

Research on the Evaluation System of Teaching Internal Quality Management in Colleges and Universities

Mu Yarong

Shaanxi Xueqian Normal University, Xi'an, 710100, China

Keywords: Colleges and Universities, Teaching Quality, Evaluation System

Abstract: as the Establishment of Market Economy in Our Country and Our Country's Higher Education Scale Increasing Dramatically, Institutions of Higher Learning Education Quality of Teaching Has Become the Focus of the State, Society and Students, Teaching Quality Management System Has Become Important Hot Topic in the Field of Higher Education Researchers and Quality Managers, Many Students of Quality Management and Higher Education by Using the Theory of Total Quality Management (Tqm), Gb/T19000-2000 Standard and Excellent Performance Management Theory and Method of Teaching Quality Management System Has Carried on the Related Research, But the Research and Application Based on Pdca Circulation Principle Has Not Been Formed System Has a Perfect Quality Management System Program and Plan, Improve the Teaching Quality Management System of Poor Maneuverability, This Paper is Based on the Background, on the Basis of Analyzing the Related Research Status At Home and Abroad, Trying to Study in Colleges and Universities Teaching Quality Management System.

1. Introduction

Through the Analysis of the Teaching Quality Management Both At Home and Abroad Related Practices, Can Draw Lessons from the Experience of the Learned, That This Article Research on the Evaluation System of Teaching Quality Management as the Research on the Theory of Need to Adopt a More Mature At Home and Abroad, as a Result, a Lot of Literature Combined with the Characteristics of Domestic Higher Vocational Education, Puts Forward the Higher Quality of Teaching Monitoring System Theory and the Teaching Quality Management Theory as Theoretical Basis of Research, in Order to Further Study of Internal Quality Management of Teaching Evaluation System.

1.1 Theory of Higher Teaching Quality Monitoring System

1.1.1 Monitoring

Monitoring is “people according to a certain mechanism, using a certain method, to make it develop in a specified direction, to ensure the ultimate accuracy” [1]. Monitoring literally means supervision and control. In other words, it is active behavior, which is to act for an established goal and finally achieve the goal.

1.1.2 Teaching Quality Monitoring

Teaching quality monitoring refers to a kind of pre-set teaching quality evaluation standard, which USES some means and methods to supervise and control all aspects of teaching, so as to achieve a higher level of teaching quality. The monitoring of teaching quality includes the formulation of teaching quality standards, collection, collation and analysis of information, evaluation of standards in certain ways and methods, feedback of results after evaluation and post-implementation of control. Teaching quality monitoring can be divided into external and internal ways in form. Generally, schools will combine the two ways to carry out teaching quality monitoring activities.

1.1.3 Teaching Quality Monitoring System

Teaching quality monitoring system mainly refers to the supervision and control of the organization established by the school (such as teaching supervision group, teaching quality monitoring center, etc.), rules and regulations of teaching management, the whole process of teaching management and the comprehensive guarantee of logistics. The system is established to ensure normal teaching operation and improve teaching quality [2]. At present, many institutions of higher learning in the country are studying the teaching quality management evaluation system, generally is the teaching quality monitoring system and teaching quality management system combined, play its due effect. Management by objectives in teaching quality management system corresponding to the quality standard of teaching quality monitoring, including organization structure corresponding teaching, students and employment management, regulations and rules for the establishment of the corresponding teaching management related documents, information feedback, the policy incentive and supervisory corresponding technical support evaluation, so the teaching quality monitoring system and the teaching quality management system is one to one correspondence, supplement each other.

Teaching quality monitoring system of the overall goal is to improve the school quality of teaching and teaching management level and teaching quality monitoring system, need to school late all of the teaching management department, teaching department and security department together to form a complete system, is conducive to the quality of teaching monitoring and the improvement of teaching quality. Teaching quality monitoring system is a complete “closed-loop” management system, from the monitoring objects, to the implementation of teaching monitoring activities, and then feedback monitoring situation.

Finally, the relevant teaching management departments receive the feedback and adjust the teaching quality to achieve the best results. Vocational colleges teaching quality monitoring based on the characteristics of higher vocational education teaching work, its monitoring object is the various factors of affecting the quality of teaching, it is the implementation of the main body of the school's teaching management, school (department) management personnel as well as the teachers, the implement method of it is to use the teaching quality monitoring system to the specific implementation of the monitoring work.

