



广东外语外贸大学南国商学院
SOUTH CHINA BUSINESS COLLEGE GUANGDONG UNIVERSITY OF FOREIGN STUDIES

《南国教学质量简报》

2019 年第 3 期（总第 3 期）

一、本学期全英双语教师培训圆满结束

积极创造条件，在相关专业课程的教学直接使用英语（或同时使用英语和汉语）作为工作语言，即所谓全英（双语）教学，是我校打造鲜明外语特色的重要举措和内容。建设一支高水平的全英（双语）教学教师团队，是扎实推进全英（双语）教学，保证全英（双语）教学质量的重中之重。据此，学校对全英（双语）教师的培训给予了高度关注，设立了“全英（双语）教学专家组”，专司全英（双语）教师培训考核的职责，对顺利通过培训考核的教师颁发“全英（双语）教师资格证”。自 2014 年 3 月第一期全英（双语）教师培训班开班以来，到 2019 年 5 月，已开办 8 期培训，先后有 60 多位教师通过了培训考核，取得了全英（双语）教师任职资格。除离职离岗者外，现仍在职的全英（双语）教师有 41 人。

本学期全英（双语）教师培训班参训教师 9 人，分别来自经济学院、管理学院和个别行政管理部门，其中，2 人因故中途退出。自 3 月 28 日开始至 4 月 25 日，利用每周四下午 3 点半至 5 点的时间进行培训。此次培训由中心主任周文贵教授主讲。

培训内容包括：

1. 如何认识全英（双语）教学在学校形成鲜明办学特色中的地位与作用？
2. 如何提高全英（双语）教师的综合素质，保证全英（双语）教学质量？
3. 开展全英（双语）教学中应该特别关注哪些问题？
4. 全英（双语）教学应如何制定并严格执行课程教学大纲？
5. 全英（双语）教学课程考核的命题、制卷、阅卷规则与方法。

培训班向参训教师发放了专业课程教学大纲(英文文本)和专业课程考试试卷(英文文本)的模板, 培训班结业后, 参训教师都提交了用英文撰写的专业课程教学大纲和模拟试卷。

5月9日, 由学校“全英(双语)教学专家组”对完成此次培训的参训教师进行了现场模拟教学考核评审。按照教学大纲占30%, 模拟试卷占20%, 现场模拟教学考核评分占50%的比例, 进行综合评定。其中, 现场模拟教学考核评分规则规定, 考评专家对参训教师能否作为全英(双语)教师的判断具有一票否决功能。经“全英(双语)教学专家组”综合评定, 鲁竞夫、黄晓燕、吴思宇、刘远、王蕴翠、郭焯、田嘉茜等7位教师通过此次考核, 取得全英(双语)教师资格。至此, 本学期全英(双语)教师培训圆满结束。



(5月9日, 鲁竞夫老师的全英教学课堂模拟试讲场景)

二、成功举办全英(双语)教学研讨会

5月11日, 我校全体全英(双语)教师在聚龙湾天然温泉度假村会议中心召开了本学期全英(双语)教学研讨会。研讨会上, 中心主任周文贵教授首先代表学校“全英(双语)教学专家组”, 向此次获得全英(双语)教学资格的7位教师授予了“双语教学教师资格证书”。



(5月11日, 周文贵教授为经济学院黄晓燕老师授予证书)

颁证仪式结束后，周文贵教授以为什么要打造“金课”及如何打造“金课”（Why and How to Forge the “Gold Course”）为主题作了精彩的主题发言。周文贵教授主题发言的要点包括：教学现代化在实现中华民族伟大复兴中的地位与作用、当前我国高等教育发展的现状与主要问题、什么是“金课”以及为什么要打造“金课”、衡量“金课”的标准、“金课”评价指标体系等内容。

周教授提出要实现中华民族伟大复兴之梦，全面实现现代化，人的现代化是基础，而人的现代化又必须以教育现代化为前提。建国以后，尤其是改革开放以来，中国已经发展成为了一个教育大国，但还远未建成教育强国。具体到高校的本科教学，“水课”泛滥，“金课”难寻，已是不争的事实。要彻底改变“玩命的中学，快乐的大学”的怪现象，必须厘清思想观念，采取有效措施，实实在在地打造“金课”，提高课程教学的质量。

