On Quality Assessment System of College Teaching

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Keywords: Classroom, Teachers, Assessment, Students.

Abstract. As talents are the core competitiveness of economic development in the 21st century, quality assessment of college teaching has a direct bearing on the foundation of Chinese talent cultivation strategy. In this paper, the author first expounds the significance of quality assessment on college teaching, and then analyzes current teaching quality assessment and key assessment indexes. Finally, the author, according to National College Talent Cultivation Standard and key teaching quality indexes, proposes measures and plans of constructing quality assessment system of college teaching.

Introduction
The progress of the Internet has boosted the rapid development of different industries. Likewise, the Internet also brings transformative changes to college teaching. As colleges take the mission of cultivating high-quality talents, they should attach much importance to teaching quality. In particular, the cultivation of interdisciplinary talents proposes higher requirements for teachers in the application-oriented colleges. The teachers should not only possess erudite knowledge, professional qualities, and lofty virtues, but also master diversified teaching means and methods, and effective communication skills.

Significance of Quality Assessment on College Teaching

Profound Significance of Quality Assessment on College Teaching
Teaching quality assessment is a major index in the appraisal of teaching quality. In addition, as colleges influence the long-term strategy for talent cultivation, they are the key index for Chinese future development.

Helpful for Establishing Quality Assessment System of College Teaching
The quality assessment system of college teaching is of great significance for improving college teaching. However, some problems should be addressed in constructing the quality assessment system of college teaching. First, theoretical study, teaching mode, assessment means, and key index weight in college teaching increase difficulty of quality assessment; second, the process, implementation difficulty and feedback of assessment concern the effectiveness of quality assessment; third, other factors such as the rationality of assessment indexes, the authenticity of assessment process, and the consistency of statistical data with development strategy of colleges shall be taken into account.

Helpful for Improving Management of College Teachers
Quality assessment of college teaching is an important part for teaching quality control, and a major means for improving teacher management.

Helpful for Improving College Teaching
At present, college teaching confronts with the quality crisis due to various factors, such as concentration on scientific research, ignorance of teaching, old teaching contents, rigid methods, and outdated modes. The scientific and systematic teaching quality assessment is helpful for improving teaching, and deepening mutual understanding between teachers and students. Thus, the quality assessment will exert a positive influence on improving teaching quality.
Current Quality Assessment on College Teaching

Unsystematic Assessment

Management-oriented yet Feedback-neglected Assessment System. In general, teachers are assumed as "economic men" in teaching management departments of colleges. Thus, when teachers are not controlled well, teaching quality will not be guaranteed. Quality assessment aims to decide the teachers’ employment and remunerations through inspecting their teaching performance.

Result-oriented yet Process-neglected Assessment System. In college teaching, quality assessment is always result-oriented yet process-neglected. For instance, students’ final assessment on teachers is taken as the result, but teachers’ emotional behaviors and teaching process are neglected.

Unscientific Assessment Index System

Unexploited functions of assessment. The quality assessment on different courses and teaching contents is not very accurate, and it fails to embody practical functions.

Nonstandard and Unsystematic Operation of Quality Assessment

The quality assessment on college teaching contains various contents, and students’ assessment plays a vital role in quality assessment system. To improve teaching and provide basis for implementing teacher post appointment system, most colleges implement teaching quality assessment when no unified assessment is formulated.

Untimely Feedback of Assessment Result

Teaching is complex and systematic because it involves various factors. In the traditional assessment mode, the assessment result is implemented by humans, so the statistical process, including removal of unreasonable scores, accumulation of total scores, calculation of average scores, and standard deviation, is highly affected by subjective factors.

Design of Quality Assessment System of College Teaching

Principles of Quality of College Teaching

Table 1. Principles of college teaching quality.

<table>
<thead>
<tr>
<th>Assessment principle</th>
<th>Scope of assessment objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency principle</td>
<td>Indexes shall be consistent with objectives;</td>
</tr>
<tr>
<td>Measurability principle</td>
<td>Assessed contents can be directly measured through observation, and assessment standards can be controlled.</td>
</tr>
<tr>
<td>Simplicity principle</td>
<td>Assessment modes and contents can be easily operated.</td>
</tr>
<tr>
<td>Independence principle</td>
<td>The indexes within the system and at the same level are independent and exclusive.</td>
</tr>
<tr>
<td>Completeness principle</td>
<td>The index system should be comprehensive and complete.</td>
</tr>
<tr>
<td>Diversification principle</td>
<td>Through closed and open Q&amp;A, students can accurately master teaching contents.</td>
</tr>
</tbody>
</table>

Design of Quality Assessment Indexes of College Teaching

The assessment index system should be scientific, feasible and comparable. Through quantitative and qualitative design, the system will be helpful for improving teaching.

