

CONSTRUCTION AND IMPROVEMENT OF THE TEACHING QUALITY EVALUATION SYSTEM IN COLLEGES AND UNIVERSITIES

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Abstract: With the substantial expansion of enrollment in colleges and universities, how to improve the quality of teaching has become a major issue in the education and teaching reform of major colleges and universities. middle noodle The heavy coming big issue. Build a set with A scientific and operable teaching quality evaluation system that matches the school's positioning is essential for further strengthening Teaching quality management and improving people in colleges and universities The quality of talent training has an emphasis on meaning. This article discusses the common problems of formality, simplification, utilitarianism, lag, etc. in the evaluation of teaching quality in colleges and universities. Problems, take the long-term mechanism as the starting point point, to existing Reflected on the problem, put forward constructive suggestions on the improvement of the teaching quality evaluation system, hoping to achieve practical improvements in teaching quality, and also provide guidance for major universities Teaching quality in colleges and universities Provide certain reference for quantitative evaluation work.

Keywords: Higher education; Teaching quality; Evaluation system

1. RESEARCH BACKGROUND

Teaching quality is the foundation for the survival and development of schools. Investigation and analysis of teaching quality evaluation in In the 19th century, many scholars began to Times Changes, educational reform are also ongoing, and the teaching quality evaluation mechanism has gradually developed and improved during this period. At present, with the rapid development of our country's economy, the positioning of society's talent demand has been different from the past. There is a shortage of high-quality talents with innovative and practical spirit. mouth already is expanding day by day, Traditional teaching methods and concepts are no longer suitable for the development of modern society. The teaching process is an interactive activity in which teachers and students participate together. Through comprehensive and comprehensive teaching quality evaluation, teachers can strictly demand themselves, strengthen their interaction with students, and constantly improve their teaching quality. Continuously improve the quality of teaching. At the same time, through the information provided by teaching quality evaluation, teachers and students can Learn about teaching and learning existence of excellence Dot and questions to promote teaching Learn to reform and optimize School management.

Therefore, college teachers learning quality evaluation mechanism, in supervising each College teaching Excellent academic quality Procedure plays an important role in of use, To ensure teaching academic quality evaluation system Tie of smooth progress Yes, a scientific, reasonable and effective long-term mechanism is essential.

2. MAIN PROBLEMS FACED

Teaching quality evaluation body The department is built on teaching learning operation process middle various teachings Analyze and diagnose learning activities, and provide timely feedback on discovered problems to ensure school teaching. Steady improvement in quality. So far, most colleges and universities in China Already established more independent teaching quality evaluation system, but there are still the following problems :

2.1 Formalization of the Evaluation Process

Due to inappropriate concepts of educational quality evaluation, evaluation activities often have superficial facetization and formalization. Teachers rarely analyze problems directly in order to cope with the inspection mentality to treat evaluation ; students are often more arbitrary, due to the fact that their values are not yet perfect, and there are Certain interests are entangled, making it impossible to make a fair and objective evaluation.. At the same time, due to some comments The superficiality and formal limitations of the value standards themselves prompt teachers to adaptation evaluation process, cater to the requirements of evaluation, give up the personalized teaching style, and Instead of The real purpose of teaching quality evaluation can be achieved.

2.2 Single Assessment Subject

Teaching quality evaluation is a highly professional task and requires professionals based on Use professional knowledge to make professional judgments to correct the teaching quality evaluation system disadvantages in end. Therefore, people who are not proficient in the rules of teaching evaluation or have insufficient experience in teaching evaluation The staff is not qualified for this job. Colleges, departments, and teaching and research offices in universities are all teaching groups. organizers and participants, who are supposed to teach academic quality evaluation the subject, reality is the evaluation process Mainly in the hands of the school administration, implement Top-down evaluation, suddenly The role and initiative of teachers, industry experts, and students in evaluation are omitted.

2.3 Evaluation Feedback Lag

Some colleges and universities mainly rely on teaching administrative departments for feedback.academic quality evaluation Activity after finishing, integrate the evaluation results into statistics and Simple publicThere is no special feedback mechanism for scientific processing.. For the letters collectedInformation is either made public or kept secret, making it difficult to form an incentive mechanism.. because withoutHave positive feedback behaviors, As a result, teachers are unable to obtain specific suggestions for improvement. This lack of information feedback makes it difficult to evaluate teaching quality. to inspire and guideeffect.

2.4 Utilization of Evaluation Results

Due to the utilitarianization of teaching quality evaluation results in colleges and universities, some College The emergence of the teaching management department's " assessment for assessment's sake " ", teacher " for assessment And teaching " The present elephant. After the teaching quality evaluation activities are completed, it is easy for colleges and universities to ignore the validity of the evaluation results. Application has failed to achieve the purpose of improving the teaching quality of colleges and universities. According to investigation and analysis, most of the Colleges will evaluate The results of being a management teacher Hire in the future Use, promote, teach Scholarship The standards for selecting gold medals and professional titles pay less attention to the professional development of teachers.. evaluation results Excessive utilitarian use, not only reduces teachers' teaching enthusiasm and professionalism, but also It is helpful for teachers to reflect and summarize the evaluation results, and is more related to the teaching quality evaluation. Purpose far cry.

3. SUGGESTIONS

In order to ensure the teaching quality evaluation work For the smooth progress, colleges and universities should build " With people oriented " The values and reliance of Big data, building services support relationship, reasonable benefit knot fruit evaluation system.