周文贵教授就此提出了打造“金课”的五大原则：

1. 课程教学要将“立德树人”放在首位，全面贯彻党的教育方针，解决好“培养什么人、怎样培养人、为谁培养人”这个根本问题，办“党和人民满意的高等教育”。

2. 备课是教师讲好课必要的基础，教师需要对课程教学自身的基本要求、课堂管理的相关规定做到了然于胸，对所授课程的教学内容和整个教学过程进行总体规划以及详尽设计，最终形成一套完备且成体系的教学文件。

3. “教学质量，内容为王”！要由课程的教学内容来检验一门课程授课质量的高低。（1）提纲挈领，言简意赅，高质量的课程概述。通过课程概述，教师要明白无误地告诉学生课程的教学目的与要求以及修读该门课程必须掌握和使用的基本方法和技术手段。（2）“高阶性”、“创新性”和“挑战度”的“学术性内容”。既要有丰富教学内容，又能够很好地展现相关知识的系统性与所属学科研究前沿的完美结合。（3）优雅、端庄、得体的“行为性内容”。即授课教师自身的课堂行为规范和语言规范。

4. 营造和谐的课堂环境与氛围，实施严格的课堂管理。一方面，由师生共同营造的和谐的课堂环境与氛围是高质量的“金课”课堂教学的决定性因素之一。另一方面，课堂教学的成功与否，客观上还有赖于实施严格有效的课堂管理。

5. 对课程的教学成效和课程的考核结果进行综合全面考察，例如，可以根据课程的考试成绩、毕业论文或毕业设计的优秀率、相关课程的考研平均分、某些标准化考试和专业证书考试的通过率、学生在各级各类学习竞赛中的获奖、教学督导对课程的不定期检查评估成绩、每学期学生的课堂教学评价等等。



(研讨会现场)

最后，周文贵教授表示全英（双语）教师在打造“金课”方面具有明显的相对优势。因此，全英（双语）教学教师作为学校师资队伍一支重要的生力军，在打造“金课”中绝不可以缺席，而是应该成为打造“金课”的先锋队。参加研讨会的全英（双语）教师也围绕会议主题和周文贵教授的演讲展开了热烈讨论与交流。

附注：

附件 1：English/Bilingual Teaching Training Program

附件 2：Why and How to Forge “Gold Course”

教学质量监督与评估中心

2019 年 5 月 21 日

1. Teaching in English (Bilingual Teaching) in SCBC: Cognition and Practice

Teaching in English concretely embodies the school-running characteristics of SCBC, which is the competitive advantage in the current privately-funded higher-learning education and to have its sustainable development in the long-run. From the students' perspective, teaching in English would be of great help for them to raise their ability of thinking and express their ideas about issues of great significance in some specific academic fields in proficient English. That must be decisive for them in their job-hunting after they graduate from SCBC and in their future career.

Therefore, qualified instructors should have profound professional background, barrier-free communication in English, which ensures the quality of teaching from working language perspective. The instructors with well-designed organization all the teaching links and the whole teaching process could be efficiently exercised. That ensures the quality of teaching from class teaching perspective.

2. How to well deliver a professional course in English?

Firstly, the instructors should be an expert in their academic field, particular discipline and sub-discipline, such as, the instructors must comprehensively master of the course delivered, including syllabus, major teaching content and the latest appearance of the discipline.

Secondly, the instructors should be fully aware of each knowledge points and the teaching emphasis should be clearly passed and exact the difficulties for the students to understand, that would be of great significance to the students apply them in the future study flexibly. Thirdly, the instructors should skillfully take some proficient teaching approaches in the course delivery such as case study and multi-media CAI approach, etc.

