

Construction and Systematic Practice of Teaching Quality Guarantee System in Local Undergraduate Colleges from the Perspective of Transition

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Abstract: Since 1998, the scale of higher education in China has been expanding rapidly. The newly established local undergraduate colleges and universities account for 1/3 of the total number of undergraduate colleges and universities in China, accounting for more than 40% of the total number of students, becoming the main force of cultivating application-oriented undergraduate talents. Therefore, it is not only the basic requirement of the survival and development of local undergraduate colleges and universities, but also the inevitable requirement of the needs of local economic and social development of talents to construct the teaching quality monitoring system with the characteristics of application-oriented talents cultivation and to improve the quality of talents cultivation. Taking Quanzhou Normal University as an example, this paper expounds the significance of constructing “one, two, three, four” teaching quality assurance system from the perspective of transformation of local undergraduate universities, clarifies the composition, ideas and methods of teaching quality assurance system, and briefly introduces a series of achievements of systematic practice of this system.

1. Introduction

On January 10, 2017, the State Council issued the “Thirteenth Five-Year Plan for the Development of National Education” (National Development [2017] 4). It listed “the theme of improving the quality of education in an all-round way” and “the structural reform of education as the main line” as the “theme main line” of the development of national education during the “Thirteenth Five-Year Plan”. “We should establish and improve the quality assurance system of all kinds of education at all levels and raise the level of education in an all-round way.” The new round of national teaching review and evaluation focuses on the school teaching quality assurance system, the basic idea of which is that the state does not set unified evaluation standards, but measures the teaching quality with its own ruler, and the core is “quality”, with the purpose of “quality assurance”. On January 30, 2018, the Ministry of Education “National Standards for Undergraduate Professional Teaching Quality in Ordinary Colleges and Universities” (referred to as “National Standard”) was officially released, covering all 92 undergraduate majors in the undergraduate professional catalogue of ordinary colleges and universities, and puts forward unified requirements for all majors and guarantees the basic quality. It can be said that the internal teaching quality assurance system in colleges and universities is the basis of the construction of the national higher education quality assurance system. Quanzhou Normal University, as a newly built local undergraduate university, has been improving its teaching quality steadily for more than ten years, and has made some beneficial explorations in the construction and practice of teaching quality assurance system.

2. Meaning and Thinking

The significance of the construction of teaching quality assurance system is to summarize and extract a standard model and quality assurance model that can be used for reference to measure the quality of talent cultivation, especially in similar universities. Applied undergraduate colleges and universities is of higher education scale rapid expansion in China developed rapidly, due to the operating conditions of tension, the teachers troop construction keep pace with the development, in

terms of quality guarantee system construction is still in its infancy, is used to reference and follow established the practice of research university, teaching quality guarantee system is not perfect, the insufficient characteristics, combined with school location is not quite close together. Scientific and reasonable teaching quality assurance system is an important basis and practical carrier for guiding teachers to reshape their educational ideas, establish correct quality view, improve teaching methods and standardize teaching management. How closely combines the actual conditions of local applied undergraduate colleges and universities and school-running orientation, construct teaching quality monitoring system with the characteristic of applied talents cultivation, is the basic link and the key measures to improve the quality of personnel training, to promote local application-oriented college education teaching reform, improve the quality of teaching, for the local economic and social development to provide strong talent and intelligence support, has important theoretical significance and practical significance.

3. Content and Form

Quanzhou Normal University is driven by the innovation of institutional mechanism, actively explores the construction of local application-oriented undergraduate education quality assurance system, and strives to build A Teaching Quality Assurance System of “One main line, Secondary supervision, Three stages, Four-in-one” (See Figure 1), Emphasis is laid on the participation of the whole staff, the whole process monitoring and continuous improvement. It plays an important role in improving the consistency of the training objectives of applied talents with regional development and social needs, the actual conditions of running schools and the quality of training, and in improving the quality of talent training.