Purpose and Contents of Key Assessment Index. The purpose of assessment mainly includes two aspects: ① compressive and scientific teaching quality assessment; ② improve services for teaching quality.
Table 2. Functions of students’ teaching quality assessment.

<table>
<thead>
<tr>
<th>Function of assessment</th>
<th>Contents of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function of guidance</td>
<td>① Analyze teaching quality; ② study and assess teaching structure; ③ achieve teaching procedure and objectives.</td>
</tr>
<tr>
<td>Function of adjustment</td>
<td>① Study teachers; ② improvement; ③ information feedback.</td>
</tr>
<tr>
<td>Function of management</td>
<td>① Monitoring of teaching process; ② provide basis of materials.</td>
</tr>
<tr>
<td>Function of education</td>
<td>Cultivate students’ capabilities of discovering, analyzing and solving problems.</td>
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</table>

Table 3. Scope of key assessment indexes.

<table>
<thead>
<tr>
<th>Types of indexes</th>
<th>Contents of key assessment indexes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching objectives</td>
<td>① Cultivation objectives; ② Education objectives of disciplines; ③ Systematic knowledge system.</td>
</tr>
<tr>
<td>Teaching contents</td>
<td>① Knowledge; ② skills; ③ capabilities; ④ thought; ⑤ views; ⑥ behavioral habits.</td>
</tr>
<tr>
<td>Teaching methods</td>
<td>① Scientific and effective application of teaching methods; ② arouse students’ interest in learning; ③ students’ age characteristics.</td>
</tr>
<tr>
<td>Teaching atmosphere</td>
<td>① Teachers should be energetic and enthusiastic; ② harmonious teaching atmosphere; ③ students are positive and disciplined.</td>
</tr>
<tr>
<td>Teachers’ qualities</td>
<td>① Professional quality; ② morals; ③ students’ prejudice; ④ result of communication.</td>
</tr>
</tbody>
</table>

Establish Scientific, Rational and Feasible Assessment Index System

The assessment index system is the criterion and standard of value judgment from quality and quantity, and it is the principle that evaluators should follow in quality assessment.

Set Rational Index Weight and Assessment Standard

First, assessment index weight is the central link in constructing assessment index system, and various types of assessment standards shall be used according to features of different types of indexes; second, different grades of assessment standards shall be well-cleared so evaluators can easily distinguish them.

Measures of Constructing Quality Assessment System of College Teaching

Define Roles of Teachers and Students, and Establish Modern Assessment Outlook

The primary task of improving teaching quality assessment is to change the traditional thought, and establish the new education assessment idea. Thus, it is necessary to define the roles of teachers and students and establish the outlook of modern teaching quality assessment.

Define roles of teachers and students. In modern teaching, students’ development is given the top priority. Teaching should be a process for students to demonstrate their value of life. Thus, while designing teaching activities, teachers shall consider students’ life and social practice, and encourage students’ positivity. This requires that teachers pay attention to students’ personalities, and adopt student-oriented education methods to cultivate the innovative and competitive talents with critical thinking.

Establish Comprehensive Assessment System

Improve the assessment index system, and make it independent, easy to operate and consistent with assessment problems. In the process of compiling the assessment index system, it is of high significance to keep assessment contents consistent with assessment problems.
Mobilize All Positive Factors to Improve Assessment Process

Teaching quality assessment is actually the judgment on whether teaching can meet social needs and boost students’ development, and it is of significant value in inquiry, assessment, supervision, guidance and encouragement. As it involves various aspects, it is necessary to mobilize all positive factors in all links of improving the assessment process.

Conclusions

In conclusion, the construction of a brand-new quality assessment system of college teaching requires the innovative teaching concept and a more effective teaching environment that adapts to needs of majors and disciplines.

Acknowledgement

This paper is one research achievement of the General Program of Henan Education Science "13th Five-year" Plan in 2018: "On Ecological Environment of College Teaching in Henan Province" (No.: [2018]-JKGHYB-0278).

References