Reflection and Promotion of Teaching Supervision in Colleges and Universities

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Abstract. Background: teaching supervision constitutes an important part of the teaching quality assurance system in colleges and universities. Purpose: Taking Chengdu University of Traditional Chinese Medicine as an example, to explore the ways to reflect and promote the teaching supervision. Method: this article adopted the method of literature analysis combined with the main problems of supervisory work and existence discovered by the practice of the university over last three years. It focused on three aspects: the improvement of supervisory system, the optimization of supervision structure, and the transformation of supervisory philosophy and the improvement of supervising methods. Results: the university emphasized the working mechanism of teaching supervision "supervising as the prerequisite and guiding as the key". Thus, the supervisory content and the supervisory team structure were optimized by the improvement of the supervisory system. This system was the separation of "management" and "evaluation" at both the school and college levels. It improved the monitoring of teaching and operating system, the teaching level of teachers, and the quality of students. Conclusion: this article comprehensively and systematically puts forward a new mentality of supervision and reform based on the experience of the university.

Introduction

Since the 1990s, colleges and universities all over the country have tried their best to set up their own internal supervision system of instruction, introducing the mechanism of inspection, supervision, evaluation, guidance, and encouragement into the teaching of colleges and universities. With the reform and development of national higher education, the promulgation of the guiding principles of the first education supervision law "Education Supervision Ordinance" in 2012 [1], the teaching supervision system of colleges and universities as an internal quality control system has gradually become an important part of the teaching quality assurance system in colleges and universities. It plays a supervisory and inspection role in the teaching operation, teaching management and teaching quality. However, because the teaching supervisory system in colleges and universities is often based on the situation of our university, there is a lack of uniform norms, resulting in problems such as imperfect systems, irrational team structure and unscientific methods in actual operation, restricting the supervisory role and affecting the work effectiveness of supervision. Therefore, it is urgent to comprehensively and systematically review the current work of supervision, analyze in-depth the existing problems and constantly reform and perfect supervision work, so as to enhance the effectiveness of supervision work. [2]

The teachers who are called "supervision" shoulder the responsibility of teaching and teaching people, schools, teachers and teachers and students. Our university established the first undergraduate teaching supervision group of experts in 2004. It changed every three years, and has been the fifth teaching supervision group so far. Under the guidelines of the university, the undergraduate supervision group independently conducted teaching supervision, evaluation, and guidance, and
made a team of teaching experts who provided suggestions to decision-making consulting for
development and education and teaching reform in our university.

Summary and Reflection on the Supervision of Our School for Nearly Three Years

Our school has carried out teaching supervision work for nearly 14 years, with outstanding achievements. Adhere to the supervision of "teachers", "students", "managers", and "constructions" of the work objectives. And effectively fulfill their supervisory responsibilities: improved the long-term mechanism of teaching supervision; checked the management of teaching; helped teachers to improve their teaching skills, and provided advice and suggestions for the decision-making system. This article adopted the literature method to sort out the articles about the teaching supervision in colleges and universities and made a comprehensive analysis of the supervision work in our university in the past three years so as to achieve the teaching purpose of enhancing the effectiveness of supervision work and enhancing the quality of student training.

In the past three years, the overall work of the supervision team is summarized as follows: In 2015, the first year in which the school promoted the Eighth National Elevation Program and deepened the educational reform in an all-round way so as to achieve its three-year plan of action to take off again. The teaching supervision team supervised the Ministry of Education, the State Administration of Traditional Medicine, and Sichuan Provincial Department of Education on the core points of work related documents in 2015, focusing on the school's teaching priorities and requirements, conscientiously completed undergraduate teaching supervision and promoted the improvement of teaching quality. 2016 is the first year of the 13th Five-Year Plan and the 60th anniversary of the founding of the university. Teaching supervision group focused on the school's short-term goals, in accordance with the laws and requirements of teaching work, and conscientiously completed the semester undergraduate teaching supervision work. 2017 is an important year for the university to accept the review and appraisal of undergraduate teaching work by Ministry of Education of China and also the most difficult year for supervising the work. According to the overall arrangement of the school and the arrangement of the Academic Affairs Office, the teaching supervisory expert group closely focuses on the central task of "review and appraisal", sets up the awareness of supervising responsibility, supervises the advantages of supervisors, innovates and supervises the working methods. They focused on "supervision and guidance" in classroom teaching, examination reform, and dissertation defense, and completed the task of teaching supervision and achieved remarkable results.

Constructing and Perfecting Teaching Supervision System

At the very beginning of the establishment of the teaching supervision group in the university, only the undergraduate teaching supervision group was set up at the university level. Due to the different levels of monitoring required, the undergraduate teaching supervision group started to set up two-level supervisory teams at school and university level to collaborate with each other and complete the supervision tasks in 2011. In 2014, the supervision feedback form was divided into four categories according to different kinds of courses: general courses, experimental courses, language courses and sports science courses. Such classification has been proved to have higher value and maneuverability. For example, the experimental class form has the evaluation of laboratory equipment, to protect the practical operation of experimental classes. In the past three years, the supervisors have supervised 643 teachers (As shown in Table 1) and conducted follow-up supervision and guidance on teachers with medium (<70) and lower grades, which has greatly enhanced the teaching quality of those teachers.
Table 1. Supervision of teaching supervisors in the classroom supervision over past three years (2014 autumn - 2017 spring).