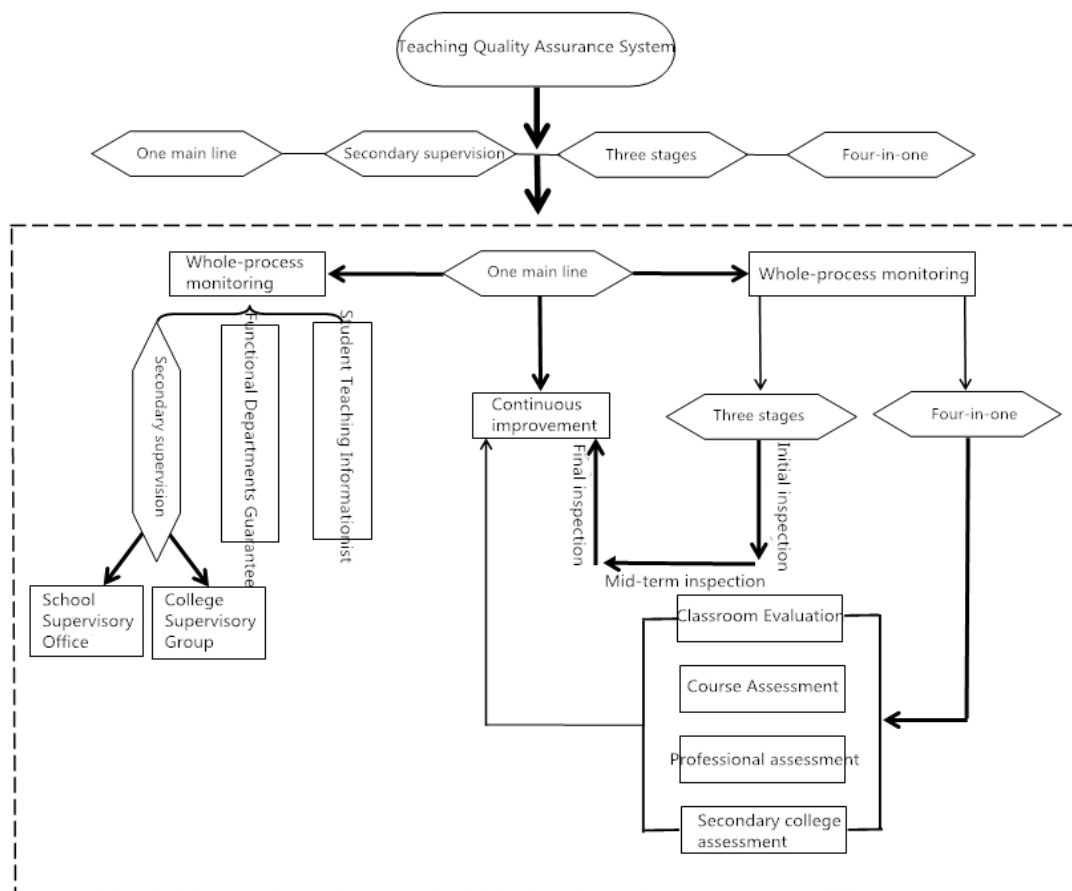


Fig. 1 Operation mode of teaching quality assurance system

“One main line” means full participation, whole process supervision and continuous improvement; “Secondary supervision”, namely the school supervision room and college supervision group, collects and gives feedback on teaching quality information; “Three stages”,

namely the beginning, middle and end of the three stages of routine inspection of teaching, to ensure the orderly operation of teaching; “Four-in-one” is an evaluation system composed of classroom evaluation, curriculum evaluation, professional evaluation and second-level college evaluation. The above four parts run through the whole process of talent training, forming a more perfect teaching quality assurance system, to ensure the positioning of the school and the realization of the goal of talent training.

At the same time, the quality management office is set up in view of the particularity of maritime professional personnel training. Seafarers' training, certification and in accordance with the 1978 international convention on standards on duty “(STCW convention), the crew training management rules of the People's Republic of China and the law of the People's Republic of China on the crew education and training quality management rules, such as navigation class talent training standards, formulate the crew of Quanzhou Normal University education and training of the quality management system”, has been revised to version 2.4, the crew teaching and training quality management concept and method is introduced into the teaching management, established a set of scientific, standardized quality monitoring method, become the powerful supplement for teaching quality guarantee system.

