

The Construction of Secondary Teaching Quality Monitoring System in Colleges and Universities

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Keywords: Quality Monitoring; Secondary Teaching; Monitoring Unction; Monitoring System

Abstract: The teaching quality monitoring and guarantee system of colleges and universities is to achieve the teaching objectives and personnel training objectives. The secondary colleges in Colleges and universities are the entities of teaching activities, which undertake the whole process of organizing and implementing teaching activities. They are not only the direct organizers of teaching activities, but also the direct supervisors of teaching activities, as well as the direct testers of teaching effects. It is not only the foundation and guarantee of teaching quality monitoring, but also the direct tester of teaching effect, and also the need of self-construction and development of the College (Department) to give full play to the function of teaching quality monitoring at the second level of the College (Department). Therefore, the establishment and improvement of a complete teaching quality assurance and monitoring system in secondary colleges has far-reaching significance and value for improving teaching quality and ensuring the survival and sustainable development of the school.

1. Introduction

1.1. Research background

Teaching quality is the lifeline of colleges and universities, and the basis of the survival and development of colleges and universities. Improving teaching quality is the central task of education and teaching management. Teaching quality is an important indicator to measure the teaching level of a university. In the context of popular higher education, it is urgent to establish a diversified education and teaching quality management standard that is consistent with the development orientation of the University, the training objectives, and the different employment needs. In particular, the scale of Colleges and universities is constantly expanding, and the teaching management system has been gradually transformed into secondary management, Teaching management is mainly based on departments and colleges, including discipline construction, specialty construction, personnel training program, teaching syllabus, curriculum standard, organization of teaching, construction of teachers' team, and student learning management.

1.2. Research status at home and abroad

The related research of the teaching quality monitoring system in foreign universities is influenced by the experts of enterprise quality management, which mainly refers to the theory and method of total quality management in the enterprise circle, and introduces the modern quality concept into the teaching management of universities and its specific operation. For example, the American scholar, bonstingle John Jay, revised the 14 points of W. Edwards Deming used in enterprise quality management to 14 points in the field of education quality management. In recent years, China has begun to pay attention to improving the quality of teaching through the establishment of teaching quality monitoring and guarantee system. This kind of Recognition brings opportunities for the theoretical exploration and practice of the research on the teaching quality management system, quality monitoring system and guarantee system in Colleges and universities. Some scholars began to study the combination of modern quality management theory and Chinese higher education practice.

Zhao Zhongjian, a professor of East China Normal University, believes in the conceptual framework of TQM in higher education that the university can and should establish its quality monitoring and management system by applying the ideas of ISO9000 quality management system and TQM.

1.3. Innovation point

This paper makes a systematic study on the secondary teaching quality monitoring system in local colleges and universities in Jilin Province. The innovations are as follows:

This study intends to absorb the essence of modern quality management theory such as TQM in enterprise management, and combine with the actual situation of local colleges and universities to create a simple and easy to operate teaching quality monitoring system suitable for local colleges and universities in Jilin Province.

This study intends to introduce the ISO9000 standard quality certification system in the construction of the teaching quality monitoring system of local secondary colleges and universities in Jilin Province, so as to simplify the teaching monitoring process, integrate resources reasonably and improve the implementation efficiency.

In the process of building the system, aiming at the phenomenon of "more supervision and less control" in local colleges and universities in Jilin Province, this study intends to strengthen the function of the regulatory system, strengthen the function of information feedback, and form a closed cycle of information flow, so as to make the whole system more systematic.

This study intends to consider various internal and external management factors and environmental factors that affect the secondary teaching quality of local colleges and universities in Jilin Province, incorporate them into the system, form the support and guarantee function of the system, change the phenomenon that the teaching quality monitoring is only limited to the teaching process and ignore other factors, expand the scope of teaching monitoring, and enhance the effectiveness of teaching monitoring.