<table>
<thead>
<tr>
<th>Course Categories (lesson-times)</th>
<th>Evaluation Results (person-times)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinary Experimental guidance</td>
<td>Outstanding</td>
</tr>
<tr>
<td>874</td>
<td>815</td>
</tr>
<tr>
<td>71.29%</td>
<td>66.48%</td>
</tr>
<tr>
<td>Experimental preparation</td>
<td>180</td>
</tr>
<tr>
<td>14.68%</td>
<td>5.46%</td>
</tr>
<tr>
<td>Language</td>
<td>5.14%</td>
</tr>
<tr>
<td>Science</td>
<td>3.26%</td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

Note: 1. Over the past three years, 643 teachers have been supervised (1226 person-times);
2. The score ≥90 is excellent, ≥80 is good, ≥70 is medium, the other is the supervisor did not score or score <70.

However, the university supervisory system lacked effective online information management that reduced the work efficiency of the supervisory team. First, in the process of teaching supervision and practice, teachers' evaluation records and suggestions and measures for improvement were finally formed through corresponding supervision methods. However, due to the lack of online information management system, the feedback information was simply analyzed and summarized by manual compilation, and the system was lacking statistical analysis and comparison. Second, our university usually adopts the supervising and directing teachers to face-to-face communication, symposium interview or teaching regular meeting to teach and so on several kinds of simple means to release the teaching supervisory information. However, the feedback information cannot be collected through the information management system to analyze the information collected and timely release to the school, so the information feedback lags behind, and the limited scope of the audience, reducing the effectiveness of supervision work.

**Optimizing the Structure of Supervision Experts to Improve the Level of Supervision Team**

The composition of teaching supervision team which all our colleges and universities are equipped with can be summed up in the following three situations: 1. the leading cadres who are mainly teaching management cadres in schools and vice presidents in charge of teaching; 2. the active part of the party and government leaders and serving or retired professors or experts; and 3. retired professors or experts only. All colleges and universities basing on their own actual situation, allocate different numbers of supervisors and adopt different organizational forms. Based on the actual needs of supervisory work, the principle of incorporation of supervisors in different colleges and universities is roughly the same[3]. Our university selected those supervisors who have advanced education and teaching philosophy, solid theoretical teaching foundation, rich teaching experience, and good personality charm, taking into account the experts and scholars in various fields, combined with serving officers and retirees. However, due to the complexity of teaching supervision, strict job requirements, special nature of work, rigorous and complicated work processes, the need of cooperation with multiple departments, so that the process of selection was difficult. Therefore, one of the major problem that colleges and universities face in the development process is how to enhance the overall quality of teaching supervisors.

In order to enhance the cohesion of teaching supervisors team, the university has made the following efforts in the actual work process: 1. changing the traditional concept of work and adhering to the principle of student-centered; 2. increasing the degree of emphasis on introduction and training of supervisors and establishing an awareness of ent-oriented and efficient work”; and 3. adopting the learning mechanism of "bring in go out", enhancing the overall quality of teaching supervisors, setting standards, and carrying out knowledge assessment.

**Changing of Supervision Concept and Enriching of Supervision Content**

There are some problems in the teaching supervision in colleges and universities in our country including lack of effective teaching supervision system; irrational teaching supervision team structure; failed to adapt to the new education situation; blur of the goal of teaching supervision; monotonous
supervision methods and content; and lack of effective information management leads to inefficiency. [4,5]

The methods of supervision were generally divided into class supervision, comprehensive supervision, special supervision etc. (As shown in Figure 1). Some studies suggested that the combination of regular supervision and random supervision, the combination of general supervision and special supervision, and the combination of university-level supervision and departmental-level supervision should be taken together to complete the whole supervision work, [6] which caused the school to think about how to improve teaching supervision in colleges and universities in the new situation of education. The university combined with the above common problems during work, constantly strengthened the system of two-level supervision of management system, rationalized the structure of the continent to adapt to the school training application-oriented talents.

![Figure 1. Content of teaching supervision.](image)

In the past three years, our university has supervised the work of three supervisors: teaching supervision, special investigation, and special supervision. Meanwhile, the university organized, feedbacked and improved the existing problems every semester. In order to further strengthen teaching management, optimize the teaching style, standardize teaching order and promote the continuous improvement of teaching quality, the university organized teaching supervision experts to carry out the activities of teaching month activities in 2015 and 2016, which contains experimental teaching special supervision, traditional Chinese medicine specialty medicinal plants field internship supervision and inspection work. In the spring of 2017, in order to further improve the quality of teaching, the university organized teaching supervisors to carry out examinations of examination reform papers and graduation thesis defense special inspection in this year, and the university also helped teachers with teaching problems in supervising and training to improve their teaching abilities.

**Conclusion**

With the progress of teaching supervision work in colleges and universities, the society and universities have put forward new standards and requirements for supervision work. Based on the rich practical experience of our school for many years, it shows that supervisory work is an important measure to effectively monitor and guarantee the teaching quality. All previous supervisors have
played an active role in ensuring and continuously improving the quality of personnel training and teaching management in the school. Supervision work has been endorsed by the majority of leaders, teachers, and students. In the future, our university should maintain the original two-level cooperative supervision management system of school and university. Moreover, the university will strictly incorporate the experts of the teaching supervision group, and also will focuses on enhancing the information management system of supervision by the university so as to enhance the working efficiency of the supervision group. Faced with the new situation of education and teaching reform and development, teaching and supervision work in colleges and universities should actively adapt to the new requirements of the new situation and constantly explore and innovate.

References