4. Ideas and Methods

Constructing teaching quality guarantee system the basic idea is to innovation as the vitality, to improve the quality of teaching to reform as a motivation to improve the quality of teaching, improve teaching quality in colleges of two levels of management, adhere to “establish standards, build system, improve the team, perfect the system, strengthen the monitoring, pay attention to feedback, continuous improvement” of the principle of closed loop operation; The establishment of quality standards as the basis, quality control as the guarantee, by the “three teams” (two levels of school teaching management team, teachers teaching supervisors team, student teaching information team) as the main body of the organization, the functional departments to ensure the main body of the teaching quality assurance system operation mode. On this basis, innovative ideas, deepen the reform, to create a “One main line, Secondary supervision, Three stages, Four-in-one” teaching quality monitoring model.

4.1. Formulating teaching quality standards and establishing a quality standard system suitable for applied talents

The quality standard construction is the basic work of teaching quality assurance. According to the application-oriented undergraduate talent training goal, the three principles of conformity are the basic principles, and the industry and enterprise needs are taken as the starting point. The key control points that determine the teaching quality are selected. Based on the six aspects of talent training program management, teaching operation management, teaching quality management and evaluation, teaching capital construction management, teaching management organization system, experimental teaching and laboratory, the teaching standards, learning standards, management standards, etc. The series of documents covers the whole process of undergraduate teaching activities such as classroom teaching, practical teaching, performance appraisal, graduation design, etc. The talent specification standard, professional quality standard and curriculum quality standard are three-in-one and support each other, and gradually form a more standardized quality standard system to ensure talents. The realization of the training objectives.

4.2. Improving the quality management team and implementing the teaching quality monitoring model of “Three Teams”

The teaching quality management mode is implemented at both the school and college levels, forming a two-level teaching management team composed of vice President in charge of teaching, administrative personnel in the academic affairs office, teaching supervisors, deputy dean in charge of teaching in secondary colleges, and personnel in the educational administration department. At the same time, the school supervision and guidance room and college supervision and guidance

group are set up, and a team of students' teaching information officers at the school and college level is set up to supervise, evaluate and collect information, and a supervision team composed of management personnel, supervisors and information officers is built to serve as the implementation of teaching quality control.

4.3. Improving the teaching management system and build a “One Two Three Four” teaching quality guarantee system

Attach importance to the system construction of teaching quality assurance system, and with the continuous deepening and development of teaching work and teaching reform, revise and improve the teaching management system from the five aspects of teacher teaching, student learning, teaching management, practice teaching and quality monitoring. Taking the aspect of “quality control” as an example, the school has formulated a supervision system at both the school and college levels, and revised relevant management systems such as teachers' teaching working rules, teaching accident identification and treatment methods. To formulate the periodic inspection system at the beginning, middle and end of the term, combining routine inspection with special inspection; Implement the “four-in-one” self-evaluation system of classroom evaluation, curriculum evaluation, professional evaluation and second-level college evaluation to ensure that the teaching quality monitoring covers the whole process of talent cultivation.

4.4. Strengthening feedback of quality monitoring and forming feedback mechanism of teaching quality in closed-loop operation process

Establish a teaching quality feedback mechanism of “information collection-information processing and analysis-information feedback-quality assessment”, based on the five sources of quality information feedback-teaching supervisors, student informants, evaluation experts, employers, third-party organizations, Form a set of effective closed-loop teaching quality information feedback mechanism, timely and efficiently transfer quality information, break through the obstacles of continuous improvement and improvement of quality, provide timely and complete decision-making basis for quality improvement and improvement, and monitor quality of teaching And assessment services.

4.5. Implementing continuous improvement of quality and establishing incentive and accountability mechanisms combining rewards and punishments

Amended combining the reality of school, teachers teaching procedures, teaching accident cognizance and treatment method and a series of rules and regulations, clarify the responsibilities of teachers and discipline, improve the teachers' job evaluation method, to develop the secondary school teaching appraisal and reward, at the annual performance appraisal give full consideration to the teacher in teaching research and reform, professional construction, course construction, practice teaching and teaching management achievements, give special performance bonus, to arouse the enthusiasm of teachers and teaching management. From the quality standards to the management system, from the management system to the management team, from the management team to the quality control and improvement, all links link up and cooperate with each other to promote the overall construction of the teaching quality assurance system with the characteristics of application-oriented personnel training, and play an important role in the continuous improvement of the quality of personnel training.

