Practical Exploration for the Construction of the Classroom Teaching Quality Evaluation System

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Keywords: Classroom Teaching, Teaching Quality, Evaluation.

Abstract. Classroom teaching quality evaluation is an important part in the education teaching evaluation system. It plays an important role in promoting the teaching content, teaching method and means reform, strengthening the construction of teaching style and the style of study, and increasing the teaching level and teaching quality. In this paper the necessity of classroom teaching quality evaluation is discussed. Teaching evaluation system has a positive effect for arousing the enthusiasm of both teaching and learning, cultivating high-quality talents. In this paper according to the authors’ working practice, the practice and experience of the classroom teaching quality evaluation is introduced.

Introduction

With the expansion of the scale of university education, the education quality has caused extensive concern of the society from all walks of life. Education quality is the lifeline of colleges and universities. It reflects the university comprehensive strength. Deepening the reform of education and the reform of teaching management system is one of the important measures to cultivate high-quality talents in China [1-2].

In recent years, the Ministry of Education launched the project of university teaching quality and teaching reform. One of the important contents is to strengthen the assessment of colleges and universities, especially the teaching evaluation, and plan every five years to assess the colleges and universities across the country, especially the teaching evaluation. So every college and university is actively prepared for the assessment [3-5]. For the problem existed, they look for a way to the rectification and improvement measures. For this purpose, they need to establish a set of teaching quality monitoring system, and form the mechanism that not only has strict and scientific and standardized teaching management system, but also can be conducive to fully arouse the enthusiasm of both teaching and learning.

1. The Necessity of Classroom Teaching Quality Evaluation

1.1 Classroom Teaching Quality Evaluation is the Necessity for Improving the Teaching Quality

The central task of the colleges and universities is to cultivate high qualified talents for the socialist economic construction. In colleges and universities, cultivating talents is realized mainly through the teaching process. Therefore, improving the teaching quality of teachers is strategically important in the teaching work. Through the various curriculums teaching quality evaluation, the teachers can further define the present situation of each course teaching quality, and constantly reform the teaching work, improve the teaching level, consciously meet the teaching quality standards.
1.2 Classroom Teaching Quality Evaluation is the Necessity for Improving the Learning Quality

The teachers play a leading role in the teaching process, and students are the main body of learning. Previous teaching quality evaluation focus only on the teacher's teaching quality, and ignore the students' learning quality evaluation, or not do the students’ learning quality evaluation. Such teaching quality evaluation is unilateral, not perfect. Only the evaluations form both teachers and students are scientific, and can really and comprehensively reflect the curriculum teaching quality in detail. Therefore, the connection of the evaluation of teaching and evaluation of learning is the necessity for improving the learning quality.

1.3 Classroom Teaching Quality Evaluation is the Necessity for a Scientific Teaching Management

In the past the teachers’ teaching work is quantitatively managed and not managed about the teaching quality in colleges and universities teaching management system. Now through the evaluation of classroom teaching quality, from two aspects of quality and quantity a objective evaluation is given to the teachers’ working, which played a significant role in improving the teaching management, and establishing the teacher’s business records.

2. Practical Exploration for Classroom Teaching Quality Monitoring

In recent years, in order to promote the scientific and standardization of teaching quality management for undergraduate courses in common colleges and universities, and improve management level and teaching quality, and guarantee to achieve the goals of talents cultivation, the teaching quality monitoring system is gradually established and improved. It is helpful to enhance the consciousness of the teaching quality and the status of undergraduate course teaching, and improve education monitor and evaluation system.

2.1 Specification Teaching Work

To establish and perfect the teaching rules and regulations, improve the standardization of the teaching management level. On the one hand, completing basic file should be looked as the goal. The experts should be hired to do strict check, assess teaching plans and teaching syllabus, which can provide the basic specification for daily teaching management. On the other hand, in order to stabilize the normal order of teaching, management, enhance the work responsibility of the teachers and the teaching management staff, the teaching administration office of the university can formulated the file of the teaching accident determination and treatment for the daily teaching.

2.2 Teaching Supervision System

Completing the teaching supervision mechanism in colleges and universities, this can provide the organization guarantee for the self-monitoring, self assessment of the teaching quality. Teaching supervising group as the importance standing department of the university teaching quality monitoring system, randomly spot check the classroom teaching, listen to lectures, and discussion, find the problems existing in the teaching, checking self-evaluation, and periodically research, and analyze the opinions of both teaching and learning, and put forward the suggestion to solve the related problem. In this way, the university teaching quality monitor administrative system has been basically achieved and strengthened the monitoring and supervision for the teaching process and the teaching effect.

