

On Exploration of University Supervisors in the Evaluation of Classroom Teaching Quality

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Abstract. Classroom teaching quality is directly related to the quality of personnel training. Evaluation of classroom teaching quality is an important part of the daily work of teaching supervisors. This paper summarizes the six years' work of a university supervisors group in the evaluation of classroom teaching quality. The university has constructed the evaluation system which includes the evaluation of three parties: the students, the experts of the department and the school supervisors. The supervisors group revised the evaluation index system: the original evaluation index system consisted of five sub-components: teaching attitude, teaching contents, teaching methods, teaching means and teaching effects. The evaluation results were divided into five levels. The new evaluation index system consists of one overall evaluation, three sub evaluations and evaluation reason, the classroom evaluation results are divided into four levels. The revision of the evaluation index system established the new teaching philosophy, made the evaluation standard more stringent, improved the evaluation process, simplified the evaluation project strengthened the requirements for classroom effectiveness, and clarified the direction of teachers' classroom teaching improvement. The evaluation of classroom teaching quality should do three "seeing": seeing the teachers, seeing the process and seeing the students.

Introduction

The role of teaching supervisors is to monitor and ensure the quality of teaching in universities. The orientation of university supervisory groups is to supervise, inspect, evaluate and guide the whole process of education and teaching and play the role of "soft organization" of teaching quality assurance system^[1,2]. Their main tasks are divided into two categories. The first is responsible for the daily teaching inspection (such as attending church, the practice of teaching, test papers examination, graduation projects examination, etc.). The second is to participate in important teaching special activities (for instance, teaching evaluation and supervisors, assessment of young teachers lecture competitions, training of young teachers, famous teacher selection recommendation, etc.). Classroom teaching is the basic form of college personnel training, as well as the key link of teaching work. Classroom teaching quality is directly related to the quality of personnel training^[3]. The quality inspection and evaluation of classroom teaching is the main content and focus of the daily work of teaching supervisors. The basic way to supervise the quality of the classroom teaching is to listen to the class and evaluate the class. This paper mainly presents the work of the supervisors group of our university in organizing the supervisors and hearing of the courses.

Our university, from 2010-2011 academic years, established a "Classroom Teaching Quality Comprehensive Evaluation System" which is based on the original "Learning Evaluation of Teaching". The classes of comprehensive evaluation are mainly undergraduate theory courses. We evaluate the 5 aspects, teachers' teaching attitude, teaching content, teaching method, teaching means and teaching effects, through the way of teachers' declaration or recommendation of departments and the combination of school supervisor evaluation, student evaluation and departmental expert evaluation. Evaluation results are divided into five categories: "Especially excellent", "Excellent",

"Good", "General", and "Unqualified". The implementation and improvement of classroom teaching evaluation work are divided into the following two aspects.

Implementation and Effectiveness

As of July 2017, after six-year evaluation, we had completed a total of 1,038 classroom evaluations of 592 teachers. Participating teachers account for more than 80% of the total number of full-time teachers. We divide the classrooms to be evaluated into two categories: "Declaration classrooms" and "Spot check classrooms".

(1) In the declaration classrooms, the evaluation results are as follows: 32 "Especially excellent" classrooms, 585 "Excellent" classrooms, 406 "Good" classrooms, 15 "General" classrooms and no "unqualified" classroom. Among which, the excellent rate of Declaration classrooms was 59.4%.

(2) The school carries out the evaluation work of declaration, meanwhile, carrying out the work of spot check classrooms teaching for three kinds of teachers. ① New teachers. ②The teachers who have never participated in the declaration. ③ Part of the teachers who have declared, but the results of the evaluation are not ideal. In the past few years, a total of 176 classrooms of 138 teachers were examined. The results were as follows: 46 "Excellent" classes, 101 "Good" classes, and 29 "General" classes. The excellent rate of the spot check classrooms was 26.1%.

In the six years since the evaluation was carried out, it has become normalized and institutionalized, and the quality of classroom teaching has always been supervised and evaluated by some people. The function of "diagnosis" and "service" of evaluation has been given full play to make evaluation an effective way to improve teaching quality, and achieved good results.

Through the evaluation, the evaluation system which includes the evaluation of three parties, the students, the experts of the Department and the school supervisors is constructed. We have reached the goal of "Promote the Construction through Evaluation", teachers from "I was evaluated" to "I ask for evaluation", which inspired the enthusiasm and initiative of teaching: It promoted the construction of curriculum and teaching team. The evaluation result has become an important basis for teachers to declare teaching excellence, master teachers and other teaching rewards, as well as the necessary materials for assessment of core courses and education reform projects.

Problems and Improvement

In the practice of evaluation work, we have found some problems and deficiencies, such as the using of evaluation criteria, high rate of excellence, and so on, especially, this year, clearly defined the level of classroom teaching quality in the professional and technical positions appraisal in the school. All of these require us to carefully examine and summarize the experience to ensure the objectivity, fairness and accuracy of the evaluation results^[4]. To this end, the school organization school teaching supervisor and faculty teaching director conducted several seminars, proposed improvements, and to be implemented from the semester of 2017-2018 school year.

Our school mainly adopted the following 3 improvement measures.

