

## Research on the Application of Laswell 5w Mode on the Art of Teaching Supervision in Colleges

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**Abstract:** The art of teaching supervision is the continuous thinking and optimization of work objectives, work methods and work effects. The highest pursuit of school supervision should be to achieve students, teachers, and teaching. The focus of teaching supervision is “people” first, and “things” second. The achievement of “people”, achievement of “students” and “teachers” makes teaching supervision work from “skills” to “arts”. This article introduces the classic theory of communication Laswell’s 5W model into the study of the art of teaching supervision in Colleges. With the help of Laswell’s 5W theory, we can decompose the teaching evaluation objects into five key points, namely “Teachers, Content, student, method, effect”, upgrade the art of teaching supervision from the quality goal of “supervision, inspection, evaluation, and guidance” to the development goal of “promoting the growth of teachers' teaching”, And continue to move towards the ultimate goal of “students' all-round development”; it can also achieve the purpose of method optimization, adopting differentiated working methods and processing art for the supervision of different levels of content and different objects; By flexibly handling various working relationships, gradually escalating from focusing on “things” to focusing on “people”, so as to achieve the highest pursuit of teaching supervision and achieve the goal of effect optimization.

### 1. Introduction

American scholar Russell put forward five basic elements that constitute the communication process in his paper “The Structure and Function of Communication in Society” published in 1948, namely: Who, Says What, In Which Channel, To Whom, With What Effect, we call it the “5W mode”. These 5 Ws respectively show the five key aspects of the communication process, namely, the disseminator, the dissemination content, the dissemination medium, the audience, and the dissemination effect. If we regard teaching as a kind of information dissemination process, then we can construct a model for studying the information dissemination behavior of teaching according to the 5W model. Based on this model, we can try to systematically research and analyze the teaching supervision work of Colleges.

Teaching supervision is an important means to promote and improve university teaching and talent training. Universities that attach importance to teaching supervision are not necessarily first-class universities, but they must be good universities that attach importance to teaching and personnel training. Under the guiding ideology of cultivating application-oriented talents, private Colleges should realize the cultivation of talents through teaching supervision. Doing a good job in teaching and talent training is always a responsible university's due contribution to students, parents, and society. Teaching supervision is an effective way and way for universities to work hard to return to the essential title of teaching and educating people.

### 2. The Artistic Connotation of Teaching Supervision

The art of teaching supervision is the continuous thinking and optimization of work objectives, work methods and work effects.

The highest pursuit of teaching supervision should be to achieve students, teachers, and teaching. The focus of teaching supervision is “people” first, and “things” second. The achievement of “people”, achievement of “students” and “teachers” makes teaching supervision work from “skills”

to “arts”.

The multi-level nature of teaching supervision is an important factor that influences and determines the art of teaching supervision.

### **2.1 Supervision At the Standard Level of Teaching**

The supervision of the standard level of teaching mainly refers to the observation and evaluation of the objective state of classroom teaching by the teaching supervision experts. For example, teachers arrive in the classroom in advance, debug multimedia equipment in advance”, “teacher writing on the blackboard (courseware) design”, “student attendance rate, absenteeism, lateness, early leave phenomenon”, etc. The evaluation criteria focus on the common and reasonable state that all classrooms should have, and avoid Subjective judgments such as style. Supervision and evaluation at this level cannot reflect the academic and teaching experience advantages of university teaching supervision experts. If you stay at this level for a long time, you will fall into a cycle of disrespect and mechanical repetition.

### **2.2 Supervision At the Level of Teaching Content**

The supervision of the teaching content level is the evaluation of university teaching by university professors and the evaluation of academic content by academic experts. For example, “the content of the course meets the requirements of the talent training plan and the syllabus”, “the content of the teaching is large in information, and has both academic breadth, depth and cutting-edge”, “helps to improve students' research ability or innovation ability”, etc. The biggest difference between university teaching supervision and other levels of education and teaching supervision is academic and professional. The biggest feature of the university's teaching and educating function is its combination with scientific research.

### **2.3 Supervision on the Innovative Level of Teaching Reform**

The supervision of the innovation level of teaching reform is a higher ideal state, that is, the teaching supervision work has risen from the narrow sense of classroom teaching supervision and guidance to an innovative promotion of the teaching and education of the entire school. For example, cross-level observation and research on the homogeneity of undergraduate and junior courses of a certain major can promote the adjustment of the professional curriculum system and talent training plan, and even go deep into the construction of teacher echelon and professional scientific research planning. This level of supervision is an organic combination of “supervision”, “supervision” and “supervision”. It not only tests the academic level and teaching level of supervisory experts, but also tests the administrative execution ability of the entire supervision organization and the reform determination of school leaders.

