Construction of Teaching Quality Monitoring System in Departments of Application-oriented Undergraduate Medical University

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Abstract. Based on theory and practice in departments, this paper constructs a teaching quality monitoring system and running mechanism for closed-loop operation, which consists of quality evaluation, information feedback, control and guidance and so on, and which guarantees practice effect of teaching quality monitoring in departments. The circular monitoring system for teaching quality is elaborated.

Introduction

With deepening of reform of the two-level management system between university and departments, the focus of teaching management work has been gradually shifted, which makes it important to construct a teaching quality guarantee system in the secondary departments. This is not only the demand to establish teaching as the center and to build teachers’ ethics and ethos, but also the demand to strengthen construction of teaching team and to implement rectification measures in medical education certification. Secondary departments are both focus and difficulty in university teaching quality supervision. Therefore, since 2013, in Qiqihar Medical University (QMU), with a concept of "student-oriented and continuous improvement in quality", a comprehensive view on education quality, and a guidance of cultivation for job-competency, content and models of teaching quality monitoring system in departments have been establishment, which have kept been perfected in practice. This is beneficial to construct an all-round teaching quality monitoring system in medical colleges and universities, and to explore long-term effective ways and methods to improve teaching quality.

Teaching Quality Monitoring in Departments and Purpose

Teaching quality monitoring in departments refers to a process of stabilizing and improving teaching quality conducted by monitoring organization through monitoring continuously quality of teaching, collecting regularly information on quality of teaching, finding potential problems on the basis of analyzing, and controlling teaching behavior timely. Good quality of teaching must be strictly and scientifically guaranteed by teaching management. So, it is important to establish a sound teaching quality monitoring system for promoting the quality of teaching, so that key points influencing teaching quality are constantly under control.

Construction of Teaching Quality Monitoring System in Departments

Teaching quality monitoring in departments is a process constructed by a certain organization in accordance with certain procedures, basing on evaluation of teaching quality, active and serious planning, inspection, evaluation, feedback and regulation to each point in teaching and each element impacting teaching quality, so as to ensure the teaching work sticks to the plan and the goals of teaching quality is achieved. Construction of perfect and sound closed loop teaching monitoring system (Figure 1) is realized by full-process and full-participation by multi-level, all-round
monitoring from three aspects of teaching, learning and management. Construction of this system can increase links, mutual coordination and mutual restraint among teaching, learning and management, can enhance role awareness in teaching, learning and management, and can form a virtuous circle, so that the quality of teaching can be guaranteed.

![Teaching Quality Evaluation System Diagram](image)

**Figure 1. Structure diagram of teaching quality monitoring system.**

**Teaching Quality Evaluation System**

The evaluation of teaching quality should be a complete evaluation system. The basis of teaching activities and teaching quality evaluation is instructional teaching documents and quality standards to every teaching section, which play a guiding, normative and evaluation role [1]. Teaching inspection: term-beginning inspection: in order to ensure a smooth development of teaching and a normal operation of teaching order, inspection to teaching preparation in various departments should be conducted, including 24 items in four major categories: teaching security, teaching operation, teaching documents archiving and practice teaching; Mid-term inspection: in order to know well teaching situation in the middle part of the semester, to find out and solve problems in time, to ensure a smooth development of teaching work and a good teaching order, and to improve constantly the quality of teaching, a mid-term inspection includes implementation of teaching week calendar, completion of teaching schedule, implementation of class supervision system, development of teaching methods, revision of experimental reports and rectification of term-beginning teaching inspection; Term-end inspection: Main inspection contents are: completion of teaching tasks and teaching quality of each course; completion of various teaching materials; implementation of annual work plan and rectification of mid-term inspection. Classroom teaching quality evaluation system: Student evaluation: All the teachers are listed in the teaching quality comprehensive evaluation system in the university. After the course is completed, students scan two-dimensional code through WeChat to evaluate the teachers’ teaching attitudes, content, methods, and teaching effectiveness. Also, students’ satisfaction towards the teaching is shown in the evaluation system; Supervisor evaluation: Teaching supervision runs through the whole process of teaching. Teaching supervision experts, composed of 5-7 teachers with high professional title, often go to the classroom to monitor the teachers’ performance. They fill out forms like "Lecture Record" and "Classroom Teaching Quality Assessment Form", and communicate with the teacher immediately after the class regarding
problems that arise in the teaching sections. With a starting point of teaching supervision work "helping" and "promoting", the experts make suggestions to teachers promptly; Peer evaluation: Each teacher in every section is required to conduct peer education in every semester, and fill out "Peer Evaluation Form on Teachers’ Teaching Quality in Medical Technology College" to score and comment on teachers in the same section; Self-evaluation: Quality Evaluation System for Extracurricular Teaching in Medical Technology College Teachers (for Trial Implementation) has been made. Teachers regularly reflect on every aspect in teaching (including extracurricular sections directly related to quality of teaching), draw lessons from the past experience, identify deficiencies, and make self-evaluation seriously. The teachers’ self evaluation is inspected regularly by the teaching section. Examination quality evaluation system: Documents like Administrative Regulations for Examinations are made, in which specific provisions are described to the whole process and every detail of all examinations. Quality standards of examination paper are made to secure the quality. For each curriculum, a complete examination paper making plan is required. For each compulsory course, examination paper analysis is required by the university, with the results known to the students. For common problems shown in the analysis, extra explanation and guidance should be conducted; for individual problems, help should be offered to students for their understanding and correction. The examination quality analysis is divided into two parts: examination paper quality analysis and student achievement analysis. Quality analysis of the exam paper, as the basis of achievement analysis, can be used to evaluate whether the teaching process meets the requirements of the syllabus. Achievement analysis can reflect effect and problems in teaching. Graduation thesis quality supervision system: This system includes monitoring to the graduation thesis in three stages: the early part, the process and the results. Main supervision tasks include: first, supervisor qualification; second, topic selection and mid-term inspection; third, thesis defense and performance evaluation. In addition, it is necessary to regularly inspect the progress of graduation thesis and timely correct existing problems.