Change Teaching Philosophy

With the progress of society and the continuous development of higher education, the education of students is not only acquiring knowledge, but also emphasizing the cultivation of ability. Students are the main body of classroom teaching. The development of students is the goal of classroom teaching. To this end, our school put forward a new teaching philosophy: "Educating people as the fundamental, abilities as the emphasis, learning as the center, the effectiveness as the standard". "Educating people as the fundamental" refers to educating people in all aspects and taking the all-round development of students as the fundamental principle. "Effectiveness as the standard" refers to the effectiveness of the test as a standard, whether it has reached the training program, the training objectives stipulated in the syllabus. "Abilities as the emphasis" means more emphasis on abilities

development on the basis of knowledge imparting. "Learning as the center" refers to the key to teaching is the student's "learning", giving the stage back to students, letting students do it, and building their own space-time of knowledge structure. The basic starting point of classroom teaching evaluation is whether teachers implement these teaching ideas in the whole process of classroom teaching.

Revise Evaluation Index System

The original school supervisors and faculty evaluation index system consists of five sub-indicators: teaching attitude, teaching content, teaching measures, teaching methods and teaching effectiveness. Each sub-indicator has a score of 20 points and the sum of the scores of each sub-item is the total score. In the process of practice, on the one hand, evaluation criteria and scales are not easy to grasp accurately; on the other hand, the teaching effect is low in weight. To this end, we have revised the evaluation index system.

The new evaluation index system consists of one overall evaluation, three sub-evaluation and evaluation reason. Three sub evaluations refer to: "Teaching attitude", "Teaching ability", and "Classroom effect". Overall evaluation is conclusive, sub-evaluation is a specific evaluation, is the further refinement and supplement of the overall evaluation. The former evaluation of quantitative scores is changed to qualitative evaluation; the evaluation is divided into four grades: "Very good", "Good", "General", and "Bad".

In the implementation of evaluation, first of all, according to the teaching philosophy of "Educating people as the fundamental, abilities as the emphasis, learning as the center, and the effectiveness as the standard", we evaluate the classroom teaching quality of teachers. On this basis, we re-evaluate each sub-indicator.

Evaluation reason including "advantages of teaching" and "need for improvement of teacher's teaching" two parts is also the required content. The supervisor is not only "overseeing" but also "guidance". The evaluation reason is the specific opinion on the specific teaching behavior of the teacher, and it is an important part of giving feedback to the teacher and helping the teacher to improve the teaching level.

The teaching management department is responsible for the statistics of the supervisor evaluation results. First, the corresponding scores are given according to the overall conclusion, and then according to the evaluation results of the sub item, the score is added or reduced in the light of the weight of 2:4:4, and the final score is obtained. After summarizing the results of the tripartite evaluation, the evaluation conclusions on "Super good", "Excellent", "Well", "General" and "Poor" are given.

The newly revised evaluation index system further simplified the evaluation project, improved the evaluation process, made the evaluation standard more stringent, reinforced the requirements for classroom effectiveness, and clarified the direction of teachers' classroom teaching improvement.

Strengthen Department Expert Evaluation

In the past tripartite evaluation, the evaluation of faculty experts is not optimistic, mainly two problems. First, the score of the evaluation contains the part of human feelings. The teachers to be evaluated are very familiar peers and colleagues. The valuator may be embarrassed to give a low score. Second, the score of the evaluation is distorted. Faculty evaluation is often combined with the leading cadres, decentralized lectures, evaluation of different levels, and the evaluation of different scales. The levels of evaluation body are different. The scoring standard of evaluation is also different.

To this end, the school has perfected the system of department supervisors. By the department director at the lead, 3-5 professors or associate professors form department supervisors group. Department supervisors' candidates must be senior technical titles with high teaching level, rich experience, capable of upholding principle and impartiality. Breaking the boundaries between

different majors, unifying standards and concentrating power will enhance the impartiality and authority of the department experts.

Conclusion

On the basis of many years implementation, the North China Electric Power University has conscientiously summed up experience, continuously improved, enhanced the operability of evaluation and improved the effectiveness of the work in classroom teaching quality evaluation. Currently, the improvement measure of our school is only preliminary; its effect still needs to be tested in practice. To sum up, we should do three things in classroom evaluation, seeing the state of teachers, paying attention to the lesson preparation effect and professional psychology of teachers, seeing the teaching process, investigating the teaching ability of teachers in the class, seeing the effect of students, emphasizing the attendance rate, participation degree and classroom atmosphere of students. We believe that the using of classroom video technology, big data, data mining and intelligent computing technology will make the evaluation of classroom teaching quality more objective and fairer in the future. However, there is still a need to play the role of expert supervisors as the main body of evaluation.

We are deeply aware that the supervisors work is related to the success or failure of establishing the school spirit, the teaching style and the style of study, and we should adhere to the principles of respecting the objective laws and serving the university. The supervisors should not be the police, but doctors, should not be referees, but be companions. In recent years, the work of supervisors has made us realize that we should be guided by supervisors, be date to supervise, be good at guiding, be no supervise offside, be feedback in time, be loyal to our duties, be willing to devote and focus on improving.

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