### **2.4 Different Levels of Supervision Work Need to Adopt Different Work Skills and Methods**

Supervision at the standard level of teaching: The content of supervision is relatively objective, and the results of supervision and inspection are easily recognized and accepted. Therefore, the supervision experts objectively record the facts and take the initiative to clarify the problem, discuss the matter, and urge the problem-related teachers, students, and responsible departments Solve it

Supervision at the level of teaching content: As the appraisal targets are greatly improved in professionalism and subjectivity, supervisory experts need to pay special attention to starting from the perspective of “achievement teachers, achievement teaching”, combining their own subject professional level, teaching qualifications and experience, and supervision objects The teaching content, age, personality, etc., “different from person to person, one person, one method” communication and exchanges. From the perspective of “achievement of teachers, achievement of teaching”, it is to make communication partners realize that the supervision process is a promotion process of “teaching development of teachers”, not just an administrative management process of “supervision, inspection, evaluation, and guidance”. Reduce the resistance of the supervised objects, and promote the promotion of teachers' careers through supervision.

Supervision of the innovation level of teaching reform: It is mainly closely related to the

professional academic community and the school management department. It is not so much the art of teaching supervision, as it is more precisely defined as the art of reform and innovation of school discipline development and school governance methods. In this level of work, teaching supervision experts mainly play the role of survey implementation, decision-making staff, and intellectual support. They need to actively communicate with the research objects, management team, and decision-making leaders in a complete, clear and accurate manner.

### **3. Construction of the 5w Model of Teaching Supervision**

With the help of Laswell's 5W theory, we can regard the teaching process as an information dissemination process, and decompose the teaching evaluation object into five key points, namely "Teacher (Who), Content (What Content), Student (Whom), Method (Which Channel), Effect (What Effect)", so the 5W model of teaching supervision is the relationship between teaching supervision and teachers and the art of work, the relationship between teaching supervision and students and the art of work, and the three hands of teaching supervision. : Method, content, effect.

Teachers are the organizers of teaching activities and one of the centers of teaching activities. Teachers are responsible for collecting, selecting, processing and disseminating information (knowledge) in the teaching process. Borrowing from the theory of "gatekeeper" in communication studies, teachers are the "gatekeepers" in teaching activities. Teachers are affected by politics, law, economy, society, culture, information, organization, audience, technology, and personal factors, and are responsible for "checking" the knowledge taught or the teaching activities of the organization

The teaching qualities and abilities that college teachers should have. Teachers should have good subject and professional qualities. Teachers should have the ability to accurately recognize the teaching object, that is, the basic situation of the student. Teachers should have good teaching design capabilities. Teachers should be able to master modern teaching techniques and new equipment proficiently. Teachers should have good classroom control skills. Teachers should have the ability to correctly evaluate and self-evaluate students. Teachers should have a certain level of scientific research

The relationship between supervisory experts and teachers is no longer a management relationship of "supervising and being supervised, evaluation and being evaluated", but has gradually developed into a teacher-student relationship of "master and apprentice, predecessor and younger", and the focus of supervisory expert work is no longer It is the teaching process of "inspection and guidance", but the teaching development of "guidance and promotion" of teachers

The promotion of teachers' teaching development by supervisory experts is first reflected in the promotion and improvement of their academic level. Teachers' academic level directly determines the depth and breadth of knowledge that teachers can deliver. Higher academic reputation is also conducive to enhancing students' learning effects. . The second is the demonstration and guidance of the teacher's ethics and professional attitude, including the correctness of morality, the positive mental and emotional state of the class, the level of care in the preparation of the courseware, the meticulous and complete teaching materials, the carefulness of homework correction, professional dress and teaching style. The supervising experts use words and deeds to demonstrate the relevant content of the teacher's morality and professionalism. Noble teacher ethics and good professionalism not only make teachers more passionate, but also inspire students to improve their enthusiasm for learning. Supervising experts and teachers can also communicate and learn about teachers' expression and adaptability, such as Putonghua, body language expression, and classroom observation and control abilities, etc.

The transformation from the administrative management relationship to the professional development relationship has fundamentally changed the original dualistic supervisory work relationship between supervisory experts and teachers, and created unlimited possibilities for the harmonious development and sustainable development of supervisory work.

#### **4. The Relationship between Teaching Supervision and Students and the Art of Work**

Students are another center of teaching activities. They are not only the main recipients of teachers' teaching content, but also the role of teaching media and teaching methods and the main embodiment of teaching effects.

If the students in the knowledge dissemination system understand according to the theory of communication, the students are the audience, the receiver of information (knowledge), the disseminator of information (knowledge) reprocessing, and the feedback source of communication (teaching) activities, which is communication (teaching). One of the motivations and one of the central links of the activity occupies an important position in the communication (teaching) activity. Teaching activities are a kind of interpersonal communication and organizational communication. In this form of communication, the communicator (teacher) and the recipient (student) are relatively present. Under certain conditions, the positions of the two can be interchanged (teaching is similar to each other). Participants mainly complete the communication (teaching) behavior in a face-to-face environment, and can provide timely feedback and adjust the content and methods of communication (teaching).