**Teaching Information Feedback System**

Main function of the teaching information feedback system is to collect and analyze teaching information from teaching activities, and then feedback the teaching information to the teaching guidance and control system. Teaching information collection is multi-faceted, comprehensive, regular, and random supervision and feedback to all teaching activities, every teaching section, various teaching management systems, teaching reform programs and so on [2]. Teaching quality supervision and control system: Teaching supervision experts attending lectures in departments: The teaching supervisor group in departments is composed of 5-7 senior teachers with high professional title, strong sense of responsibility, rich teaching experience and good teaching effect. Duties, lecture-attending hours and requirements of the group members are specified in "Duties and Regulations of Teaching Supervision Group in Medical Technology College. Great importance is attached to feedback from the supervision experts, which is transmitted to the teachers timely to help young teachers improve their quality of education and teaching. Peer lecture-attending: "Regulation on Peer Lecture-attending System in Medical Technology College" is established, so as to promote mutual learning and communication between teachers. Learning from each other is a super method in improving teaching level and classroom teaching quality. System of teaching management staff lecture-attending: inspection and supervision of classroom teaching quality is conducted by party and administrative leaders in departments, dean in charge of teaching, and teaching management personnel [3]. “Regulations on Management Staff Lecture-attending System in Medical Technology College” has been made, in which lecture-attending hours per semester and requirements of these teaching management staff are specified. The regulations help the party and administrative leaders establish a sense of teaching services, highlight the central position of teaching work, go deep to the front line of teaching and improve teaching information feedback system. Teachers’ forum: Teachers, as the main body of various teaching activities, have the loudest voice concerning all aspects of teaching work. Through teacher’s forum, the innermost voice of teachers can be heard, so that real situation of teaching can be grasped accurately and without delay. The teachers’ problems or
difficulties encountered can be solved in time, so that the teachers’ work enthusiasm can be aroused
and quality of education and teaching improved. Students’ forum: Teaching Co-management Groups
(composed of the commissary in charge of studies and a common student in each class) are
established. Regular forums are held so that smooth students feedback channel can be guaranteed,
ideological movement of students concerned, real needs of students understood, and finally level in
teaching, management, and service in the university can be elevated. To provide more targeted and
effective service in teaching management in the university, the students’ opinions and advice on
teaching quality should be heard in time, concerning training program design, curriculum design,
teaching staff, teaching ethos, teaching management level, teaching security, and many other aspects.
Establishment of off-campus information feedback system: Teaching quality can be reflected through
evaluations from social employers and students’ parents. Through follow-up survey of graduates,
evaluations to the graduates by the employers and opinions and suggestions from social units can be
collected, according to which, major structure can be adjusted, personnel training program can be
revised, curriculum content system can be reformed, so that quality of personnel training can be
improved continuously.

Conclusion
Basic task of higher education is cultivation of talents, the key to which is improvement of teaching
quality. Establishment of an effective quality control system is an important guarantee to improve the
quality of teaching. Construction of teaching quality monitoring system in departments is necessary to
improve the teaching quality, and it is also an important supplement to the quality control in the
university level. Operation of the teaching quality monitoring system in this department makes
dynamic teaching quality management system extend from points to a line, from lines to a surface,
from surfaces to a body. Comprehensive supervision and evaluation is conducted from aspects of
teaching, learning, management and others, with emphasis on both evaluation process of teaching
quality and feedback and rectification of the evaluation. A full range of teaching quality monitoring is
realized by ensuring quality of teachers’ teaching, of teaching management and of students’ learning.

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