 3	*	26/26	00:08:08	79.2	作答分析	

Taking a quiz



混合式流程, 多维视角, 全盘掌握



GETTING PREPARED | READING 1 | EXPLORING CHINESE WISDOM | READING 2 | WRITING | REVIEWING & CHECKING

Setting the scene | Learning objectives | Warming up | Viewing & understanding | Thinking & discussing | Sharing your ideas | Reading the text | Exploring the text | Focusing on language | Writing skill | Writing task | Unit file | Unit test

READING 1

Reading the text

The world is changing very fast. We need to learn new knowledge and skills to adapt to it, constantly. Although many people believe that the ability to learn is a matter of intelligence, a growing body of research shows that learners are made, not born. In other words, learning is a learned behavior. Think of those people around you who are really good at learning. What are they characterized by? How can you make yourselves one of them? This text will provide you with the answers.

Peak learning— a skill for today and

READING 2 | WRITING | REVIEWING & CHECKING

Sharing your ideas | Reading the text | Exploring the text | Focusing on language | Writing skill | Writing task | Unit file | Unit test

Reading the text

Complete the activities on Ucampus.

▶ **Reading in detail & Vocabulary**
Learn vocabulary, language points, etc. to better understand the text of Reading 1.

▶ **Taking a quiz**
Complete the exercises to check your understanding of the text.

配套U卡通数字课程

语法“诊—学—练”

个性化学习路径

Ai自适应推送

定制专属习题

语法要点

微课精讲



服务应用型人才培养

AI赋能铸造新形态



总主编：**胡杰辉**（电子科技大学） **王婷**（新疆农业大学）

全球胜任力英语教程

跨文化国际传播 英语教程

AN ENGLISH COURSE FOR
CROSS-CULTURAL AND
INTERNATIONAL COMMUNICATION

主 编：刘沫潇 饶巧颖

三、《跨文化国际传播英语教程》 《全球胜任力英语教程》

- 服务国际传播人才培养
- 服务全球治理人才培养
- 服务“新文科”外语复合型课程建设

《跨文化国际传播英语教程》单元结构和内容

A cross-cultural view

SCENARIO Zhao Xin invited his new American colleague Mr. Smith to his house for dinner. It was supposed to be a happy dinner, but things turned out differently. Read the dialogues to find out what happened and answer the following questions.

“

(1) Mr. Smith arrives and rings the doorbell.

Zhao Xin: Wow! Welcome, Mr. Smith.

Mr. Smith: Thank you so much.

Zhao Xin: Allow me to introduce you. This is my wife, Liu Weiwei. Weiwei, this is Mr. Smith.

Mr. Smith: (to Liu Weiwei) Nice to meet you, Weiwei. You look gorgeous!

Liu Weiwei: (shy) Er ... not at all.

Mr. Smith: (embarrassed) I mean ...

(2) At the table.

Mr. Smith: Wow! So many dishes! All look terrific! I like Chinese food.

Zhao Xin: Just some simple dishes. They might not be delicious. I hope you won't mind.

Mr. Smith: How come? I think they are very delicious. (Then he is full and puts down the chopsticks.)

Liu Weiwei: Mr. Smith, please have some more. Make yourself at home.

Mr. Smith: Thank you. I'm really full.

Zhao Xin: Come on! Please have some more.

Mr. Smith: Thank you, but ...

(3) On his way home, Mr. Smith talks to his American friend on the phone.

His friend: How was your visit to the Chinese family?

Mr. Smith: (with a sigh) You know what? I think the Chinese couple were kind of weird. It made me feel a little bit uncomfortable.

”

Questions

1. Why did Mr. Smith think the Chinese couple were kind of weird?
2. What are the cultural values behind the Chinese couple's way of treating the guest?

UNIT 1
Chinese traditional culture

CROSS-CULTURAL UNDERSTANDING



Cultural awareness

In the scenario, both Mr. Smith and the Chinese couple have every intention to be polite rather than rude according to the rules of their respective cultures. However,

things turned out to be embarrassing and unpleasant. The problem lies in their lack of cultural awareness.

1. What is cultural awareness?

It refers to the knowledge, awareness, and acceptance of other cultures and other people's cultural identities. Specifically, it includes the willingness, ability and sensitivity required to understand people with different backgrounds, and the acceptance of diversity.

2. Why do people lack cultural awareness?

People lack cultural awareness probably because they are so close to their own culture and may not be aware that their patterns of behavior are not universal. So when coming into contact with people from another culture, they may not be aware of the cultural differences and behave according to the norms of their own culture.

3. How to improve your cultural awareness?

First, distinguish between intercultural communication (involving people of different cultural backgrounds) and monocultural communication (involving people of common behavior, language and values). Second, develop respect for cultural differences. Third, be aware that cultural differences usually lie in different cultural values, not just in observable behavior. Fourth, avoid immediate evaluation and don't use the norms of your own culture to judge the behavior of people from other cultures.