Fourth, the instructors should have a very careful preparation for each teaching hour that they must get familiar with the teaching content. Additionally, the instructors should endeavor to build a harmonious relationship with the students and inspiring students to be a creative and moral individual prepared to adapt anywhere in a rapidly changing world.

Last but not least, the instructors must be good enough to use proficient English as the working language, such as exact expression of the relevant terminologies in particular academic areas. In this way the instructors can freely apply what they discovered in research in class. Thus the class would be informative, suggestive and heuristic to the students.

3. Syllabus: the decisive document guiding course delivery

A course syllabus systematically and consistently describes teaching content as guidance based on the chosen text book to stipulate the relevant theoretical knowledge and skills that should be learned and grasped by the students. It mainly contains teaching purpose, content, process, approaches, teaching hours allocation, class activities, references, assignment, final evaluation, and etc.

There are five principles in preparing a course syllabus, including:

- Follow the requirement of talent cultivation program. The chosen teaching content should exactly realize the goal of professional talent cultivation and reflect the combination of the basic logic system of the course itself and the academic integrality of the discipline.
- Combination between history and logic. It should comprehensively reflects historical development of the

academy, which can help the students know the overall context of the course. Meanwhile, it should be particularly put on the logic connection among concepts and the mechanism behind as well as timely snapshot the updated achievements of significance in academic development.

- Combination between science and ideology. All course knowledge points must be verified by science and the objective laws. For some issues that have arguments in the academic circle, never give the final verdict in haste but guide the students to have their independent thinking instead. Importantly, a teaching discipline should be strictly followed is the concrete description of a syllabus must never challenge the main value and the dominating ideology of the current society.
- Combination between theory and practice. The students should be taught how to have professional thinking of specific problems by employing the relevant theory, such as course practice, in which the students' ability of independent thinking and resolving practical problems could be fostered.
- Combination between maintaining stability and pegging on the latest progress. A course syllabus should be timely adjusted to reflect the latest progress of the academy including the updated achievements of scientific and technologic development and the current level science and technology have reached so that the course teaching is capable of ensuring advancement nature.

4. Principles of course examination paper making

(1) There are eight basic principles in the proposition of course examination:

- Cover the main teaching content of the course.
- Appropriately design diversified questions types without making the examination paper too “fancy”.
- For humanistic and social science courses it will be especially important to design an appropriate proportion of “subjective” and “objective” questions.
- An appropriate amount of questions should be designed based on the test finishing time (2 hours).
- The test should have a “slope” of questions difficulty level.
- Descriptions of the questions including the answering requirements and scoring standard should be concise, clear, exact and accurate without any misleading.
- No ambiguous descriptions for questions themselves.
- Appropriately deal with the proportion of evaluation of English language points and academic knowledge points of the course.

(2) Four main points are concerned in the examination paper making as follows:

- Strictly execute the relevant regulations of the college about test paper design.
- Different approaches and tools could be used in flexibility, including typefaces, word sizes, blackening and blank lines, to make the test paper neat and attractive.
- An enough answering space is needed for each question.
- Use correct and standard English. Test paper of all-English teaching (bilingual teaching) courses should be designed in English without any Chinese used.

(3) Some notes for grading process:

- Rigidly abide by the relevant regulations of the college about test paper inspection and scores registration.
- For those “objective” questions, there should be relatively standardized answers.
- For those “subjective” questions, the students should be allowed to have their independent thinking.
- The final score distribution should be in an olivary shape. In general the rate of failure should be controlled in a range of 5-8% while the rate of honor should be lower than 10%.
- Basically following the unified evaluation standard in the whole process of test inspection, preventing from tight at first and loose afterwards, vice versa.

I . Education modernization and realizing the “China Dream”

This year, 2019, is an important and significant time node in the history of our country. In October we will have the celebration of the 70th anniversary of the founding of the People’s Republic of China. We are very proudly to see that the great course of building a strong socialist modernized country. The Chinese people, passionately and confidently, are longing a beautiful future life when we finally make the “China Dream” in true at the middle of this century in 2049 when China will fully realize its goal of modernization.

