

Research on the Mode of Teaching Supervision in Colleges and Universities

Aying Zhang^{1,a,*}, Guixia Li^{1,b}, Zhenghong Li^{2,c}

¹ Harbin University, 150086 Harbin, China

² Harbin Institute of Technology, 150001 Harbin, China

^{a,*}zaying@sina.com, ^blgx3115@sina.com, ^c273662999@qq.com

Keywords: undergraduate colleges; teaching supervision; mode.

Abstract. According to the relationship between the supervisory organ and the administrative office and the different principals in charge, four kinds of teaching supervisory modes are put forward: independent and powerful mode, independent and effective mode, independent and coordinated mode and subsidiary coordination mode. Based on the analysis of the functions of the four modes, a questionnaire survey was conducted on the teaching supervision of colleges and universities, and it was found that the main way to improve the quality of education and teaching is the teaching supervision of colleges and universities. It is most appropriate for the teaching supervision of colleges and universities to be supervised by the deputy principal of teaching. The supervision work of colleges and universities should pay attention to both the supervision and the supervision, and the supervision work of colleges and universities should be divided into two levels reasonably and closely. In order to form a team of supervisors to meet the requirements, university supervisors should choose part-time supervisors and full-time supervisors.

1. The meaning of teaching supervision in Colleges and universities

The research holds that the teaching supervision in Colleges and universities refers to a series of activities such as supervision, control, evaluation and guidance of the teaching quality. It is to inspect and supervise the teaching activities and the whole process of teaching management, discover problems in time and carry out analysis and guidance, so as to ensure the teaching quality. Teaching supervision in Colleges and universities generally includes the supervision of teachers' teaching process, students' learning process and administration of teaching and administration. The main functions of teaching supervision in Colleges and universities are to promote teaching reform, strengthen teaching management, set up teaching models and improve teaching quality.

The quality assurance system of higher education refers to the process and result of monitoring, auditing and evaluating the quality of education of undergraduate colleges and universities according to a specific quality standard system and a certain procedure in order to improve the quality of higher education. The quality assurance system of higher education is generally composed of decision-making command system, teaching execution system, teaching supervision and evaluation system, teaching resources assurance system and information feedback system.

Decision-making command system mainly establishes goals and makes decisions; execution system mainly implements decision-making plans; supervision and evaluation system is responsible for supervising and inspecting the teaching process and evaluating the teaching quality; teaching resources guarantee system mainly provides necessary and sufficient material resources for education and teaching; information feedback system feeds back information of teaching activities to decision-making system. Generally speaking, teaching supervision in Colleges and universities is included in the supervision and evaluation system.

Educational supervision is the administrative supervision system of the government for basic education and so on. China's educational supervision system came into being in the late Qing Dynasty. The educational supervision system now in practice was restored in the 1980s according to needs.

Educational supervision mainly refers to the supervision, inspection, evaluation and guidance by the people's governments at higher levels over the education work of the people's governments at lower levels, the educational administrative departments at lower levels and the work of schools.

Therefore, the main purpose of educational supervision is to ensure the full implementation of relevant national policies, laws and regulations, deepen educational reform, improve the quality of education and promote the development of education; the main purpose of educational supervision is to strengthen the evaluation and guidance of education and teaching in Colleges and universities, improve the quality of education and teaching, and then improve the quality of personnel training; the object of educational supervision is the government and the foundation. The School of education, and the object of teaching supervision is the teaching process, teaching management and learning process within the university.

2. The operating mechanism of teaching supervision in Colleges and universities

According to the relationship between the supervisory organ and the administrative office, the teaching supervision in Colleges and universities has independent mode and affiliated mode independent of the administrative office. Further analysis shows that the independent mode can be divided into independent and powerful mode, independent and effective mode, and independent and coordinated mode. The operating mechanism of each mode is as follows.

Independent and powerful mode means that the teaching supervisory organs of undergraduate colleges and universities are independent of the educational administration department and are managed by the principal himself. Under the condition that the principals have enough time to devote to supervising work, because they have sufficient and effective management power for the Vice Principals in charge of teaching work, student work and relevant functional departments, the independent and powerful mode of teaching supervision is valued, the results of supervision are implemented quickly and the supervising work is powerful. Therefore, the independent and powerful mode of teaching supervision is the strong supervision of Christianity, supervision and supervision.

Independent and effective mode means that the teaching supervisory organization of undergraduate colleges and universities is independent of the educational administration department, and the work is supervised by the vice-president in charge of teaching. Because the vice-principal directly leads the teaching work of the school, the role of Christianity is powerful in this mode of teaching supervision; at the same time, because the vice-principal directly leads the educational administration department, the supervision and management work can be considered in time and in an integrated manner with the administrative work, so the supervision and management can play an effective role; for the supervision work, the vice-principal should work with the vice-principal in charge of the students and the vice-principal in charge of the students. Functional departments coordinate. Therefore, the independent and effective mode of teaching supervision is strong, effective and coordinated.

Independent and effective mode means that the teaching supervisory organization of undergraduate colleges and universities is independent of the educational administration department, and the work is supervised by the Vice-Presidents except the principals and the principals. Because the vice-principal does not directly lead the teaching work, student work and teaching management, that is to say, the work of supervising, supervising and supervising should be coordinated with the corresponding principals in charge. Therefore, the independent coordination mode of teaching supervision is the coordination of supervision, supervision and coordination, supervision and coordination.

The subsidiary mode is also called the subsidiary effective mode, that is, the teaching supervision of undergraduate colleges and universities is supervised by the vice-president of teaching, but the organization is directly attached to the administrative department. As before, the subsidiary coordination mode is powerful in the aspect of Christianity; in the aspect of supervision, because the teaching supervisory organ is attached to the administrative office, the supervisory work can be

considered as a whole in time with the administrative work; in the course of supervisory work, it needs to coordinate with the Deputy principals in charge of students and the functional departments. Therefore, the teaching supervision of subsidiary mode (subsidiary coordination mode) is strong, effective and coordinated.