Student observation points in the supervision and evaluation system. Students' academic level and learning ability affect the performance of teachers' academic level and at the same time affect the selection of curriculum content. These two parts are relatively difficult to change in a short time; learning attitude: involving students Attendance, classroom discipline, mental outlook, active participation, etc., not only have a great influence on the learning effect, but also have a great influence on teachers' teaching attitudes and teaching investment. They are the main aspects of our evaluation of students in the teaching evaluation process. It is also the part that can improve the teaching effect quickly through joint efforts

The work of "supervision" is mainly to create favorable conditions to build a strong chemical atmosphere and improve the learning environment. Specifically, in the classroom teaching link, the attendance assessment and classroom discipline are strengthened, the academic evaluation link emphasizes the comprehensive measurement of academic performance, and the learning environment and learning conditions are coordinated to provide logistical support for student learning. Who will supervise: The construction of the style of study should be a systematic work involving the participation of supervisory experts and the student work system joining the entire process. How to supervise: Combine the ideological and political work of students, and the work of caring for physical and mental health.

#### **5. The Three Starting Points of Teaching Supervision: Content, Method and Effect.**

The focus of supervision work is the content, method and effect. Content (knowledge) analysis is an important aspect of research teaching activities. The teaching content of different subjects and different courses has its own objective characteristics. Some are theoretical, some are practical, some are boring, some are lively and interesting, some are difficult and some are easy, all of which need to be treated differently in specific supervision work. The focus of supervision should be on the teacher's understanding and mastery of the content, whether the teacher's teaching of basic knowledge points is accurate and scientific, whether the teaching has sufficient depth and breadth, whether the latest cutting-edge research results of the course are introduced to students, etc. For practical courses, we should also pay attention to whether the design of practical links is reasonable, whether the time arrangement for practical ability training is appropriate, etc.

Teaching method is a crucial form of expression. Teacher's teaching-interactive teaching, new media teaching, etc.; teacher's role: teaching and delivery-guidance, coordination and organization, etc. The evaluation of teaching methods by supervisory experts can be based on the technical characteristics of the method itself and the degree of participation of various factors in teaching. Cut in at an angle. Whether to use case-based, interactive, heuristic, etc. teaching methods; whether to use multimedia, MOOC and other new teaching information technology, methods and methods must not be flashy, garish, and dazzling.

From the perspective of information dissemination, the teaching effect means that the knowledge (information) taught by the teacher is transmitted to the students through a specific medium or teaching method, which causes changes in the students' theoretical knowledge level, practical skills and abilities. Teaching effect is a concentrated reflection of the overall value of the entire teaching activity. The supervision and evaluation of the teaching effect can observe whether the theoretical knowledge is mastered (examination and test paper or thesis evaluation), whether the practical skills and ability are improved (hand-based ability evaluation), expert and peer classroom observation and evaluation, student feedback evaluation, etc.

In general, the school supervised classroom teaching evaluation system focuses on “teachers”, and focuses on teaching preparation, teaching content, and “compliance” of teaching methods. Through the overall grasp of the “rhythm” and “rhythm” of the teacher’s classroom “Control” to fully evaluate teaching. Most of the evaluation observation points belong to the teaching standard level, and a few observation points belong to the teaching content level. The objective evaluation results account for a high proportion, and the evaluation results are more easily accepted by teachers.

The 5W model also has several limitations, and these limitations require our attention in the research process: this model clearly divides teaching activities into several independent factors, but it also ignores the complexity of teaching activities, especially The relationship between various factors; this model itself does not consider feedback, and teaching activity research cannot allow students’ feedback and teaching improvement to be absent; this model does not take into account the influence of the external environment, it focuses on the teaching activity itself, this Both advantages and disadvantages.

In short, the highest pursuit of teaching supervision is to achieve students, teachers, and teaching. The art of teaching supervision is also to achieve the following three optimizations, namely: goal optimization (upgrading from the quality goal of “supervision, inspection, evaluation, and guidance” to the development goal of “promoting the growth of teachers' teaching”, and continuing to develop towards “all-round student development” The ultimate goal of “advanced”; method optimization (understanding the connotation of teaching supervision at different levels; introducing 5W theory to comprehensively analyze the teaching process; adopting differentiated work methods for the supervision of different levels of connotation and different objects); optimization of effects (flexible Dealing with all kinds of work relations, gradually escalating from focusing on “things” to focusing on “people”, so as to achieve the highest pursuit of teaching supervision.

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