2. Problems in the implementation of secondary teaching quality monitoring system in Colleges and Universities

2.1. The establishment of teaching quality monitoring and guarantee system

From the current situation of colleges and universities, there are teaching supervision organizations in Colleges and universities, most of which are affiliated to the academic affairs office. Only a few schools set up special teaching supervision organizations to directly supervise and manage the teaching quality. In general, there is no department level secondary teaching monitoring and management organization in Colleges and universities, such as department level teaching supervisors, student information officers, etc., and lack of the strength of monitoring and ensuring the teaching quality from the macro and micro levels is not enough.

2.2. The function of teaching quality control department

The work function of the teaching quality monitoring department is to report the relevant information to the leaders of the Institute and feed back to the teachers and the teaching management department of the Department by listening to the courses of the Department, checking the teaching documents, understanding, evaluation and guidance of teachers and students, so as to play the function of supervision, inspection, evaluation and guidance, so as to promote the improvement of the teaching quality of the college. Its main responsibilities can be summarized as follows: first, it is responsible for formulating teaching quality evaluation scheme, evaluation index system and implementation method; second, it is responsible for supervising and guiding the teaching process, evaluating and feeding back the teaching quality; third, it is responsible for summarizing, analyzing and reporting the results of teaching quality inspection, and putting forward improvement suggestions to provide reference for each teaching unit and functional department.

2.3. Operation mechanism of teaching quality monitoring and guarantee system

Colleges and universities have established a series of operation mechanisms of teaching quality monitoring and guarantee system in combination with their own reality. [1] Generally speaking, there are the following systems: first, the teaching quality inspection system, i.e. the routine inspection of the college's daily teaching work and the timely report of the discovered teaching problems; second, the diversified listening and evaluation system, i.e. through "expert evaluation" and "peer evaluation" and "teachers self-evaluation" and "students evaluation of teaching" and other ways to carry out continuous follow-up evaluation of the whole teaching process and accumulate the evaluation data of classroom teaching quality; third, the student information system, through the students to carry out real-time evaluation of teachers' teaching behavior; fourth, the graduate tracking survey system, that is, through this way to understand the adaptability of social needs and the satisfaction of students and enterprises.

2.4. Feedback system of teaching quality monitoring and guarantee system

Feedback system is the key link for any system to form a closed system, which can be summarized as follows: first, information feedback of teaching inspection; second, information feedback of supervision experts; third, information feedback of teaching management personnel; fourth, information feedback of students; fifth, information feedback of society and enterprises.

3. Countermeasures and suggestions on the construction of secondary teaching quality monitoring system in Colleges and Universities

3.1. Establish a perfect system of listening

At present, the school attendance system is not perfect, with less supervision and evaluation. It is rarely able to communicate with teachers on the problems found in attendance, to help teachers analyze problems, summarize experience and improve teaching quality. Therefore, we should strengthen the mutual lecture system within each college. Each college organizes teachers to listen to each other every semester. According to the requirements of the course syllabus, according to the teaching plan, and in combination with the teaching situation of teachers, it evaluates the quality of classroom teaching, and then puts forward specific measures to improve the quality of classroom teaching. Set up a system for leaders to attend classes. For leaders at all levels, the minimum number of lectures per semester shall be specified, and the task of lectures shall be arranged uniformly by the academic affairs office. After each lecture, each leader shall evaluate the classroom teaching quality of teachers, put forward opinions and suggestions, which shall be summarized by the academic affairs office and fed back to the secondary colleges. Organize teaching supervision experts and relevant experts outside the school to randomly listen to the teachers of secondary schools, evaluate the quality of classroom teaching, put forward suggestions and opinions, which will be summarized by the academic affairs office and fed back to the secondary schools. Establish a teaching dynamic notification system to encourage and guide secondary colleges to feed back their own teaching information to the college in time. The college, in combination with the teaching information collected from other channels, timely informs the specific situation of teaching activities and teaching management work of secondary colleges through campus network, college newspaper and other channels, establishes a system of elimination of the last place, and seriously fails to comply with the teaching management system. The teacher of degree will be punished to make each department know the teaching and reform situation of the college at any time, the problems existing in the teaching process and the future work focus, so as to adjust the current deviation in time[2].

