Constructing a Scientific Guarantee System of Teaching Quality Base on Separation of Management, Enforcement and Evaluation

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Abstract. According to the principle of separation of management, enforcement and evaluation, universities need to focus on clarifying the relationship of the three. Focusing on the teaching quality evaluation system, monitoring system and incentive measures, the department of teaching management formulates management specifications, requirements and quality standards for teaching activities. The secondary faculties and departments carry out teaching activities in accordance with the above regulations. The department of supervision and evaluation check the implementation according to the regulations and feedback the information to the management and handling departments. The three parties work together to build a teaching quality guarantee system.

University personnel training is mainly through purposeful, planned, organized teaching activities to achieve. Teaching quality is the key factor that determines the quality of talent training. In view of the many factors that affect the quality of talent training, and the factors interact with each other, it is necessary to effectively monitor these factors to promote the coordination and mutual promotion of the factors in the teaching system. Therefore, it is necessary to establish a scientific teaching quality monitoring system, so that the teaching management department and the school running department can find problems in time, analyze the problems correctly, and finally solve the problems effectively to ensure that the quality of talent training reaches the expected goals.

1. Correctly Understanding the Separation of Management, Enforcement and Evaluation is the Basis for Scientifically Constructing an Assurance System of Teaching Quality

1.1. Separation of Management, Enforcement and Evaluation is an Inevitable Requirement for Governing Education According to Law

"Several Opinions on Further Promoting the Separation of Education Management and Evaluation and Promoting the Transformation of Government Functions" issued by the Ministry of Education on May 4, 2015 states that "Promoting the separation of management, enforcement and evaluation and building a new type of relationship between government, schools and society, it is an important content of comprehensively deepening the comprehensive reform in the field of education, and an inevitable requirement for comprehensively promoting the administration of education according to law. "Management" emphasizes the government's planning, guidance and control of education, ensuring targeted education reform, and being in a fundamental position among the "management, enforcement and evaluation"; "enforcement" means running a school. The school is the main body of school running, and it is the designer, implementer and innovator of school running. It is at the core of the reform of "separation of management, enforcement and evaluation"; "Evaluation" refers to evaluation, which provides a basis for improving education, teaching, management and decision-making through scientific
monitoring. Decisions provide the basis. The practice of developed countries proves that the more they are under the governance framework of simplified administration and decentralization, the more they must strengthen supervision and evaluation.

1.2. The Response of Universities to the Separation of Management, Enforcement and Evaluation

The Fourth Plenary Session of the 19th CPC Central Committee has in-depth research on several major issues to promote the modernization of the national governance system and governance capacity, and it is bound to accelerate the further construction of the governance system and modernization of governance capacity in the education field. The positive response of universities to the separation of management and evaluation is to clarify the relationship of the three and professional construction. At present, the teaching management and quality control of many colleges and universities in China are usually implemented by the Educational Administration Office. It is imperative to separate the teaching supervision and evaluation institutions from the teaching management department.

2. Factors to Consider in Teaching Quality Monitoring

To construct a teaching quality guarantee system, first of all, the main factors affecting teaching quality are identified. Since teaching activities are composed of two parts, "teaching" and "learning", poor teaching and poor learning cannot come from subjective judgment. Therefore, constructing a teaching quality monitoring system and effectively supervising and guiding various activities such as the organization, implementation, evaluation, and feedback of teaching activities are the top priorities for ensuring the quality of teaching. According to the characteristics of teaching activities, the factors that need to be considered in teaching quality monitoring include three parts: teaching goals, teaching process, and teaching information. Among them, the teaching management department formulates management specifications, requirements and quality standards for teaching activities. The secondary faculties and departments carry out teaching activities in accordance with the above regulations, supervising the evaluation department to check the implementation according to the regulations and feedback the information to the departments of "management" and "enforcement".

2.1. Monitoring of Teaching Goals

This part mainly includes formulating and revising teaching plans and syllabuses, adjusting professional structure and determining talent training mode. Talent training models, teaching plans, syllabuses, and professional structure adjustments are all implementation plans and programs formulated to achieve the goal of talent training. Only by making these programmatic documents standardized and scientific can the training of talents be fundamentally guaranteed.

2.2. Monitoring of Teaching Process

The monitoring of the teaching process is the focus of the entire monitoring system, which is mainly composed of teaching inspection, teaching evaluation, teaching supervision, listening and evaluation. According to the requirements of each component, from the dimensions of the implementation time of teaching activities, the characteristics of teaching operations, teaching preparations and participants of teaching activities, establish a teaching inspection system, teaching supervision system, teacher teaching quality evaluation system, various groups of The lesson system ensures that the monitoring of the teaching process is more scientific and complete.