《跨文化国际传播英语教程》单元结构和内容

Western media perspectives

CASE STUDY



Eating with chopsticks

International enterprises are important participants in cross-cultural communication. In order to better attract and persuade the target audiences of other countries and to create a good brand image, international enterprises need to give full play to the role of advertisements.

Cultural awareness is important to advertisements aiming at the audiences of other countries. A good and effective advertisement should take the cultural characteristics of the target country into consideration. Otherwise, the advertiser will suffer from criticism and even boycotts. Let's take a look at a series of advertisements named *Eating with Chopsticks* (《起筷吃饭》) launched by the Italian luxury fashion brand Dolce & Gabbana (D&G) in 2018.

The advertisements, composed of three short videos, were aimed at the Chinese market. They were published on social media platforms such as Sina Weibo, Instagram and Facebook to promote D&G's upcoming Shanghai Fashion Show.

UNIT 1
Chinese traditional culture

The videos feature a Chinese woman in a lavish D&G dress attempting to eat Italian food: pizza, cannoli and spaghetti. With Chinese folk music in the background, the male voice-over instructs the woman how to "properly" eat the Italian dishes with chopsticks, in a condescending tone. The woman looks surprised, perplexed and clumsy when performing this task.

The original voice-over of the advertisements is in Chinese and the English translation is mainly adapted from a commentary article of Giovanna Puppini, Lecturer at the University of Leicester. The following excerpts are from the translation.

BIASED

▶ Episode 1: Pizza Margherita
 ... Today, we would like to start by showing everybody how to use this small stick-shaped cutlery to eat the "great" traditional Italian pizza Margherita. Would you hold one chopstick in one hand, as if it were a knife, and cut a slice of pizza? No, no, no, not like that! Mmm, right, like that is correct! So, as if they were a pair of tongs, clamp a slice of pizza and then insert it in your mouth. Oh, don't let the cheese drip! Bravissimo!

BIASED

▶ Episode 2: Sicilian cannolo
 ... Today, what we are going to eat is a traditional Sicilian cannolo ... This will make you feel like you are in Italy, but you are actually in China! Bravissimo!

BIASED

▶ Episode 3: Pasta with tomato sauce
 ... In our final episode, the challenge is traditional pasta with tomato sauce! You might think that it's roughly the same as eating Chinese noodles, but the way to eat it is actually very different. It's not that easy. Let's try and insert the chopsticks in the pasta and hold it. Yes, hold it ... and then twirl it. Those who manage to eat it will score high points! Bravissimo!

《跨文化国际传播英语教程》单元结构和内容

Real China

CHINESE MEDIA INSIGHTS

British young man falls in love with Chinese tea culture



Since some Western media and companies are ethnocentric and ignorant about Chinese traditional culture, then how can Chinese media better introduce Chinese traditional culture to the world? Let's watch a video "British young man falls in love with Chinese tea culture" launched by *China Daily* and find out how it tells the story of Chinese traditional culture.



Discussion

Work in pairs to discuss the following questions.

1. Do you think the video introduces Chinese tea culture well? Why or why not?
2. Apart from chopsticks and tea, do you know any other traditional Chinese cultural symbols and their implications?

UNIT 1
Chinese traditional culture

REAL CHINA STORIES

Traditional Chinese cultural symbols and implications

Compared with D&G's ethnocentrism and lack of cultural awareness, the tea culture video shows a good way to tell stories of Chinese traditional culture. First, the video shows the compatibility of British culture and Chinese culture by choosing a common cultural symbol – tea. This triggers empathy and reduces the difficulty of cross-cultural understanding. Second, the video views Chinese traditional culture from the perspective of development, showing that the culture is constantly changing, developing and exchanging with other cultures. Third, the video doesn't merely present the cultural symbol but touches upon deeper themes and connotations: The traditional ways of drinking tea reflect Chinese people's pursuit of happiness, and it is only in a peaceful and stable society that a tradition can survive and develop.

Therefore, in order to introduce Chinese traditional culture well, it is important to choose suitable cultural symbols, and then probe deeper into their implications.

China, an ancient civilization in the world, has rich cultural symbols. The following three are famous in the Western society,



but are often misunderstood by some Westerners.

Dragon

Cultural implications of the Chinese dragon are closely related to the characteristics of the ancient Chinese society. It was believed that the Chinese dragon could cause weather changes and summon rain, and it was considered to be an auspicious and lucky symbol. This is because the ancient Chinese society relied heavily on agriculture for which rain is very important.