2.3 Operation Monitoring System

It is needed to establish the teaching quality evaluation system. Conscientiously implement the teachers’ teaching quality evaluation system, and earnestly carry on the teachers’ teaching quality assessment. 1) The conventional teaching quality evaluation system. Students are organized directly to evaluate the teachers’ teaching contents, teaching attitude, teaching methods, and teaching effect. 2) Implementing to listen to the classroom teaching. On the one hand, group memberships supervise
in-class lectures, and do the teaching evaluation, and carry on the expert scoring. On the other hand the university cadres at all levels are encouraged to listen into the classroom, listen to the lectures and score the classroom teaching. At the same time, the teachers are encouraged to listen to each other and score the teaching quality for each other. 3) Evaluating and choosing excellent teaching quality. Through practice it has be proven that the teachers’ teaching quality evaluation system stimulate the interesting and enthusiasm of the teachers’ work, strengthen the teachers’ sense of responsibility, and it is beneficial to improve teaching quality and effect.

2.4 Information Feedback System

Improve the teaching information collection and feedback system. 1) Through campus mail to communicate with students, the problems reflected by students should be replied in a timely manner. 2) Establishing the system of teaching feedback reporters. A number of excellent and responsibility students should be hired as messengers, they collect and reflect the students’ opinions and suggestions for the teaching work, and they are responsible for the propaganda about the university education policies and regulations. Student teaching feedback system can improve the students’ sense of responsibility in teaching evaluation and teaching quality control, so as to improve the work quality and efficiency of teaching evaluation, also can reduce the working cost.

Increase the transparency of the evaluation work. Every time the evaluation results should be feedback in time. No matter at what form, the contestant objects must be assured to know their assessment results. The teachers with the outstanding assessment should be encouraged in time. The teachers with the poor evaluation results should get help to find their problems rather than rushing to give him punishment. Through positive evaluation, the development of teachers is promoted.

3. Some Problems in Classroom Teaching Quality Evaluation Should be Paid Attention to

3.1 Through Evaluating to Correct, Focus on Improving Teaching Quality

Evaluation is in order to improve. This is the purpose of classroom teaching quality evaluation. For teachers the teaching quality evaluation is not simply to set a level, but in order to help teachers improve teaching work and teaching quality.

3.2 Evaluation of Classroom Teaching Quality, Emphasis on Guidance

Supervising group gives supervision and guidance for the teaching quality. They not only focus on the supervision, but also focus on guidance. After listening to the teachers’ classroom teaching they should help teachers to analyze the teaching situation from the preparation, content, and methods, and help them find out the deficiencies, and propose improvements.

3.3 Improve the Level of the Expert Group Evaluation, Emphasis on Justice

The members of the university supervision group have rich experience in classroom teaching, and teaching management. The teaching evaluation can be carried on from training target, teaching basic requirements, breadth and depth of the teaching course content. The evaluation should be done fairly and objectively.

3.4 The Teaching Quality Evaluation should Focus on Students’ Evaluation

Teaching Administration Office scientifically collected and analyzed the students’ evaluation information. The evaluation results are comprehensively diagnosed and evaluated, and then the evaluation information is feedback to the subsystem of the teaching quality guarantee system. And in the teaching process, teaching input and output the necessary adjustment and reform are made. The teaching evaluation activities are developed with regularization, systematization, standardization, and then it is bound to produce highly efficient teaching management system and a high level teaching staff. Thus the teaching quality and teaching efficiency are improved.

With the further development of the information technology, the abundant and convenient information source and information channel are provided with a variety of conditions for the education provides. Teaching quality monitoring process is actually the transmission process of
information. A perfect teaching quality monitoring system must be operated based on clear and accurate teaching information management system. Along with the society’s progress and the development of education, the university education contents and methods will be changed, and only combined with their own features. A set of scientific, standardized and characteristic teaching quality monitoring system can be established. Then the purpose of optimizing the teaching process and improving the teaching quality can be realized.

Acknowledgment
This study was supported by Shandong Province Key Research and Development Program (2016GGB01948) and Qingdao Agricultural University Teaching Research Program. The financial supports from above funds and organizations are gratefully acknowledged.

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