1.2 Teaching Quality Management Theory

1.2.1 Connotation of Quality Management

Quality management is an organization in order to ensure the improvement of product quality, organize all staff participation, combined with advanced technology and quality management tools, such as establishing market contains products from design and manufacturing to the whole process of quality management system, using a variety of effective resources, in the process of work in the best way to produce customer satisfaction products, can achieve a good result, finally customers and producers can benefit from it [3]. Thus, the implementation of total quality management in enterprises is a relatively complex system engineering. And carrying out teaching quality management in higher vocational colleges can promote the sustainable and stable development of teaching in higher vocational colleges.

1.2.2 Basic Requirements of Teaching Quality Management

(1) The whole process of teaching quality management

There are many factors that affect teaching quality management, which are interrelated and affect each other, and these factors are scattered in various aspects of teaching operation, which is not easy to concentrate. Therefore, only by controlling all the links that affect teaching quality, can we ensure the continuous improvement of teaching quality.

(2) Teaching quality management of all staff

During the teaching process, the quality of everyone's work will have an impact on the quality of teaching. Therefore, the teaching quality management everyone participation, everyone has the responsibility, must all teachers and students must be concerned about the important issues. To

realize the full management of teaching quality, three aspects of work should be done: quality education and training of all staff in the school; Formulate the corresponding management system, clear rights and responsibilities, each in its own role, close cooperation; Set up corresponding teaching quality management group and supervision group.

(3) Teaching quality management of the whole organization

The teaching quality management of the whole organization includes two aspects: first, from the perspective of organizational management, all the staff of the school cooperate with each other to achieve the goal of teaching quality; Second, from the perspective of participants' cooperation, in order to carry out quality management of teaching activities and achieve the effectiveness of implementation, we must take teaching quality as the core to form an effective whole. Therefore, the management of teaching quality needs the participation of all departments and organizations in the whole school.

(4) Teaching quality management in various aspects

There are many factors influencing the quality of teaching, including objective factors, subjective factors and practical factors. There are both factors of talent cultivation and teaching management. There are both the factors of the higher vocational colleges themselves and the external factors of the schools. Only when all aspects of teaching management are taken into account and solved can teaching quality management achieve better results.

2. Analysis of the Status Quo of the Evaluation System of Teaching Internal Quality Management in Colleges and Universities

Every higher vocational college teaching management theory research is uneven, and various universities through the theoretical research to establish some of the teaching quality management system also has the good and bad, system, also appeared many problems in the practical application of this chapter mainly through the investigation, research and analysis the domestic vocational colleges teaching some of the status quo of internal quality management evaluation system.

2.1 Current Situation of Teaching Internal Quality Management Evaluation System in Colleges and Universities

Some higher vocational schools in China have made some achievements in teaching internal quality management evaluation [4]. For example, school leaders and all teachers and students attach more importance to teaching quality management evaluation and actively participate in it; The evaluation system of teaching internal quality management in colleges and universities is more rigorous and meticulous. The autonomy of teaching management in schools shows a good change.

2.1.1 Analysis of the Degree of Importance Attached by Teachers in Various Institutions of Higher Learning

Through the investigation of some higher vocational colleges, it was found that in the past, college teachers only cared about scientific research projects, teaching quality engineering projects, professional title evaluation, advanced study and other things related to themselves, and were indifferent to the quality of teaching. There was no relevant system to implement, and the supervision of teaching management department was not in place. In colleges and universities that carry out teaching quality management and evaluation, teachers generally begin to attach importance to teaching quality and pay attention to the training of their basic skills. Can seriously study the teaching content is rich, the teaching method is reasonable, the teaching method is appropriate, and actively strengthen their own teaching level; Start to strengthen their own participation in management initiative and pertinence, mutual learning. The teaching management department also has the system safeguard, the supervision strength has strengthened, the management level also has improved. A good atmosphere of participation of all teachers and teaching management departments in teaching quality management should be basically formed.

2.1.2 Analysis of Teaching Practices in Colleges and Universities

Daily teaching management is one of the contents of the evaluation index, and also the basic guarantee of teaching operation. The quality of daily teaching management can reflect whether the school teaching style and learning style are good or not. In colleges and universities without teaching quality management evaluation, the daily management of teaching is often self-conscious, lack of supervision, frequent teaching accidents and chaotic teaching order. However, in colleges and universities that carry out teaching quality management evaluation, teachers are more careful in preparing lessons, giving lectures and counseling in daily teaching, and the teaching management department also actively participates in daily teaching management, so teaching accidents rarely happen.

