

Research on Multi-quality Assurance Path of Higher Education under the Background of “Undergraduate Teaching Assessment”

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Abstract: At present, the national higher education has gradually entered the era of popularization. With the continuous improvement of various requirements, educators should also keep pace with the times, actively improve their own education level, and then improve the quality of teaching, to cultivate more outstanding talents for society. Based on the analysis of the dilemma faced by the multi-quality assurance of higher education under the background of “undergraduate teaching evaluation”, this paper explores the construction path of the multi-quality assurance system of higher education from three aspects: improving the way of personnel training, perfecting the relevant system and strengthening the diversified quality assurance team.

1. Introduction

1.1 Literature review

According to the realistic dilemma faced by China's high quality assurance and the reference to foreign systems, the evaluation should focus on the subject of high quality assurance, highlighting the fairness of the evaluation. Assessment has a perfect system of evaluation, which can provide opportunities for the diversification, autonomy and characteristic development of colleges and universities (Zhao et al, 2018). Undergraduate teaching evaluation is a systematic guarantee to improve the quality of education in an all-round way based on a new starting point and new situation. It is the main means of modern teaching guidance and management. It is a process of judging the value of teaching results or teaching process by scientific methods according to the standards of teaching quality. Through the brief introduction of teaching evaluation in Colleges and universities, this paper studies its problems and effects, and puts forward corresponding reform measures from the aspects of evaluation object, evaluation process and evaluation subject (Yang et al, 2015). The accountability of higher education is mainly to improve the quality of education, and the different subjects of accountability are the reasons for the formation of multiple accountability in higher education, including professional accountability, bureaucratic accountability and market accountability. Professional accountability emphasizes the contribution of teachers, while market accountability emphasizes students' feedback. As the main accountability mechanism of China's higher education, undergraduate teaching evaluation is currently being audited and evaluated. It is necessary to build a sustainable development accountability mechanism (Song and Li, 2017). The evaluation of undergraduate teaching work is an evaluation of undergraduate teaching tasks. It is an important way for universities to carry out quality monitoring and self-evaluation. It can also promote the improvement of teaching quality (Yao et al, 2016). Through a brief theoretical analysis of undergraduate teaching evaluation, this paper expounds the direction of new teaching evaluation and the design ideas of colleges and universities throughout the country. This paper systematically investigates the application of University databases in the evaluation process of undergraduate colleges and universities, analyses in detail the evaluation results of colleges and universities, and puts forward relevant suggestions (Liu et al, 2014).

1.2 Research purposes

Under the background of the prevalence of undergraduate teaching evaluation, managers and

other educational participants in Institutions of higher learning should focus on how to promote the construction and reform of institutions of higher learning through undergraduate teaching evaluation. Higher education bears the responsibility of cultivating senior professionals, and practical education, as its essence, and it also determines the orientation of educational ideas. Higher education attaches great importance to practical, professional and applied training. Colleges and universities should base themselves on reality and seek truth from facts in the process of building a diversified quality assurance system. Multivariate quality assurance should be devoted to substantive service, focusing on improving students' comprehensive ability. This paper puts forward relevant countermeasures to the problems faced by the current multi-quality assurance, which has practical significance for the future development of undergraduate teaching evaluation.

2. The dilemma of multi-quality assurance in higher education under the background of “undergraduate teaching assessment”

2.1 The backward construction of multi-quality assurance team

Influenced by professional requirements, historical factors and compilation constraints, at this stage, there are many problems in Colleges and universities, such as the mismatch between the number of teachers and the number of students, and the heavy teaching tasks of professional teachers. Therefore, some schools recruit a large number of external teachers to solve the problem of insufficient teachers, in order to further complete the task of education. In this context, most members of the multi-quality assurance team are managers led and organized by the school educational administration department (Zhang, 2017). However, in most cases, this multi-quality assurance team can not meet the daily requirements of multi-quality assurance in Colleges and universities, and can not effectively meet the actual development needs of higher education. One of the important aspects of evaluating the multi-quality assurance system of higher education is whether colleges and universities have multi-quality assurance institutions and whether they have managerial teams that can meet the requirements. The serious imbalance between the number of teachers and students is difficult to solve in a short time. In addition, colleges and universities should focus on how to build a multi-quality assurance team and build a perfect multi-quality assurance system.

