

Exploration of Internal Teaching Quality Guarantee Strategies in Colleges and Universities

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Abstract: As an important part of teaching work in Colleges and universities, internal teaching in Colleges and universities is an important basis for promoting the smooth development of daily teaching work in Colleges and universities. In view of the importance of internal teaching quality assurance, many colleges and universities in China have launched a very good exploration, and gradually built a representative internal teaching quality assurance model. According to the current relevant information, the internal teaching quality assurance model in Colleges and universities can be divided into three types: quality assurance model, quality control model and comprehensive management model. However, due to the limitations in the formation of these models, there are some problems in the use of generalization, which makes it difficult to guarantee the internal teaching quality of the corresponding colleges and universities in the implementation. In order to improve the above problems, this paper puts forward relevant improvement measures to promote the internal teaching quality assurance in Colleges and universities.

1. Introduction

Teaching quality is an important foundation that affects the development of colleges and universities [1]. Excellent teaching quality enables colleges and universities to produce more talents, and can significantly improve the advantages of students in further study or employment in the future. At present, under the tide of market economy development, the employment rate and employment quality of colleges and universities is an important reference for attracting teachers and students, and plays an important supporting role in promoting the development of colleges and universities [2]. Therefore, for colleges and universities, to improve the quality of teaching should run through the whole process of teaching management, thus escorting the development of colleges and universities. Fig. 1 shows the common evaluation mechanism of teaching quality in Chinese universities. For this aspect, it is necessary to analyze the major factors affecting teaching quality, such as human, material and management level, so as to build a teaching quality assurance system in line with the development of universities [3].

For human factors, it mainly includes teachers, students and teaching management personnel. Teachers' ethics, teaching management, teaching methods and learning ability are all of the key factors affecting the cultivation of talents in Colleges and universities. Students are not only the main body of teaching, but also the way to reflect the quality of teaching in Colleges and universities. Students' learning ability, learning attitude and learning methods have a key impact on the quality of teaching. Teaching managers are responsible for the teaching management of colleges and universities. They are the implementers and participants of teaching rules and regulations, organizational work and supervisors, so they have a certain impact on the quality of teaching. As for material, it mainly refers to various teaching software and hardware facilities to ensure the normal development of teaching work, which is an important material basis for teaching quality to be guaranteed [4]. For the management level, it represents the effective decision-making, planning, organization, leadership and control of the human, physical and financial resources of the relevant university management level under specific environmental conditions, so as to achieve the set goals. Management is the process of formulating, executing, checking and improving strategies that enable a business to operate normally or even optimally. Through the above process, we can realize the reasonable management of related teaching affairs and provide guarantee for the improvement of

teaching quality [5]. Therefore, efforts should be made to control the above elements, and corresponding guarantee strategies should be constructed to achieve an effective quality assurance management process. This paper discusses this aspect in detail.

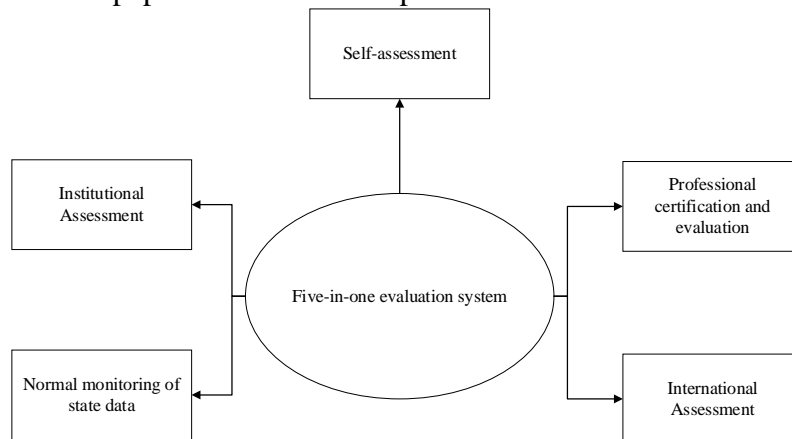


Fig.1. Typical teaching quality assessment mechanism

2. Analysis of the Main Guarantee Modes of Teaching Quality in Colleges and Universities and the Existing Problems

2.1. Quality assurance model and its existing problems

The essence of the quality assurance model is to provide sufficient trust to show that the entity can meet the quality requirements, and to implement and verify all the planned and systematic activities in the teaching system according to the needs [6]. For this description, the quality standards concerned are not directly to evaluate the corresponding quality of the product, but to pursue the quality assurance of the whole product system persistently. The ultimate goal of this activity is to gain the trust of consumers and meet the corresponding needs of consumers. It can be seen that the biggest characteristic of this system model is that it pays enough attention to quality standards and quality system construction. However, although the advantages of this model are remarkable, in practice, the existing problems are how to formulate effective quality standards and quality systems to maintain the quality management at all application levels and how to construct them in different levels, types, subject structures, service-oriented universities and so on. Establish objective rating agencies to carry out objective and effective evaluation work, and make scientific and rational evaluation for the actual operation effect.