2.1.3 Communication Analysis between Teachers and Students in Various Institutions of Higher Learning

The relationship between teachers and students used to be that between management and passive learning. Teachers' management lacked motivation, students' learning lacked autonomy, teachers had no communication or interaction with students after class, and the relationship between teachers and students was not harmonious. After the teaching quality management evaluation, teachers have generally attached importance to the information exchange and emotional communication with students. Teachers pay attention to the communication with students in class, teachers and students are harmonious and equal, the relationship between teachers and students has been improved. In interaction and communication, to achieve teaching and learning, the realization of both teaching and learning progress, common improvement.

2.2 Problems Exist in the Evaluation System of Teaching Internal Quality Management in Colleges and Universities

2.2.1 Analysis of Conceptual Factors

At present, teaching quality management evaluation all adopt a unified standard to measure all teaching work, without comprehensive thinking of the differences in different subjects, majors, teachers, teaching facilities and other existing conditions [5]. The evaluation standard of the school is too single, the idea is outdated, it only pays attention to the evaluation result, and does not pay attention to the evaluation process and the difference, and the promotion, salary treatment and other related to the evaluation result, resulting in the evaluation is too utilitarian. Therefore, it is particularly important to make a comprehensive and systematic study on the teaching management of the college (department), the teaching effect and research level of teachers, and the training quality of students, so as to change the old ideas and establish a new management concept.

2.2.2 Analysis of Institutional Factors

The evaluation of teaching internal quality management is a comprehensive whole school activity, which requires the wide participation of the teaching management department of the whole school, teachers and students. The evaluation results can also reflect the real teaching level. The inherent invariable way or system is unable to truly reflect the actual effect of teaching work. Therefore, the corresponding system construction should be diversified, constantly adapt to the development of schools and update timely, and measure the effect of teaching quality evaluation with diversified system.

2.2.3 Factor Analysis of Indicator System

At present, the evaluation index system adopted by colleges and universities is not comprehensive and scientific enough, which is an important factor affecting the evaluation of teaching quality management. The current situation of the index system is that the teaching evaluation table of many universities will remain unchanged for many years once it is adopted, and the index system will be applied to the end once it is determined. It cannot be updated according to the social and economic development and social needs, leading to unscientific and unfair evaluation

results of the index system. Therefore, the content of the index system should be updated timely so as to achieve the differentiation, justice, comprehensiveness and science of the index. Through the analysis of a kind of questionnaire which is widely used at present, it can be seen that all the teacher evaluation indexes have applied the unified standard.

3. Construction of the Evaluation System of Teaching Internal Quality Management in Colleges and Universities

By analyzing the present situation of teaching quality management in higher vocational colleges, it is necessary to build a teaching quality management evaluation system suitable for higher vocational education. The evaluation of teaching quality management in higher vocational colleges is to improve the quality of teaching, the level of running schools and the competitiveness of schools. The teaching quality management evaluation emphasizes the comprehensive objective, the whole process and the participation of all personnel. In order to implement the teaching quality management evaluation effect and better track the implementation effect, it is very important to carry out the construction of the teaching internal quality management evaluation system.

3.1 Competency-Based Evaluation Concept

From the idea of subject standard evaluation to the idea of ability standard evaluation. Competency Based Education (CBE) is represented by the United States and Canada. The school employs industry experts from industry enterprises to participate in the professional construction and the development of the school's talent training program, and determines the students' abilities to engage in this industry according to their positions and occupational needs [6]. Based on this kind of talent cultivation program with expert participation, the school teaching administrators set up courses and designed teachers' teaching contents, so as to check and verify students' learning gains.

Higher vocational education should get rid of the shackle of the traditional subject-oriented teaching quality management evaluation index system in ordinary universities and should be liberated from the cultivation of academic engineering talents. The core of the establishment is to strengthen the cultivation of the professional ability required by the post group.

3.2 The Evaluation Concept of Attaching Equal Importance to Theory and Practice Teaching

From pure theory teaching evaluation idea to theory teaching and practice teaching evaluation idea. As an important characteristic of vocational education, practice teaching is also the basic characteristic of undergraduate education. Through practice teaching to consolidate theoretical knowledge and deepen the understanding of theoretical knowledge, practice teaching is also an important link to train high-quality skilled personnel, only through practice can students better and faster into the society, to carry out the work of related majors. Therefore, in the construction of the teaching internal management evaluation system, it is necessary to establish a reasonable weight ratio between theoretical teaching and practical teaching, so as to integrate and promote each other and achieve the purpose of cultivating students' technical skills.