Education modernization essentially plays a critical role as the very foundation of human modernization. In line with the process of social advance and economic development this conclusion has been widely accepted in the whole society of China. The basic task of education is to cultivate thousands and thousands of talents at different levels. In this sense, we firmly insist that the human modernization is the key point to realize the overall modernization. It is exclusively dependent upon education modernization. In other words education modernization represents both the highest level and the deepest root of the overall modernization of our country.

II . The current development of education: “big is never equivalent to strong”

Indeed, education in China has greatly developed since the founding of the PRC and along with the deepening of reform and opening up. China is now a big country of education. But the key point here is that “Big is never equivalent to strong”. China is far from being a truly strong country of education, especially when we examine talent cultivation quality and development level of its higher-learning education.

The most serious problem in the current higher-learning education in China which must have an obvious negative effects on the long-run development of Chinese higher-learning institutions to sustainably increase their overall university-running level and comprehensive strength and finally suspend the process of China’s education modernization should be a widely spread flighty and impetuous emotion of pursuing immediate interests and benefit but neglecting solidly endeavoring to well do the daily course teaching work.

However, as college freshmen, it is unfortunate for them to suddenly find that undergraduate class teaching is dramatically beyond their imagination and expectation. We know that high quality course delivery or course delivery up to quality stands is just the real foundation and the very root for any higher-learning institution to shoulder its responsibility to cultivate qualified talents. In this sense, we believe that course delivery quality is the key to increase talent cultivation quality. If it is not firmly held it is absolutely impossible to build a real first class college or university.

In order to fundamentally change this situation and truly lay a solid foundation for increasing quality of undergraduate talent cultivation a program to abandon “Shoddy Course” and to forge “Gold Course” is carried out.

III. Specification and Standard of “Gold Course”

Strictly speaking, there is no unified and cleared specification and standard of “Gold Course”. In general, for a course, if it can be recognized and concluded as a “Gold Course”, instructors must deliver it by emphasizing on at least the following five aspects. In other words, a “Gold Course” should possess these five characteristics.

A. Strengthening morality education and fostering qualified talent

Higher-learning institutes shoulder a historic mission to cultivate successors and builders of the socialist course with Chinese characteristics. Strengthening morality education and fostering qualified talent must always be put before all the other work of any higher-learning institution. “Developing higher-learning education meeting needs of the Party and the people”. That is not only the expectation and requirement of the Party and the people on development of higher-learning education but also a compelling obligation of higher-learning institutions and all faculty members.

B. Lecture preparation

Suppose that instructors are really qualified professional teaching faculty members, as the first step of course teaching instructors must be so clearly and exactly aware of basic requirements of course delivery itself and the relevant class and student management regulations. Then, if they indeed want to teach a course well, to forge “Gold Course”, just like doing any other thing, they should have an earnest and careful lecture preparation.

C. Teaching content

Actually, to excellently execute course delivery instructors should put their working emphasis on teaching content. In one word quality of course delivery will be finally examined and identified as “Gold Course” by the real teaching content. It basically consists of the following two important factors, including: A general description of the course, the concrete and substantial teaching content of the course and instructors’ class behavior standards.

D. Harmonious class environment and strict class management

Class teaching is a fundamental teaching activity of undergraduate education in higher-learning institutions. It is an operation jointly finished by co-operation and interaction between instructors and students. In this sense we should put our emphasis on two points: On one hand, high quality class teaching or forging “Gold Course” depends upon a harmonious class environment. On the other hand, it is recognized that class teaching objectively needs strict and effective student and class management.

E. Teaching effect and evaluation

If we want to identify a course as “Gold Course” the ultimate judgment could be made only by examining its teaching effect and by monitoring evaluation of the course delivery from all sides.

In terms of assessment types we have summative assessment courses (testing with exam-paper) and comprehensive assessment courses (testing without exam-paper). Courses can be also categorized as theoretical description courses or practical operational courses in terms of teaching emphasis.

