

Integrated Teaching Model of the Course *Nobel Prize-Winning Author's Selected Reading* under the Guidance of the Production-Oriented Approach

Qiannan Lu

School of Foreign Languages, Xianda College of Economics and Humanities, Shanghai International Studies University, Shanghai, 200083, China
2011066@xdsisu.edu.cn

Abstract: *The blended learning model, integrating online and offline classrooms, has reached its peak in the post-pandemic era. The reform of the Nobel Prize-winning Author's Selected Reading Course began in the global context of the 2020 pandemic. After exploring traditional lecture-style and online teaching as individual models, it was concluded that the hybrid teaching model centered around the Production-Oriented Approach (POA) exhibited superiority. With the support of diverse information technologies, transformative teaching methods and approaches were employed. Teaching design and practice were structured around three key aspects: context-driven, task-facilitated, and multi-dimensional assessment. Utilizing a diverse assessment mechanism that combines formative and summative evaluation, the interconnected stages of output, input, and assessment were meticulously aligned. This innovative approach breaks away from traditional teaching methods, effectively cultivating a new classroom model aimed at nurturing versatile, application-oriented, and interdisciplinary talents.*

Keywords: *Production-Oriented Approach; Nobel Prize-Winning Author's Selected Reading; Blended Learning*

1. Introduction

Selected Readings of Nobel Prize-winning Authors is a general elective course offered to students across various disciplines. The course focuses on excerpts from the works of Nobel laureates, presented in both English and Chinese. Guided by the principles of cultural pluralism and a global perspective, the course emphasizes the appreciation of Nobel Prize-winning literary works that exhibit a high degree of representativeness and broad influence. Balancing knowledge and aesthetics, historical and contemporary aspects, as well as academic depth and readability, the course serves to appreciate the significant literary contributions honored with the Nobel Prize.

Due to time constraints in class, the teaching faculty acts primarily as a facilitator, guiding students to develop a comprehensive understanding of specific authors and their works. Students are encouraged to independently invest time outside of class to read and digest the literary pieces introduced during lectures.

To address the challenges posed by the pandemic and to depart from traditional didactic teaching methods, instructors must employ diverse, technology-enhanced teaching strategies. Supported by information technology, the transformation of teaching methods involves integrating approaches such as informationization, blended learning, and small-group seminars into classroom instruction. This aims to establish a personalized, intelligent, and dynamic learning environment, effectively cultivating a new type of general elective course designed to foster versatile, application-oriented, and interdisciplinary talents.

2. Basic Principles and Guiding Ideology of the Production-Oriented Approach

The "Production-Oriented Approach" was initially proposed by Professor Wen Qiufang of Beijing Foreign Studies University as an innovative teaching method. Its core educational philosophy revolves around the "learner-centered" and "integration of learning and application" concepts. The "learner-centered" approach involves a shift away from a teacher-centric model. However, it is not simply about marginalizing the teacher's role in the classroom in favor of focusing solely on the student. Instead, it

emphasizes a combination of both, highlighting that "school education should be a planned, organized, leadership-oriented, and efficient teaching form." The concept of "integration of learning and application" stresses the complementary nature of language learning and usage; one cannot be effective without the other[1].

For a significant period, university general education courses employed a traditional teaching model where instructors lectured, and students mechanically absorbed information. This traditional approach tended to foster over-reliance on instructors, lacking the cultivation of students' independent learning capabilities. Over time, this led to a loss of enthusiasm and enjoyment for the classroom experience among some students.

This course harnesses the Production-Oriented Approach to fully engage students' subjective initiative with the goal of task output. It emphasizes the integration of learning and application, with an effective linkage of the "drive, facilitate, evaluate" teaching process. This ensures a coherent and orderly connection between online and offline teaching activities. Flipped classroom and a diverse assessment system promote the formation of higher-order thinking in students, enhancing multidirectional interaction between teachers and students as well as among students themselves. Under the guidance of professional teaching, students gradually tackle increasingly challenging learning tasks, raising the course's level of difficulty and fostering students' analytical abilities.

The blended learning format of the Nobel Prize-winning Author's Selected Reading Course aligns with the demands of the times and technological advancements. It effectively addresses various challenges arising from the reduction of general education class hours and credits. The distinctive "Production-Oriented Approach," with its Chinese characteristics, is particularly suitable for guiding the construction of a blended teaching model for the Nobel Prize-winning Author's Selected Reading Course.