2.3. Monitoring of Teaching Information

Needless to say, the feedback of teaching quality information should be effective and timely. Therefore, a scientific teaching quality monitoring system cannot be separated from a three-dimensional
information feedback network. Generally, there is a feedback system for teaching information. Through teaching supervision, regular teaching meetings, questionnaires, symposiums, test paper analysis, etc., more scientific and comprehensive information is obtained from various channels to promote the rapid resolution of teaching problems. There is a graduate tracking system externally. By understanding the employers' views on graduates and the opinions and suggestions of social talent cultivation in time, or using network technology, they can quickly grasp the trends and specifications of society's demand for talents for the college curriculum system and talent cultivation model. Reforms provide the basis.

3. Building a Teaching Quality Guarantee System

The teaching management department and the supervision and evaluation department shall actively listen to the opinions of the secondary schools and departments, and the three parties shall jointly establish an evaluation system, a monitoring system and an incentive mechanism.

3.1. Establish a Diverse Evaluation System for Teaching Quality

The diversified teaching quality evaluation system consists of three parts: student evaluation, school self-evaluation and social evaluation. Student evaluation consists of two parts: school student evaluation and graduate evaluation. Among them, school evaluation mainly focuses on teacher evaluation and curriculum evaluation. Graduate evaluation pays more attention to ability development, core curriculum satisfaction and comprehensive development potential. School self-evaluation is mainly composed of supervisory evaluation, peer evaluation, leadership evaluation, student evaluation, and teacher self-evaluation. It organizes employer evaluations as needed. Social evaluation mainly includes school social influence and employer evaluation. Among them, employer evaluation can be carried out by itself. Organizations can also be organized through third-party agencies.

3.2. Establish a Three-Dimensional Teaching Quality Monitoring System

After years of practice, the school has established a multi-link and multi-level teaching quality monitoring system to effectively monitor the teaching process. According to the time dimension, the teaching inspection system runs through the semester to ensure multi-link monitoring. At the beginning of the semester, the focus is on the preparation of teachers and the situation of students arriving; during the semester, the focus is on the status of teaching to grasp the problems in teaching; at the end of the semester, focus on examinations and the various inspections (examination discipline leading team and monitoring team) to ensure a good examination style and discipline; according to the management level, it is improved about the secondary management of the school and multi-level monitoring is ensured. On the top level of the school, the school leader's teaching workday once every semester is convenient for all school leaders and heads of all teaching colleges and departments to work together, sum up the experience and results of teaching promotion, and solve problems in the teaching process on the spot; At the middle level of the school, the lecture system for leading cadres requires that all leading cadres above the middle level must complete the lectures in accordance with the regulations and fill in feedbacks in order to facilitate the understanding of the operation of teaching and promote the quality of classroom teaching at the grassroots level. The two-level supervision system adheres to the principle of "combining supervision with guidance-oriented", and develops school and college two-level teaching supervision work. Through a large number of in-depth classroom first-line practical listening to the teaching effect of the course, the supervision efficiency is improved; Teaching process quality monitoring system. Regularly carry out quality evaluation of teaching documents, evaluation of basic teaching skills, quality inspection in practical teaching, academic evaluation inspection and quality inspection in graduation, etc., to ensure the quality of teaching.
3.3. Constructing an Effective Teaching Incentive Mechanism

A complete teaching quality assurance system must fully mobilize the enthusiasm of teachers and students, so that the two can maintain a cooperative attitude in the process of teaching monitoring, thereby ensuring the authenticity and scientificity of the monitoring information. For teachers, schools should actively carry out activities such as basic skills competitions for young teachers, construction of key courses, evaluation of teaching excellence awards, evaluation of outstanding teaching achievement awards, and educational reform projects, establish corresponding incentive measures, and influence the personal development of teachers in the promotion or evaluation of titles. Treat major issues with scientific research results to stimulate the endogenous motivation of teachers to engage in teaching. For students, establish a scholarship, advanced collective and individual evaluation system, encourage students to study hard and work hard, to establish a spirit of self-improvement, and promote a rigorous and realistic style of study.

3.4. Strengthen the Scientificity of Quality Monitoring and Evaluation

In order to more objectively evaluate the quality of talent training in universities, colleges and universities are paying more and more attention to the revision of social evaluation's talent training goals, and the third party evaluation is introduced to strengthen the scientific nature of evaluation. Third-party institutions track and investigate the relevance of employment units of various majors to majors, the degree of satisfaction and improvement in teaching to the school, the degree of knowledge satisfaction, the importance and satisfaction of core knowledge, the evaluation of core curriculum effectiveness, and the most helpful major Courses and teachers, etc., to accurately understand the advantages and characteristics of talent cultivation in schools, and the contrast with the talent cultivation of related institutions and universities in the country, is of guiding significance for schools to establish a feedback mechanism for the quality of talent cultivation.

To sum up, the establishment of a teaching quality guarantee system is a complicated system project, and it will inevitably become more and more perfect with the continuous development of university teaching reform and the high requirements of society for talents. We will also tirelessly and actively explore and work hard to cultivate talents more in line with the needs of social development.

References