3.3 The Evaluation Concept of Combining Knowledge Transmission and Innovation Ability

From knowledge imparting evaluation concept to knowledge imparting and innovation ability combination of evaluation concept. Higher vocational colleges begin to pay attention to the cultivation of students' innovative consciousness, innovative ability and practical ability, which has become a hot research topic in the field of higher vocational education. The cultivation of innovation ability must be a student-centered, theoretical knowledge based, interest-oriented, training base as a platform, innovative design as a means, and extracurricular training system with competition in and out of school as an incentive mechanism.

The requirement of talent cultivation of higher vocational education in China is to pay attention to the cultivation of students' innovative ability. Therefore, students' learning status should be strengthened in the teaching process, and knowledge imparting, ability cultivation and quality improvement should be integrated through the practical activities carried out inside and outside the

class, so as to effectively realize the cultivation of innovative ability.

3.4 Open and Diversified Evaluation Concept

From the closed self - evaluation concept to open multi - evaluation concept. First, it is open. It is necessary to strengthen the development of school-enterprise cooperation and joint education mode, so as to cultivate students with more pertinence, solve the problem of students' employment difficulty, and solve the problem of some enterprises' employment difficulty. Therefore, higher vocational colleges must adhere to the openness, face the society, face the market, face the industry to carry out research and joint training activities [7]. Second, the diversity, higher vocational colleges need to strengthen self-publicity, enhance the social, public understanding of higher vocational education; Carry out international exchanges and cooperation and joint school running to improve its own school reputation and quality, and incorporate it into the evaluation system.

The index system of quality evaluation of higher vocational education should be more open and diversified to reflect the characteristics of the types of higher vocational education.

3.5 Qualitative and Quantitative Evaluation Concept

From emphasizing qualitative or quantitative evaluation concept to the combination of qualitative and quantitative evaluation concept. The internal quality management of higher vocational colleges teaching evaluation system set up and run, found widespread idea backwardness, lack of systematic, evaluation standard is not scientific, monitor the phenomenon such as insufficient, in the evaluation work, often on a qualitative or quantitative evaluation system, cannot fully reflect the situation of the teaching quality. Therefore, the method of combining qualitative and quantitative methods is adopted to combine them organically to achieve the fairness and rationality of evaluation, so as to correctly reflect the teaching management level of the characteristics of higher vocational colleges.

4. Conclusion

The construction of teaching internal quality management evaluation system is mainly to improve the teaching quality and teaching level of the school through this evaluation method. According to the actual situation, advanced network technology is used to ensure the authenticity of the evaluation results, and it will also play a due role in supervision and management. The evaluation system mentioned in this paper is based on the actual teaching situation of the university itself, according to the characteristics and rules of higher vocational education, and gives various clear requirements for indicators, so as to achieve the overall integration of scientific and organic integration of evaluation indicators that are both mutually inclusive and non-overlapping.

References

- [1] Zhao juli, li jigang. Research on the monitoring and evaluation of teaching quality in higher vocational education [J]. Journal of xi 'an aviation technology college, 2011 (04) :11-18
- [2] Liu tuo. Analysis and enlightenment of teaching quality monitoring system in foreign universities [J]. Higher science education, 2016 (01): 83-86
- [3] Wang yanfang. International comparative study on evaluation of teaching quality of higher vocational education [J]. Journal of Guangdong agricultural and industrial technical college, 2003 (04): 19-28
- [4] Liu zhongxue. Analysis of the development and current situation of quality assurance system in British higher education [J]. Comparative education research, 2012 (02): 38-42
- [5] Hu xiujin. Reflections on the monitoring and evaluation of teaching quality in higher vocational colleges [J]. Vocational and technical education, 2013 (34): 30-32
- [6] Zhou zhenhai, li yanping, Chen jian. Analysis on the teaching quality monitoring system of

higher technical colleges [J]. Journal of disaster prevention technology college, 2015 (02): 69-74

[7] Li xinwei. Exploration and practice of establishing and improving the teaching quality monitoring system in higher technical colleges and universities [J]. Gansu agriculture, 2015:216