

Study on the Construction of Teaching Quality Guarantee System in Applied Undergraduate Colleges

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Abstract: Teaching quality assurance is a comprehensive system built with teachers, departments and schools as the main body. It involves all aspects of teaching work. The main body of teaching should exert joint efforts to ensure the continuous improvement of teaching quality. In the teaching quality assurance system, the teaching decision-making system determines the training objectives and teaching quality standards, while the teaching command system guides the specific teaching work to ensure better realization of the training objectives. Compared with traditional academic undergraduate colleges, applied undergraduate colleges are emerging undergraduate colleges. Because of their short running time and lack of relevant school experience, the construction of a guarantee system for teaching quality is particularly important. The paper mainly discusses the construction of teaching quality assurance system in applied undergraduate colleges.

1. Basic Characteristics of Teaching Quality Guarantee System in Applied Undergraduate Colleges and Universities

Specifically, the basic characteristics of the teaching quality assurance system of Applied Undergraduate Colleges and universities are mainly manifested in the following aspects: first, the main objective is to train applied talents. The training goal of applied undergraduate colleges should not only meet the basic requirements of undergraduate education. And we should take "application" as the core, while improving students' basic theoretical knowledge level, ensure their professional knowledge and basic skills, and require students to have strong professional adaptability and professional knowledge application ability. Secondly, we should take market demand as the leading factor to construct discipline and specialty. The application-oriented undergraduate colleges emphasize their application-oriented characteristics, so the construction of their discipline specialty should also focus on the actual market demand, focusing on the development of application-oriented disciplines. According to the needs of society and industry, the corresponding professions should be set up, and the social needs should be fully considered. In addition, the professional settings should be dynamically adjusted according to the development of the market economy to better adapt to market changes. Third, build a curriculum system that relies on disciplines and applications. The so-called relying discipline refers to the discipline system as the curriculum system for constructing applied undergraduate colleges. Ensure that the talents have a solid theoretical foundation, while the application-oriented application of professional application ability as the starting point of the curriculum design. The curriculum system and course content are better to serve the students' professional application ability. Fourth, build a training path for the combination of production, education and research. In the process of cultivating applied talents, we should try our best to get rid of the singularity of the traditional academic education model and adopt a variety of training paths. The organic combination of production, study and research can promote the transformation of theoretical knowledge into professional ability, not only to ensure the basic quality of applied talents, but also to improve the cultivation of applied talents. Innovative practice teaching mode to improve the teaching quality of applied undergraduate colleges. Fifth, project-based teaching method. The training objectives and curriculum system of applied undergraduate colleges are quite different from those of traditional academic undergraduate colleges. Therefore, the teaching methods of applied universities should be improved accordingly. Project teaching should run through the whole process of personnel training in Application-oriented

Undergraduate Colleges and universities, and integrate theoretical knowledge into the curriculum projects that require students' practical operation. In the process of completing the project, students learn and master theoretical knowledge, and improve their ability to solve practical problems through practical operation, so as to achieve the same teaching objectives. Sixth, double-qualified teachers. Application-oriented colleges and universities put forward higher requirements for teachers' professional ability and comprehensive quality. "Double-qualified" teachers should not only have solid theoretical knowledge and high teaching skills, but also be able to integrate professional knowledge and practical ability into teaching activities. Besides, they should have strong professional practice ability and abundant working experience, and can engage in the related work of industry-university-research cooperation such as technology research and development and achievement transformation.

2. Basic Principles of Constructing Teaching Quality Guarantee System in Applied Undergraduate Colleges and Universities

The concept of teaching quality assurance system in Applied Undergraduate Colleges and universities includes three meanings. Firstly, the teaching work in Colleges and universities must conform to the relevant regulations of relevant industries at the national level. At present, most universities in our country are mainly based on the conformity quality assurance indicators to ensure the basic teaching quality of colleges and universities. However, the conformity quality index has some limitations and is not flexible enough in the application process. The other is the quality assurance of adaptation, that is, to formulate the teaching quality assurance system based on the development of students themselves and the development trend of social industry; the third is the quality assurance of development, that is, to face the future of education and teaching, and to focus on cultivating students' innovative spirit and entrepreneurial consciousness, which belongs to a sustainable educational concept. In the process of constructing the quality assurance system of applied undergraduate colleges, based on the quality assurance of conformity, based on adaptive quality assurance to highlight the main role of students. With the development quality assurance as the main goal, an effective application-based undergraduate college teaching quality guarantee system is established. Cultivate innovative and high-quality senior talents. The following principles should be followed during the implementation process:

First, guided by market demand. The educational goal of applied undergraduate colleges is to cultivate excellent applied talents. Therefore, it is necessary to be market-oriented in the process of talent cultivation. Integrate modern enterprise management, new ideas, new knowledge and new technologies in daily teaching, and determine talent training goals according to market demand. And the talent training goal should be dynamically adjusted as the market demand changes. Secondly, the principle of comprehensive benefit. For colleges and universities, their comprehensive benefits include social benefits, educational resources allocation benefits, investment benefits, school running benefits and so on. Therefore, the construction of teaching quality assurance system in Application-oriented Undergraduate Colleges and universities should take into account the maximization of various benefits and scientifically evaluate the comprehensive benefits of personnel training. Thirdly, the principle of ability as the center. Applied undergraduate colleges and universities train applied talents, while applied talents emphasize their professional application ability. Therefore, Applied Undergraduate Colleges and universities should pay attention to improving students' post adaptability and the organic combination of theoretical knowledge and practical operation. Help students to establish a correct concept of post and occupation, so that they can better and faster adapt to future jobs. Finally, the principle of continuous improvement. The application quality guarantee system of applied undergraduate colleges should be continuously improved according to the actual situation to ensure the continuous improvement of teaching quality. The improvement and improvement of teaching quality is only the starting point, there is no end point, and improving the quality of personnel training is the goal of the teaching quality assurance system forever. Pay attention to the logic and continuity of the various elements in the quality assurance system of colleges and universities, and clarify the

normalized quality management standards through the constraints of the system, so that the training of talents and the quality of teaching are kept in sync.