2.2 The narrow scope of multi-quality assurance

In higher education, the concept of total quality management is gradually rising. In this process, colleges and universities gradually focus on process management, turning the core of multi-quality assurance from the previous classroom education to all aspects of the educational process. At the same time, most colleges and universities carry out plan evaluation combined with a number of security policies to monitor the teaching process (Liang et al, 2016). For example, the formulation of teaching plan, teaching content explanation, evaluation of teaching results, compilation of teaching syllabus, etc., colleges and universities try to find some problems and improve them through multi-link monitoring of the educational process. However, most of these assessments focus on the monitoring of teaching activities implemented by teachers, except for the monitoring of teaching results. Through continuous evaluation, monitoring and improvement, the teaching level has been continuously optimized and implemented, and relevant records have been retained, and efficient monitoring has been achieved in some key activities and links. However, whether this approach can improve the quality of higher education is unknown. In essence, through this way, colleges and teachers can only improve the quality of management or service. At present, the implementation of skills assessment and monitoring of teachers' teaching quality can not achieve the assessment of the process of “teaching” into “learning”.

2.3 The purpose of education management is out of touch with the monitoring of teaching quality

In the process of implementing the multi-quality assurance system, colleges and universities

focus on the management functions that managers should have, thus ignoring the dominant position of teachers and students in teaching quality. In addition, these multi-quality assurance monitoring lacks incentive mechanism and positive guidance, and the monitoring results are often only aimed at punishment, which greatly reduces the enthusiasm of teachers and students in educational activities, leading to the multi-quality monitoring effect can not achieve the original management purpose. At the same time, some institutions of higher learning attach too much importance to external teaching evaluation, and it is difficult to think fundamentally about how to better achieve the educational objectives through a multi-quality assurance system, and ultimately improve the quality of teaching. This phenomenon leads to the loss of the essential significance of multi-quality monitoring, which is contrary to the original intention of helping teaching construction and promoting teaching reform through evaluation in the concept of undergraduate teaching evaluation.

3. Construction path of multi-quality guarantee in higher education under the background of “undergraduate teaching assessment”

3.1 Improving the talent training plan and standardizing the teaching process

In undergraduate teaching evaluation, higher education has its own unique concept of development, but it also reflects some problems of multiple quality assurance and management. At present, the national higher education is gradually developing towards the popularization, so a series of requirements are put forward for colleges and universities accordingly. It is urgent to standardize the teaching process and improve the personnel training plan. The cultivation plan of colleges and universities includes the design of specialized courses, the outline of education, the cultivation of students' quality and the teaching plan. On the basis of extensive investigation and full demonstration, the top-level design of colleges and universities should be sorted out and summarized, so as to ensure the scientificization and standardization of professional design. Especially for the new professional design, each department should fully understand the direction of professional development, and have a profound and correct understanding of the innovative characteristics of the specialty. At the same time, colleges and universities should clarify their own development direction, closely adhere to the professional training objectives for curriculum design, and formulate a plan that can continuously and efficiently track the multiple quality. Considering the development characteristics of colleges and universities, homogeneity should be avoided in teaching design. When monitoring the classroom, colleges and universities can ensure the quality of classroom activities by monitoring the preparation of lessons, teaching and other forms. In the process of teaching, teachers should have a holistic grasp of the curriculum content in order to control the anomie link.

3.2 Improving the multi-quality assurance system

Ideas guide the direction of practice, which is the basis of practice. Managers and participants of higher education should have a deep understanding of the connotation of multi-quality in higher education and clarify the diversification characteristics of multi-quality, which changes with time. Colleges and universities should clearly recognize the gap between goals and reality, constantly strengthen quality awareness, and establish relevant concepts of higher education. Firstly, we should attach importance to the institutionalization and standardization of education management, improve the relevant policies and systems of multi-quality assurance, optimize the self-discipline system and self-control system, and keep some negative effects and factors of multi-quality under continuous monitoring. Secondly, colleges and universities should put the core of management in the overall learning process of students, adhere to the educational reform, and pay attention to students' sense of knowledge acquisition and learning experience in the teaching process. Finally, multiple quality assurance should adopt a variety of evaluation model to evaluate the learning effect of students, and give full play to the role of teaching evaluation. Teachers should pay attention to the interaction and communication between teachers and students to increase classroom interaction while understanding students' after-school life, play the role of teachers as a model, and disseminate

correct values to students.

3.3 Strengthen the construction of multi-quality assurance team

Strengthening “continuous optimization, student-centered and result-oriented” is the concept and purpose of multi-quality assurance, and colleges and universities are constantly increasing their attention to this concept and goal. In this context, colleges and universities should continue to strengthen the construction of multi-quality assurance team, including the construction of institutions. The school-level multivariate quality management organization is a kind of organization specializing in promoting multivariate quality assurance. Universities should actively set up corresponding multivariate quality assurance organizations to perform the responsibilities of this department based on their real situation. Under the guidance of this institution, institutions of higher learning should formulate effective multi-quality assurance policies to build a multi-quality standard system with their own characteristics. In addition, the government should actively guide and increase the incentive mechanism.

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