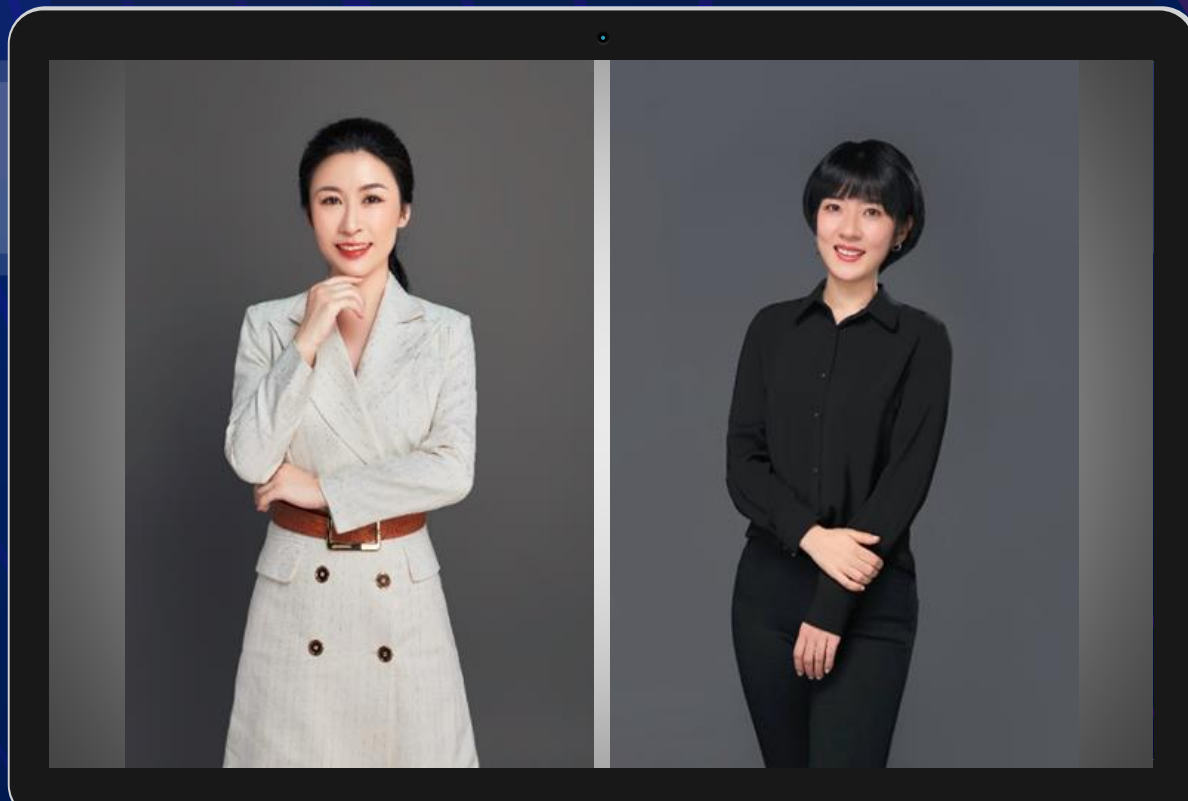
This cultural symbol also embodies the Chinese philosophy of "yin and yang." More specifically, the dragon is regarded as "yang" and possesses masculine features, and the phoenix is "yin," which is considered to be feminine. At traditional Chinese weddings, the dragon and the

两个“双师”模式：线上+线下；外语+专业

《跨文化国际传播英语教程》

饶巧颖

重庆交通大学
外国语学院



刘沫潇

北京外国语大学
国际新闻与传播学院

虚拟仿真技术应用

全球问题仿真场景，身临其境体验和参与全球治理

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京外研在线数字科技有限公司
BEIJING FOREIGN ONLINE DIGITAL TECHNOLOGY CO., LTD.

考研英语智慧教程

主编 朱有义 王立军 赵晓军

四、《考研英语智慧教程》

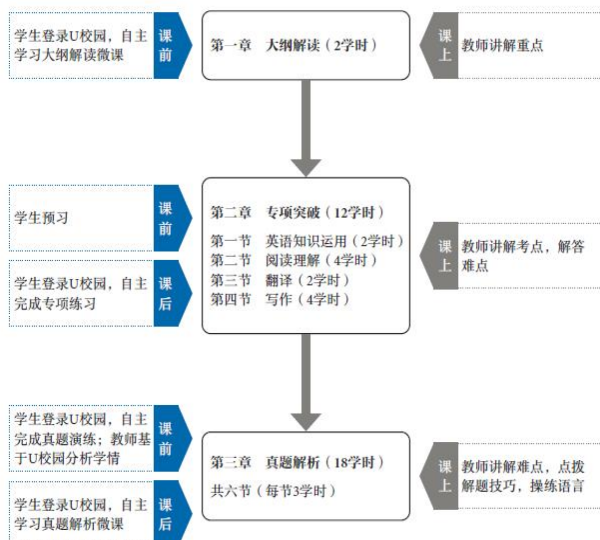
新形态教材体系：小课堂，大平台

真题讲练重互动：汇聚最新真题，创新编写思路

优质资源促成效：考研名师线上真题讲解 + 定期备考直播，模拟试题找手感

三、混合式教学建议

为帮助教师更好地使用新形态教材开展混合式教学，编写团队提供如下教学建议以供参考，教师可根据教学实际进行调整。



*学时安排以一学期16个教学周、32学时为例



新教材
新思路
新形态

愿考研学子
成功上岸!

为国育人，
为党育才，
培养担当民族复兴大任的时代新人！



新形态教材