3. Construction Strategy of Teaching Quality Guarantee System in Applied Undergraduate Colleges and Universities

3.1 Determining the motivation of the target

The main ways to optimize the functional mechanism of quality management include two aspects. One is to unify the values in order to achieve the overall educational and teaching objectives of the school, and to guide them. Through scientific and reasonable management system to guide internal members to optimize the quality of teaching; on the other hand, through value realization, reward and punishment system, incentive mechanism and other means to stimulate the enthusiasm of teachers and staff. Therefore, the Application-oriented Undergraduate Colleges and universities should determine the motivation of the target and improve the teaching quality assurance system. Determine the teaching quality management objectives, accurately position the talent training objectives according to social, industry, market and technological development needs, and determine the teaching quality management objectives. Pay attention to the goal of teaching quality management to reflect seriousness and development, and use it as an effective method to stimulate teaching. In addition, we must establish a good teaching incentive mechanism to give full play to the enthusiasm and initiative of teaching staff management.

3.2 Guaranteeing the quality of teaching from the institutional level

First, we must establish an information feedback system. A teaching information feedback group was set up in the secondary college, and one teaching information officer was set up in each class. The main job responsibilities were to feedback the teaching information to the higher-level teaching management department. The main contents of teaching information include the basic situation of teacher teaching, teaching management, students' classroom performance, multimedia classroom hardware and software usage, etc., especially the information collection of students in the class. The feedback information is reported regularly, and the teaching information feedback team verifies the information and collects the opinions and suggestions of the students.

Secondly, we should establish a system of class inspection and lecture attendance. School administrators should regularly check the class situation, deal with all kinds of urgent problems in the teaching process in time, and ensure good classroom discipline. In addition to the guidance and suggestions given by college leaders on the problems young teachers show in teaching, counselors should also listen to the classes they are responsible for. We should grasp the first-hand classroom learning resources in time, deepen students' learning life, and improve the effectiveness and pertinence of students' ideological work.

Thirdly, the early warning system should be established. This system mainly aims at students who have poor academic conditions and violate rules and regulations to give early warning and prompt in time so as to promote them to take relevant measures to complete their studies smoothly. Students may have some bad situations during their study and life, such as cheating on exams, not obeying campus discipline, or poor grades, failing to meet the school's assessment standards. In this case, an academic early warning system should be established. Send a notice to the student and the parent to inform them of the possible adverse consequences, and fully attract the attention of the students and parents. Form a joint effort between the school and the parents to help students successfully complete their studies and ensure the quality of school education.

Finally, establish a fair and equitable reward and punishment system. For students with excellent academic performance and comprehensive quality, they can be given certain material rewards in the form of scholarships. For outstanding student cadres, they will be awarded the title of "Excellent Student Cadre" and give them a certain spiritual reward. Students who have achieved excellent social practice can also be given certain material rewards and spiritual rewards. Fair and just reward system can not only stimulate students' learning initiative, but also play a leading role for

outstanding students. Make other students have stronger learning motivation. On the contrary, some students who violate school rules and discipline and have poor academic performance will be punished.

3.3 To adopt a quality assessment system combining in-school self-assessment with third-party quality certification

The content of teaching quality evaluation in school includes the comprehensive evaluation system of teaching quality, the comprehensive evaluation system of students and the evaluation system of teaching work in Colleges and departments. To improve the effectiveness of teaching quality management and improve the teaching quality assurance system in Colleges and universities through comprehensive internal teaching quality self-evaluation. In addition, colleges and universities should also introduce a third-party quality certification evaluation system, and the main body of third-party quality assessment is a social intermediary organization. Such organizations are not directly managed by the government. They are neither dependent on the government nor dependent on universities, and can guarantee their independence to the greatest extent. Moreover, social intermediary organizations have high authority and legitimacy. Therefore, the evaluation of the quality of applied universities by third-party quality certification institutions can ensure the objectivity and accuracy of the evaluation results.

4. Conclusion

In short, the important functions of universities include teaching, scientific research and social services. For application-oriented undergraduate colleges, their main functions include teaching and social services. It is based on daily teaching activities, and the guarantee system of teaching quality is fundamental. The construction of teaching quality in applied undergraduate colleges should adopt a scientific and systematic guarantee system. The quality of teaching will have a decisive role in the quality of personnel training. The establishment of a sound quality assurance system can promote the improvement of teaching quality. Application-oriented undergraduate colleges should be guided by the training objectives of applied talents, clarify the main objectives of teaching quality assurance, and establish a sound quality assurance system. And the combination of college self-assessment and third-party quality certification to make an objective evaluation of the quality of teaching, make timely corrections, and continuously improve the quality of teaching.

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