3.1 Reshaping "People-Oriented" Evaluation Concept

Teaching in colleges and universities not only has highly specialized requirements, but it is also a " cultivating people " activity full of individuality and creativity. The main purpose of teaching quality evaluation is to promote the sustainable development of teachers and the healthy growth of students, and promote the Institutions improve the quality of teachers and teaching quality, thereby improving the quality of talent training. Every teacher is independent existence, its inner The value of orientation, psychological state, personality, sense of accomplishment, etc. InsideIn terms of demand, they all affect teaching work. By mobilizing the enthusiasm of teachers, taking the realization of personal value as the core of the work, organically combining personal development with the development of the school's career, and having this attitude of correctly accepting evaluation In order to better complete the teaching work. Therefore, colleges and universities should pay attention to the comprehensive development of teacher quality and the improvement of teacher professionalism, and establish a " The "people-oriented " evaluation concept is based on the " passive evaluation" " changes to " active evaluation" ", Carry out evaluation work objectively and make full use of Use evaluation results to manage and promote teachers The subject level and teaching skills have improved, achieving the real purpose of improving the quality of talents in colleges and universities.

3.2 Establish an Indicator System Based on Big Data

The era of big data presents both opportunities and challenges to the development of higher education. For the evaluation of teaching quality in colleges and universities, big data can be used as the basis Use more data collected as the basis for evaluation. Through the collection of dynamic data, implementers can manage data that is difficult to operate and quantify, pay attention to the creativity of elastic indicators, and comprehensively consider the evaluation

objects from multiple aspects and angles. First, use big data to conduct regular data collection, such as teaching learning attitude, teaching study content, teaching Xuefang law, teaching study Collection of performance data. Secondly, carry out diversified data applications : make full use of “ teacher +Students + graduates + school functional departments + employers + government ” multiple evaluation subject participation and Letter arrived information collection process Medium, progressing more angle examine, protect Obstacle education academic evaluation body TieBecome a network system with full participation and positive interaction. Finally, make flexible data adjustments : put the constructed evaluation index system into the application Use practice Go in. Adapt problems discovered during use and new development situations and requirements appropriate modifications, Continuously improve the evaluation index system to improve the advancement of teaching evaluation and teaching objectives.

3.3 Establish a Service Support System for Teaching Quality Evaluation

Since teaching quality evaluation involves many factors, an effective service system must be established to ensure the smooth completion of the evaluation work. First, the school authorities should formulate policies and measures related to teaching activities, Coordinate various departments relationship between Establish standardized, scientific Chemistry of teaching Mechanism for learning quality evaluation to ensure that teaching study Target realization.Such as establishing : teaching information officer system, graduate tracking survey system, on-campus and off-campus evaluation system, etc.. Second, teaching quality evaluation has a guiding role. use, schools should be based on social of reality international need, group Weave good teaching work and teach study work to compare At a high level, cultivate high-level teachers and high-quality people talent. Third, the school should build a flat Taiwan region, the level of help and teaching is relatively low teachers mentioned higher education level, and encourage teachers to help and learn from each other, Fully mobilize teachers’ work enthusiasm, Realize the organic combination between teacher evaluation and teacher development. This kind of platform can ensure that teachers treat evaluation work objectively, instead of " passive " of being evaluated " change Change For " active To be evaluated ", stimulate teachers' professionalism and promote the smooth development of evaluation work.

3.4 Reasonable Application of Evaluation Results

The information for evaluation comes from multiple channels and from many aspects. Colleges and universities should ensure that it is scientific, reasonable and Handle information fairly. Diagnose the entire letter information to help teachers improve their teaching quality, and comprehensively improve the quality of talent training.

First, schools should insist on rational use of evaluation results, comprehensive presentation of evaluation results, Correctly view the principles for handling evaluation results. For example : School Management Department door should set letterinformation processing specialist member, benefit using its expertise to all of teaching academic quality letter rest for oneBig data, scientific statistics and processing, eliminating distortion information in the data interest, Improve the accuracy of evaluation results. If the teacher has objections to the assessment results, he or she may to chooseIf you choose to appeal, the school should actively conduct re-evaluation.

Second, make flexible use of evaluation results to change the overemphasis on economic performance. reward and punishment Ability, such as linking evaluation results with teachers’ salaries, bonuses, job promotions, etc.. practice sheet bright, simple External pressures, such as reward and punishment systems, are difficult to raise to a certain extent High teachers ’ enthusiasm for work may even affect teachers’ normal performance. Only true internal drive, talent can promote teachers by passive Be proactive and actively participate in and to evaluation Activity, improve the quality of teaching.

Third, use evaluation feedback as a reverse promotion force for teaching quality and strengthen the talent incentive mechanism. In order to avoid the teaching quality evaluation becoming a formality, after the evaluation activity is completed, An information feedback system should be set up to feed back the results to various participants as an important basis for adjustment and improvement work. For example : opening the principal’s mailbox and teaching quality evaluation hotline, It can enable teaching quality information to be uploaded and distributed in a more objective and rapid manner. Or build an education evaluation website and set up " Principal- The three-level query system of "Department Head - Teacher " provides multi-level query evaluation results, which not only respects teachers but also respects students, and can identify problems in a timely manner, implement teaching reforms, and achieve a gradual improvement in teaching quality.

4. CONCLUSION

Teaching work is characterized by complexity, creativity, and independence, and it builds a scientific and A complete teaching quality evaluation system can not only ensure the smooth progress of the evaluation work, but also ablePromote teaching reform and improve teaching quality. Therefore, the majority of educators should change their thinking and reshape the " The " people-oriented " evaluation concept changes from passive evaluation to active

evaluation, relying on Big data indicator system, make full use of service support system system, reasonable response Use the evaluation results toHigh quality of talent training.

COMPETING INTERESTS

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