2.2. Quality control model and analysis of existing problems

Quality control mode, as an important part of traditional teaching quality management, is mainly to define the quality of the target achieved as an important standard [7]. Although it has the characteristics of traditional education management, the quality assurance and monitoring system with this mode as the core is quite different from the traditional teaching quality control. Its corresponding goal is not to judge the degree of achievement of the goal as the standard, but on this basis, to add humanized management regulation and control. Elements, for part of the management of information feedback, and do a good job of quality monitoring, the corresponding poor quality control situation to take corrective measures, thus effectively improve these unreasonable parts, its greatest advantage is that it can achieve dynamic management through real-time monitoring, for the relevant situation timely management and control adjustment has obvious [8]. Writing function. However, the existing problems can not be underestimated, such as who should set goals and what means and methods should be used to conduct quality audits. If these problems can not be well solved, then the security model will be difficult to land.

2.3. Comprehensive management model and analysis of its problems

As a kind of quality assurance mode with earlier development, comprehensive management

mode was put forward as early as the 1950s [9]. After more than half a century of development, it has formed a mature management system, which has significant effect on quality control management. The prominent feature of this model is that it participates in the whole enterprise, the whole process and the whole staff in the management process, and achieves a high degree of unity of systematicness, integrity and consistency through diversified methods. One of the great advantages of this model is that it can effectively stimulate each of the main proposals in the school to actively participate in the quality management work, thus achieving excellent quality management results through the “three-in-one” approach. However, the corresponding problems are also very significant, such as what is the theoretical center of this model and who the University servers are.

3. Analysis on the Strategy of Internal Teaching Quality Guarantee in Colleges and Universities

3.1. Analysis of self-development strategies

For this strategy, it requires relevant colleges and universities to realize the quality strategy of self-motivation, participation and organization in the light of specific conditions. For this strategy, it integrates the quality assurance model and some elements of the comprehensive management model, so as to actively guide the staff to participate in the basic links of teaching quality control with professional ethics as the criterion, thus realizing a top-down and bottom-up two-tier management structure. To reach an effective consensus, thereby achieving effective unification of strategies. In addition, relevant parties need to take the construction of teaching quality as the goal, actively organize teaching quality seminars, organize regular training for relevant personnel involved in front-line teaching management, and focus on improving their management level. Of course, the most important point is to combine the university development strategy with the implementation of this strategy, so as to ensure the implementation of university teaching quality control strategy.

3.2. Analysis of opening strategy

In order to promote the exchange of material and information between universities and the outside world, this paper puts forward an open strategy. This strategy focuses on openness, that is, openness in concepts, quality systems, exchanges and cooperation. The key point of this strategy lies in the effective integration of the quality control mode and the total quality management mode. In the implementation of this strategy, the following tasks should be done: (1) changing the teaching concept, replacing the traditional teaching curriculum with the basic goal of promoting the teaching quality; (2) reforming the internal quality. The management system, in particular, changes the traditional static management into dynamic management, expands the degree of openness and enhances foreign exchanges; (3) attempts to run a school jointly with other schools, which can promote the integration of resources and mode innovation among the corresponding universities, and promote the coordinated development of the corresponding universities.

3.3. Analysis of cultural development strategies

Cultural development strategy is the core of quality assurance, and its core lies in humanism, which reflects the course of university development and cultural accumulation, and is also the connotation and essential characteristics of a university. As a phenomenon, culture can not be separated from history, but it exists in reality and can open up the future. It has the potential of self-inheritance and development. Promoting cultural construction in Colleges and universities is a key aspect. The specific work can be started from the following aspects: (1) transforming the overall construction into the construction of special specialization; (2) carrying out cooperative development between teachers and students, innovative teaching methods; (3) establishing and improving the management mechanism of scientific research classroom.

4. Conclusion

To ensure the quality of internal teaching is an important basis for the daily teaching and management of colleges and universities. Although many colleges and universities in our country have withdrawn their corresponding management measures and constructed a normal teaching quality assurance model which conforms to the university, it has brought corresponding guaranteeing effect to the daily teaching and management of the university. Then these quality assurance models are used in a general way, because they overlap the actual situation of a university, resulting in its application effect being limited. In order to solve these problems, this paper focuses on the topic of “the exploration of internal teaching quality assurance strategies in Colleges and universities”. Firstly, it discusses these specific modes and their existing problems, such as quality assurance mode, quality control mode, comprehensive management mode, etc. On this basis, aiming at these problems, three kinds of important strategies are put forward, namely, self-development strategy, opening strategy and cultural development strategy, so as to improve the situation of internal teaching quality assurance and promote the daily teaching work in Colleges and universities.

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