3. Basic Approach of Blended Classroom under the Guidance of the Production-Oriented Approach

The fundamental approach of this blended online and offline course is structured around a teaching process that emphasizes a seamless integration of online input, assignment of output tasks, student completion of language output tasks, evaluation, input facilitation, discussion, internalization of knowledge, post-class consolidation, and re-evaluation. The interconnected stages of output, input, and assessment are intricately linked, employing a diverse assessment mechanism that combines formative and summative evaluations[2].

The course design primarily adopts a task-oriented teaching approach based on the Production-Oriented Approach, with a focus on problem-solving. It combines face-to-face classroom instruction with online learning. Prior to the class, students are assigned tasks for online learning. In-class sessions assess, supplement, and refine the outcomes of online learning. Post-class tasks[3], including online assignments, oral reports, and written assignments, are designed to consolidate knowledge and cultivate students' critical thinking and comprehensive abilities.

Guided by the principles of blended teaching and the Production-Oriented Approach, the course combines the strengths of traditional and online learning methods, as well as pre-class and in-class learning approaches. This integration promotes innovation and development in teaching methods and models, reinforcing student autonomy and the interactive relationship between students and teachers.

3.1. Design of Production-Oriented Approach Blended Classroom Teaching Activities

Traditional forward teaching design organizes teaching content and methods based on the subject knowledge system. However, instructional design guided by the Production-Oriented Educational philosophy should involve reverse design starting from the course teaching objectives.

Leveraging online teaching methods, this course releases foundational language content in the form of online tasks for each unit. Students complete the input section before class, receive assignments for output tasks, and can repeatedly review the material. This pre-class engagement ensures a general understanding of upcoming knowledge, serving as a warm-up. In the classroom, instructors systematically refine and supplement the online course content. Through successive in-class tasks, students are guided to produce output related to the learned content. The Production-Oriented Approach allows the course to break free from traditional teaching models, effectively utilizing valuable class time for students to repeatedly use learned knowledge, receive timely feedback, eliminate the perception of

"learning without application," and inspire enthusiasm for using knowledge in a more engaged manner in the course[4].

In the construction of this course, emphasis is placed on the transformation of teaching modes, striving to shift from a teacher-centric lecture-based model to an interactive model where both teachers and students are actively engaged. The course is divided into three modules: "large-class teaching," "small-group discussions," and "teacher-guided Q&A." In both class and post-class settings, teachers divide students into small groups of around 10 people each. Discussion topics are assigned to allow students, under the guidance of the course instructor, to engage in specialized classroom discussions[5]. Through this reform in teaching methodology, interaction between teachers and students is significantly strengthened, and students' motivation to learn, as well as their ability to analyze and solve problems, experience substantial improvement.

3.2. Teaching Process of Blended Classroom under the Production-Oriented Approach

In this section, we will use the second module of the Nobel Prize-winning Author's Selected Reading Course, "Gender Relationship - *Run Away* by Alice Munro," as an example to illustrate the teaching practice based on the three aspects of situation-driven, task-facilitated, and diverse assessment.

a) Teaching Content and Theme

Canadian female writer Alice Munro, awarded the Nobel Prize in Literature in 2013, is renowned as the "modern Chekhov" and a master of contemporary fiction. "*Run Away*" is one of Munro's representative works, earning her the Nobel Prize in 2013. The story narrates the three escapes of the protagonist, Carla: first, from her parents' home to marry her love, Clark; second, fleeing from her husband, Clark, to seek a life of her own; and third, escaping from the journey of fleeing her husband and returning to her original life.

"*Run Away*" explores the power of love, endless betrayals, the restlessness in mundane life, missed opportunities, and the repeated acts of escape, along with the costs paid for such actions. Munro's portrayal of women escaping represents liberation from constraints, from family, from marriage, and ultimately, from oneself. "*Run Away*" is not just a novel about female consciousness but a profound exploration of timeless themes of female growth. It not only depicts life in rural western Canada but also delves into the universal significance of human nature.

b) Situation-Driven

Creating a situation in teaching helps mobilize students' learning enthusiasm and stimulates their interest. A well-crafted scenario can evoke strong problem awareness and exploration motivation, prompting students to actively explore and think critically. The integration of critical thinking with feminism presents new requirements for the introduction section of the class. The focus here is on cultivating students' critical thinking[6]. The teacher guides students to think about the changes in feminist trends in conjunction with the author's discourse, reflecting on the rationality of various stages of feminism. Through students' self-judgment, personal thoughts on the value of women are presented[7].