5. Features and Innovation

5.1. Constructing a teaching quality standard system of “Double Standards, Two Combinations”

The school combines local economic and social development with students' development needs, employing standards of enterprises and students' ability to achieve, and constructs a “Double Standards, Two Combinations” teaching quality standard system consisting of result standards and process standards. By crew education and training quality management concept and method is

introduced into the cultivation of applied talents, determine the knowledge, ability, quality of the result of the applied talents and teaching behavior standards, the process of learning behavior standard, management behavior, trinity standard, combining with “Double Standards, Two Combinations”, in the combined forces of promote teachers improve teaching, improve students study, increase of the interactive teaching and learning and adaptation, constantly improve and improve the quality of teaching and learning, comprehensively improve the quality of personnel training.

5.2. Creating a “Four-in-one” self-assessment quality monitoring model

The school conducts regular teaching quality monitoring from the aspects of classroom evaluation, curriculum evaluation, professional evaluation, second-level college evaluation and student learning, namely teaching evaluation, curriculum evaluation, professional evaluation, management evaluation and learning evaluation, and carries out various special inspections regularly to ensure that teaching quality monitoring covers the whole process of talent cultivation. On the basis of the “Four-in-one” routine supervision of teachers' teaching, this paper attempts to establish the supervision of students' learning as well, namely the double monitoring and double supervision of “teaching” and “learning”. We will carry out special inspections at the beginning, middle and end of the semester, supervise and guide students' learning behaviors based on core factors such as students' learning enthusiasm, learning methods and learning effects, and implement the undergraduate tutorial system to promote students' learning and the construction of excellent learning style.

5.3. Establishing a “Combination of Internal and External” teaching quality monitoring method

Combine the internal monitoring of teaching quality with the external monitoring of society to form a quality monitoring mode of “Combination of Internal and External”. According to the local industry demand for applied talents training quality, through the assessment and examination of the competent department of the government at all levels, evaluation and feedback of enterprise industry, unit of choose and employ persons, indicators of teaching basic state database, annual admissions points and swap rate, employment, employment professing rate and employment quality report and other external evaluation, set up to promote the school to improve the teaching quality of external monitoring system. At the same time, combined with the “One, Two, Three, Four” type internal teaching quality monitoring system of the school, effectively strengthen the whole process of personnel training quality monitoring, ensure the continuous improvement and steady improvement of teaching quality, meet the basic requirements of social and economic development on the quality of application-oriented personnel training.

5.4. Forming a Quality Feedback Improvement System with Consideration of Length and Shortness

Combining regular teaching quality monitoring information feedback and improvement with periodic teaching quality monitoring information feedback and improvement, a dynamic quality feedback improvement system with “Consideration of Length and Shortness” is formed. A series of information feedback, such as “One, Two, Three, Four” teaching special evaluation and inspection and irregular special supervision, constitute short-term teaching quality monitoring information feedback. Evaluation and inspection of competent government departments at all levels, evaluation and feedback of enterprises, industries and employers, employment quality report of graduates, annual quality report of schools and other forms of long-term teaching quality monitoring information feedback, direct feedback of teaching operation results. On the basis of “Consideration of Length and Shortness”, the feedback information is analyzed and rectified to further control the teaching content and process and achieve the goal of high-quality talent cultivation. On the basis of “Consideration of Length and Shortness”, the feedback information is analyzed and rectified to further control the teaching content and process and achieve the goal of high-quality talent cultivation.

6. Promotion and Effectiveness

6.1. The prominent status of teaching center and the affirmed audit and evaluation

Adhere to the “to establish a standard, build system, perfect the system, improve the team, to strengthen the monitoring, pay attention to feedback, continuous improvement” of the closed loop operation principle, construction of the “1234” type of teaching quality guarantee system, mobilize the whole school teaching quality at various levels and relevant departments and personnel to participate in, to form the leadership attaches great importance to the teaching at all levels, various functional departments dedicated service teaching, teachers, teaching, funding resources priority to ensure the good situation of teaching.