3. Questionnaire survey on Teaching Supervision in Colleges and universities

According to the organization setting, work content, work level, work mode, supervisor team and supervision effect of the school teaching supervision, a questionnaire survey was conducted, and the situation of the university teaching supervision in a province and region was as follows.

Institutional settings of teaching supervision in Colleges and universities: 56% of undergraduate universities adopt independent mode (without independent coordination mode), 44% of undergraduate universities adopt subsidiary mode, and the distribution of "211 Project" undergraduate universities, provincial undergraduate universities and newly-built undergraduate universities is fairly uniform, which indicates that whether the supervisory institutions and administrative departments are independent has little effect on them; 92% of undergraduate universities adopt effective mode; (Independent effective mode 48%, affiliated effective mode 44%) indicates that it is most appropriate for the teaching supervision of undergraduate colleges and universities to be supervised by the vice-president of teaching. The vice-president of teaching not only formulates the teaching regulations, but also takes charge of the teaching management, and is also in charge of the teaching supervision, which is conducive to policy coordination, personnel cooperation, smooth operation and obvious effect in all aspects of the teaching work of undergraduate colleges and universities.

The contents of teaching supervision in Colleges and universities: 100% of undergraduate colleges and universities have carried out the work of supervision, which shows that the main goal of supervision is to improve the teaching quality of teachers; 68% of undergraduate colleges and universities have carried out supervision, supervision and supervision at the same time, which shows that most undergraduate colleges and universities pay attention to improving students' quality and teaching management level while improving teachers' teaching quality; and two kinds of supervision work are carried out. In 20% of undergraduate colleges and universities, 16% carry out Christianity and supervision, and 4% carry out Christianity and supervision. This shows that the work of teaching supervision in undergraduate colleges and universities pays more attention to improving the quality of students than to improving the level of teaching management.

The working level of teaching supervision in Colleges and universities: 100% of undergraduate colleges and universities carry out school-level teaching supervision, which shows that school-level teaching supervision is the main form of teaching supervision in undergraduate colleges and universities; 68% of undergraduate colleges and universities carry out school-level teaching supervision work at the same time. The work of teaching supervision in Colleges and departments has also been carried out, which shows that the work of teaching supervision in undergraduate colleges and universities is developing in a deep direction of coordination and cooperation at the University and department levels.

The working mode of teaching supervision in Colleges and universities: 64% of undergraduate colleges and universities adopt the combination of routine supervision and special supervision, which indicates that most undergraduate colleges and universities carry out comprehensive supervision, inspection, evaluation and guidance through the combination of routine supervision and special supervision; 28% of undergraduate colleges and universities only carry out routine supervision, and 8% of undergraduate colleges and universities only carry out special supervision. It shows that the teaching supervision of a few undergraduate universities still needs to be strengthened.

The conclusion of university teaching supervisors is that 84% of them adopt the policy of part-time supervisors, which indicates that only a wide range of on-the-job staff can meet these high and difficult requirements because supervisors need to be knowledgeable, familiar with teaching and

management, and 20% of them adopt the policy of combining full-time supervisors with part-time supervisors, which indicates that these undergraduate universities should choose knowledge as well. Proficient supervisors who are familiar with teaching and management should also choose retirees who have detached status to make the supervisory evaluation more objective and impartial; 16% of them adopt full-time supervisor policy, which indicates that these undergraduate colleges and universities pay more attention to the objective and impartiality of supervisory work, so they only choose retirees who have detached status as supervisors.

4. Measures to improve the level of teaching supervision in Colleges and universities

The main suggestions for improving teaching supervision in Colleges and universities are as follows: first, all colleges and universities should establish teaching supervision system as the main method and way to improve the quality of education and teaching; because of the busy work of the principals, it is most appropriate for the teaching supervision work to be supervised by the vice-principals, and as for the independent mode or the subsidiary mode, it can be chosen according to the actual situation. Because students are the carrier of education quality, the supervision of undergraduate colleges and universities should attach importance to both Christianity and supervision, and more importantly to supervision.

Some undergraduate colleges and universities which only carry out school-level supervision should develop in a deep direction of rational division of labor and close cooperation between the two levels of colleges and universities which are responsible for special supervision and regular supervision. The supervisors of undergraduate colleges and universities should choose not only those who are knowledgeable, familiar with teaching and know how to manage as part-time supervisors, but also retirees who are beyond their status and objective and impartial as full-time supervisors. Only by the organic combination of the two can an excellent team of supervisors meet the requirements be formed.

Acknowledgement

This research was financially supported by National Social Science Foundation (Grant No. 18BTQ011).

References

- [1] Y. Huang, Professional accomplishment and mode innovation of teaching supervision in Colleges and universities, *Journal of Guizhou University for Nationalities(Philosophy and Social Sciences)*, vol. 6, pp. 198-200, 2006
- [2] Y. M. Qian, The model of improving the efficiency of teaching supervision in Colleges and universities, *Journal of Suzhou Education Institute*, vol. 6, pp. 31-33, 2013.
- [3] X. Chen, S. Y. Tang, H. B. Wang, The construction of two-level teaching supervision model in Colleges and universities, *Journal of Chongqing Institute of Technology*, vol. 4, pp. 147-150, 2006.
- [4] W. H. Li, X. C. Liu, Construction of teaching supervision system and the construction of teaching supervision mode of tutorial system in Colleges and universities, *Journal of Guilin College of Aerospace Technology*, vol. 1, pp. 65-67, 2012.