For undergraduate students, delving deeply into the history and concepts of feminism is not necessary in the course implementation process. The introduction of Munro's "*Run Away*" can initially focus on discussing and reflecting on the developmental process of feminism. Considering the characteristics of the school where the author is employed, as well as the gender ratio of students taking this course, with more female students than males, discussions can revolve around the students' growth experiences and life experiences. Topics may include exploring female identity, responsibilities, and societal roles to uncover the gender values of women. It's essential for teachers to encourage male students to actively participate, offering a male perspective and stimulating deeper contemplation among female students.

Before class, teachers can assign video previews on the Superstar platform. The video features well-known media personality Yang Lan responding to the topic "Breaking gender stereotypes is key to empowering women" in an interview with China Daily. The video, approximately 6 minutes long, captures Yang Lan expressing that breaking gender stereotypes is crucial for unleashing women's potential. Whether facing gender biases and the "threshold" they create, both male and female students are encouraged to question, "Why not?" Additionally, Yang Lan highlights the importance of education and lifelong learning in empowering women.

c) Task Facilitation

Task-based Language Teaching (TBLT) is an instructional model based on Dewey's pragmatism,

emphasizing a student-centered approach where students are considered active constructors of knowledge, highlighting the "learning by doing" teaching method[8]. In this unit, classroom tasks are divided into four sub-tasks:

Sub-Task 1: Group Research on the Author's Life and Creative Experience

Divide the entire class into 4-5 small groups, each responsible for researching specific aspects of the author Munro, such as her personal life, major works, artistic characteristics, awards, and critical evaluations.

Sub-Task 2: Group Research on the Novel *Run Away*

Similar to the first sub-task, groups continue their research but focus on aspects related to Munro's novel "*Run Away*," including basic content, background, character introductions, critical analysis (including themes and writing techniques), evaluations, and the impact of the work.

Sub-Task 3: Group Presentations

Each group presents their findings in a presentation format, with each presentation limited to 10 minutes.

Sub-Task 4: Understanding the Development Stages of Feminism

Students explore and compile language expressions related to the development stages of feminism. This involves summarizing mainstream trends during different periods of feminist development, understanding the background of each stage, and analyzing the societal driving factors.

Next, using an excerpt from Gabriel García Márquez's "One Hundred Years of Solitude" as an example, the teaching objectives are to help students understand and analyze the literary style, themes, and imagery in the novel. The aim is to cultivate critical thinking and literary analysis skills while enhancing students' awareness of Latin American literature and culture. The teacher can set different instructional tasks for students within the classroom context:

Scenario 1: Márquez's Literary Studio

Students form groups, with each group acting as Márquez's literary studio, delving deep into a specific theme or literary technique from "One Hundred Years of Solitude," such as magical realism or familial narrative.

Task 1:

Write a research report on the selected theme or technique.

Share research findings through group discussions and explain specific manifestations in the novel.

Scenario 2: Exploration of the City in "One Hundred Years of Solitude"

Students simulate the role of city planners for Macondo, the fictional city in the novel. After reading, they plan a virtual city tour.

Task 2:

Research the city's geography, architecture, and cultural features.

Develop a virtual city tour route and provide introductions to key locations.

Conduct a presentation and share the city tour route with the class.

Scenario 3: Family Tree of the Buendía Family

Students, in groups, create a family tree for the Buendía family in "One Hundred Years of Solitude," incorporating relationships, life events, and important details from the novel.

Task 3:

Design a family tree, emphasizing relationships and significant events.

Present the family tree, sharing interpretations and insights.

Final Project: "One Hundred Years of Solitude" Theme Exhibition

Students integrate research reports, city exploration presentations, and family tree displays into a thematic exhibition, sharing their comprehensive understanding of "One Hundred Years of Solitude."

This scenario-driven course design, through practical activities and creative tasks, encourages students to deeply contemplate and comprehend literary works, enhancing their academic and literary appreciation skills.

3.3. Diverse Evaluation Methods

The course's assessment adopts a combination of formative and summative evaluation methods, emphasizing formative assessment that values the teaching process, showcasing a diversified evaluation approach and varied assessment methods. In terms of student academic evaluation, the course places a particular emphasis on formative assessment, valuing the teaching process and featuring diverse evaluation methods [9]. The course quality assessment integrates teacher feedback and student evaluations, providing a multi-faceted approach to course development.

The comprehensive grade for the course consists of 60% for regular assessments (including class participation, online tasks, written assignments, presentations, etc.), 20% for drama performance, and 20% for the final short paper. The final test primarily examines students' comprehensive analytical and aesthetic judgment abilities, requiring them to write a short paper analyzing and comparing Nobel Prize-winning literary works. The paper expects students to apply appreciation methods learned in class, express their unique insights coherently, and analyze the underlying factors leading to commonalities and differences in artistic techniques and ideological content among Nobel Prize-winning works.