The teaching quality assurance system of the examination and evaluation group of the ministry of education was affirmed by experts. Experts agree: “the school attaches great importance to the management and standardization of teaching links, and has initially built a teaching quality assurance system of” One main line, Secondary supervision, Three stages, Four-in-one “.By conducting classroom assessment, curriculum assessment, professional assessment, secondary school evaluation, students' learning process evaluation, initial teaching a series of teaching quality assurance activities such as special inspection, to ensure the quality of teaching monitoring covering the whole process of talent training, ensuring the efficient operation of the teaching quality monitoring system “, for the continuous improvement of applied talents training and the demand of Economic and social development needs, effectively raise the quality of personnel training play an important role.

6.2. The initially established quality standard and the gradually enhanced quality awareness

According to the training objective of Applied Undergraduate talents, a series of documents have been formulated, such as “Management Measures of Quanzhou Normal University's Talent Training Program”, “Rules for Teachers' Teaching Work of Quanzhou Normal University”, “Regulations for Specialty Construction and Management of Quanzhou Normal University”, “Teaching Accidents and Handling Measures of Quanzhou Normal University (Amendment)”. During the whole process of undergraduate teaching activities, a more standardized quality standard system has been gradually formed. This system mainly reflects the participation of all staff, the whole process of monitoring, any department or individual in the school is a link in the whole system. At the same time, with monitoring as the premise and reward as the backing, the leaders, managers, teachers and students really change from “how I want to be” to “how I want to be”. The school has gradually formulated a series of teaching management systems and constantly improved the quality standards. It has issued the “Quanzhou Normal University Teaching Management Documents Compilation”, timely summarizing the teaching management system, standardizing administrative management behavior, enhancing service awareness and improving management efficiency.

6.3. Smooth operation of the monitoring system and continuous improvement of education and teaching

Through the teaching quality monitoring and feedback improvement system of “Four-in-one”, “Combination of Internal and External” and “Consideration of Length and Shortness”, the reform of education and teaching has been deepened continuously, and active exploration has been made from the aspects of personnel training mode, curriculum system, teaching content, teaching methods, practical links and teaching management, thus forming the “Four-four System” applied undergraduate talent training mode. The university connects industries with disciplines and majors and industrial chains with professional groups to promote the overall transformation of the university into an application-oriented one, and has made outstanding achievements in education and teaching reform platform and research projects. In 2018, it won the first prize in the national young teachers' teaching competition, which was the best result Fujian province has achieved since it participated in the competition. At the same time, it has won 1 second-class teaching achievement of national basic education and 5 provincial special awards, ranking the first among similar

universities in Fujian province.

6.4. The obvious effect of quality improvement and the significantly improved quality of students

By carrying out self-assessment and special inspection, the school has reformed the evaluation mode of student learning quality, mobilized students' enthusiasm and initiative in learning, stimulated students' enthusiasm in academic study and participation in the second class activities, improved the effect of comprehensive study, and promoted the formation of good study atmosphere. Strengthen the guidance and training of students' independent learning strategies and methods, promote the reform of learning concepts and learning styles; It has formulated perfect examination management regulations, further maintained the seriousness of school examination, and formed a good examination atmosphere.

Over the past three years, more than 1200 national and provincial awards have been awarded to students. The employment rate of undergraduate graduates at the end of the year has remained above 97%, 83.78% of them are employed in Fujian, of which 47.4% are employed in Quanzhou, and the professional counterpart rate has increased year by year. Among them, 382 students were admitted to postgraduate studies, and were enrolled in key construction universities such as Peking University, Sichuan University, Huazhong University of Science and Technology, Harvard University, Greenka National Conservatory of Music in Russia, Monash University in Australia and other famous universities. A total of 287 students embarked on the road of entrepreneurship, emerging a number of excellent entrepreneurial models with an annual turnover of more than 100 million, which has a strong demonstration and radiation effect on the school's education and teaching work.

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