3.2. Establish and perfect the information feedback system of teaching quality, strengthen the information communication between the college and the secondary college

In order to make a better teaching quality monitoring system, it is very important to have a good information feedback system. Only through the feedback can we find out the need for further improvement and strengthen the communication between the college and the secondary college.

Through the student evaluation system, which is organized and implemented by the educational affairs office, students can evaluate teachers on teaching attitude, teaching methods, education means, professional level, teaching effect and education methods by means of student forum, questionnaire survey and online evaluation, and then feedback and summarize the information. Through the feedback system of teachers information, symposiums are held regularly to understand the current situation of teaching and discuss together, so as to achieve common progress[4]. Establish the information feedback system between the academic administrators of the college and the academic administrators of the second level college, hold regular meetings of the academic administrators, discuss the problems existing in the recent work of the college and the second level college or the specific methods of the work in the meeting, so as to better define the responsibilities and tasks of the academic administrators of the college and the second level college. In order to speed up work efficiency and avoid unnecessary waste.

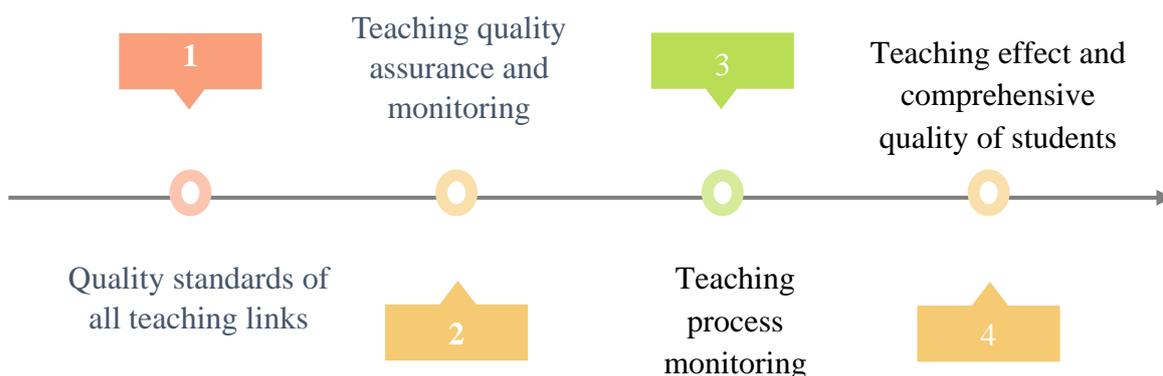


Figure 1. Teaching effect and comprehensive quality of students

3.3. Clarify the responsibilities of colleges and secondary schools in the process of teaching quality monitoring

Under the teaching management system of colleges and secondary schools, to build a scientific and effective teaching quality monitoring system, the key is to correctly handle the relationship between the Academic Affairs Office of colleges and secondary schools. It is necessary to clarify the specific work responsibilities and management functions of the teaching administration office and the teaching management personnel of the secondary colleges in the process of teaching quality monitoring, gradually shift the focus of teaching quality monitoring work to the secondary colleges, and give full play to the autonomy and positive nature of teaching management of the secondary colleges[3]. At the same time, the academic affairs office should actively play the role of macro-control and comprehensive coordination, work together with all colleges to do a good job in teaching quality monitoring, improve the effectiveness of resources, ensure the quality of personnel training, and effectively establish a secondary college teaching quality monitoring system in higher vocational colleges, so as to improve the quality of teaching more comprehensively, which is related to the survival and development of higher vocational colleges[5]. Therefore, both the college and the secondary college should strengthen the implementation of teaching quality monitoring, even if they do well in the communication and information feedback between the college and the secondary college, increase the measures and efforts of rectification, so as to better mobilize the enthusiasm of teachers and students, achieve the purpose of Higher Vocational Colleges, and achieve the "win-win" results[6].

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