When selecting various assessment methods, teachers need to consider the characteristics of the discipline, emphasizing students' understanding and analysis of literature, culture, history, etc., including but not limited to:

a) Literary Analysis Essays:

Students are required to choose a Nobel Prize-winning work related to the course and write a literary analysis essay. The essay should include in-depth analysis of the work's themes, characters, plot, and literary style. Evaluation criteria may include the application of literary theory, depth of analysis, and logical structure.

Literary works involve more than just accumulating knowledge points; they also require the ability to understand deeper aspects such as plot, themes, and characters. Through literary analysis essays and group discussions and presentations, students delve into the works' meanings, promoting profound learning.

b) Group Discussions and Presentations:

Students are grouped to research a Nobel Prize-winning author and their awarded work. Groups conduct in-depth discussions, covering the author's life, literary thoughts, background, etc., and present their findings in class. Evaluation criteria may include group collaboration, in-depth research, presentation skills, etc.

c) Creative Presentations of Works:

Encourage students to express their understanding of selected Nobel Prize-winning works through different art forms (such as painting, music, drama, etc.). Students can choose a key scene, theme, or character and creatively convey their interpretation of the work. Evaluation may assess students' creative thinking and artistic expression abilities.

d) Online Discussions and Book Reviews:

Organize online discussions through platforms or social media, requiring students to share their views and opinions on a particular awarded work and provide mutual feedback. Evaluation may consider students' participation, critical thinking, and responses to classmates' viewpoints.

Through online discussions, group presentations in class, and simulated award ceremonies, students are more actively engaged in the learning process. These methods not only encourage students to participate more actively but also provide opportunities for them to showcase their understanding and viewpoints. Online discussions and group activities promote social learning and interaction among classmates. By sharing viewpoints and discussing issues, students gain a deeper understanding of the course content.

e) Simulation of the Nobel Prize Award Ceremony:

Students simulate the Nobel Prize in Literature award ceremony in groups. Each group represents an awarded work, interprets the work, and presents it through a simulated award ceremony. Evaluation criteria may include group performance, interpretation of the work, and ceremony planning.

These evaluation methods cover literary analysis, teamwork, creative expression, online participation, and more, offering a comprehensive understanding of students' performance in the "Nobel Prize Literature Reading" course. Overall, the selection of these assessment methods aims to provide a diverse learning experience, stimulate students' interest in learning, and cultivate their abilities in various aspects, enabling a more comprehensive assessment of their learning outcomes in this course. These methods not only emphasize the mastery of subject knowledge but also underscore the development of comprehensive competencies, allowing students to gain insights in both academic and practical aspects.

4. Conclusion

The reform of this course began in the global context of the 2020-2022 pandemic. After exploring traditional lecture-based and solely online teaching models, the superiority of a hybrid teaching model with an emphasis on the output-oriented approach was concluded.

The course design is primarily led by task-based teaching based on the output-oriented approach, focusing on problem-oriented teaching and cultivating students' critical thinking abilities. The design of the hybrid classroom effectively breaks the silence in traditional general education classrooms and shifts away from the traditional teaching mode dominated by teacher lectures. By comprehensively applying various scientifically effective teaching methods and technological means, the course truly realizes a student-centered classroom teaching model[10]. It seamlessly integrates classroom knowledge and competence, fostering students' abilities to pose and solve problems and encouraging critical thinking. This teaching model is more conducive to promoting the cultivation of versatile talents.

In the design of the hybrid classroom, a seamless integration of online and offline teaching activities sparks students' interest and motivation through effective task assignments. The application of the output-oriented approach emphasizes student initiative. Guided by the teacher, students gradually take on more challenging learning tasks, cultivating their ability to think critically.

Furthermore, the introduction of a diversified evaluation mechanism provides students with a more comprehensive development space. Through various evaluation methods such as literary analysis essays, group discussions and presentations, creative presentations of works, online discussions and reviews, Nobel Prize award ceremony simulations, etc., a comprehensive understanding of students' performance in academic, teamwork, creative expression, online participation, etc., is achieved. This comprehensive evaluation helps gain a more comprehensive understanding of students' academic level and overall competence, promoting their comprehensive development in different fields.

In conclusion, the innovative teaching model and evaluation mechanism of this course not only meet the requirements of contemporary higher education but also contribute to the cultivation of more innovative, practical, and critically thinking versatile talents. This experience and summary provide valuable insights for the reform and innovation of other general education courses.

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