IV. “Gold Course” assessment indicator system

Primary Indicators	Secondary Indicators	Weight (Score)	Description of Indicators
Morality education and qualified talent cultivation	Patriotism education	5	Organically integrating education of patriotism and education of the socialism with Chinese characteristics with class teaching activities to help students form a correct world outlook, outlook on life and outlook on values.
	International education	5	Teaching students to penetrating complex internal and external situation, grasping basic laws and essential tendencies of

			development of the objective world and integrating their rational thinking based on international vision with their current study and future career development.
	Humanistic education	5	Teaching students to enjoy and to respect life, to respect human dignity, to be good in correctly handling personal relationship with the nature, the society and the others. Educating students to hold “mutual beneficial” and “win-win” ideology in maximizing their own interests based on a harmonious relationship with the nature, the society and the others. Cultivating students’ good personality and high moral sentiment.
	Critical thinking and innovation capability	5	Exercising critical thinking education and fostering students’ innovation capability.
Lecture preparation	Course outline	5	Making overall macro planning for a term/year teaching of the course.
	Course designing	5	Making detail micro designing for each section/chapter of the course delivery.
	Teaching documents	5	Making a complete set of teaching documents: course syllabus, selected text book, teaching calendar, teaching outline and PPT document for each class, reading lists, reference materials and on-line resources, homework, assignments and class presentations, course evaluation system and examination, student roll book or attendance sheet, student class performance registration, record of Q&A and homework completion, and etc.
Teaching content	General description	10	Illustrating teaching objectives and requirements of course teaching, basic learning approaches and tools, academic position and function of the course in talent cultivation program. Presenting the overall teaching outline of the course. Putting forward basic demands on students to learn the course.
	Essential content	20	Having a rich and substantial teaching content. Manifesting the combination between systematic feature of the knowledge and the frontier of academic development by covering the core of that course and representing the latest achievements in research and the development trend of specific academic area. Focusing on higher requirement, innovativeness and challenging.
	Teaching approaches	5	Implementing reform of traditional cramming or infusion teaching method and comprehensively practicing heuristic, case-study, discussion-based or some other scientific teaching approaches in order to make class teaching more vivid and to increase efficiency and quality of the course delivery.
	PPT document and blackboard writing	5	Sticking to teaching content, serving teaching requirement and adapting to learning needs and characteristics of the young people, PPT documents are professional and blackboard writing is standard to manifest academic or professional feature of the course.

Teaching style	Behavior	5	Being punctual with elegant teaching manner, modest clothing and appropriate behavior.
	Language	5	Proficiently and systematically using professional terminologies, verbal expressions are exact, simple and unadorned with standardized pronunciation and grammatical rules.
Class management and teaching effect	Class management	5	Establishing harmonious class environment and implementing strict and effect class management.
	Examination	5	Establishing a scientific evaluation system with a standardized exam-sheet and a strict exam management.
	Teaching effect	5	Implementing a comprehensive assessment of teaching effect of the course by using some relatively objective indicators.

V. The key points to forge “English/bilingual-teaching Gold Course”

In general, to forge “English/bilingual-teaching Gold Course” it should closely follow the above-mentioned principles just as to deliver the other courses. As English/bilingual-teaching instructors, we must always hold in awe and veneration toward teaching profession.

English/bilingual-teaching instructors should have a highly responsible attitude toward their professional work. To have English/bilingual-teaching professional course delivery is equivalent to doing any other work. Firstly, instructors should be professional in some academic areas by broadening their knowledge and professional view. Secondly, instructors should skillfully master and apply necessary teaching techniques. At the third, English/bilingual-teaching instructors must develop and finally form their own teaching style.

South China Business College has gradually explored and developed its unique and obvious school-running characteristic: foreign language teaching and learning. From this point of view, English/bilingual-teaching instructors comparatively enjoy the natural advantages in forging “Gold Course”. Therefore, English/bilingual-teaching instructors, as an important group of faculty in SCBC, can never be absent in program to forge “Gold Course”. Instead of that, all English/bilingual-teaching instructors should actively participate into the program and always be the vanguards and pioneers in improving quality of course delivery and to forge “Gold Course”.