

# Research on the Construction of Teaching Evaluation System Based on Quality Improvement in Applied Universities\*

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**Abstract**—As a new type of higher education development, applied universities have applied new requirements for school orientation and school goals to the teaching management and teaching of higher education. In order to ensure the quality of teaching, this study uses AHP (Analytic Hierarchy Process) to construct a teaching evaluation system from the macro, meso and micro levels, analyzes the problems existing in the system construction and evaluation practice, and explores its development direction.

**Keywords**—quality improvement; applied university; teaching evaluation system

## I. INTRODUCTION

As an important part of the teaching quality monitoring system, teaching evaluation plays an important role in standardizing teaching behavior, promoting teaching reform, guaranteeing teaching quality and improving teaching level. The concept and development orientation of applied universities require schools to implement “applications” in all aspects of teaching activities such as discipline construction, curriculum system, and practical teaching. This puts new demands on the teaching evaluation of university. This research takes “applied university teaching evaluation system” as the research object, and explores the problems and development directions in the construction of applied university teaching evaluation system.

## II. CONSTRUCTION OF THE APPLIED UNIVERSITY TEACHING EVALUATION SYSTEM

As a system and complex whole, the construction and operation of the applied university teaching evaluation system should not only highlight the application characteristics, but also exert the overall advantages. According to the evaluation subject, evaluation level, evaluation content, etc., there are many classification methods for teaching evaluation. This study uses the AHP to classify the teaching evaluation system into three levels, namely, the school-level teaching evaluation at the macro

level, the college teaching evaluation at the meso level, and the quality evaluation of each teaching link at the micro level.

The macroscopic evaluation of school teaching is an overall evaluation of the school teaching work. Based on the principle of “promoting construction by evaluation, promoting reform by evaluation, combining evaluation and construction, and focusing on construction”, the school strictly follows the relevant index system to carry out teaching construction and teaching rectification work. According to the evaluation subject, this type of evaluation can be divided into the evaluation of the teaching work of the undergraduate colleges organized by the national education authorities, the evaluation and evaluation of the undergraduate teaching work, the professional evaluation organized by the provincial education authorities, the graduate evaluation of the third-party organizations, and the evaluation of alumni.

In a mesoscopic view, the college teaching evaluation system is a teaching evaluation work of the college and can be divided into two categories. The first category is initiated by the school itself, that is, the school regularly evaluates the professional construction and personnel training activities, classroom management and curriculum construction, educational administration, practical teaching management, teaching quality monitoring and teaching reform research. The other category is the external professional assessment, professional certification, etc. that the school actively introduces. Through the quality evaluation of teaching management, the promotion of teaching quality monitoring has a basis, and evaluation has its standards, to promote a full-scale comprehensive teaching quality monitoring, and effectively improve the scientific and rational teaching management.

The micro-level evaluation system of teaching links involves professional construction, classroom teaching, practical teaching, curriculum assessment, and selection of teaching materials. It also needs to set up quality grade standards, evaluation index system and management documents, which are mainly carried out in the form of expert evaluation, supervision evaluation, peer evaluation, student evaluation, teacher evaluation, teacher and student

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symposium. This kind of evaluation is mainly realized by means of educational administration system and online teaching platform.

### III. THE PROBLEMS IN THE TEACHING EVALUATION OF APPLIED UNIVERSITIES

At present, some schools' teaching evaluation systems are faced with problems such as unappreciated evaluation, inadequate system optimization, difficulties in implementation, and difficulty in applying evaluation results.

#### A. *Teaching Evaluation Has Not Received Required Attention*

Teaching evaluation is an important means to measure the quality of teaching, and plays an important role in the improvement and improvement of teaching quality. Under the guidance of the existing evaluation system and performance evaluation, the core indicators for the evaluation of schools and colleges are still concentrated on scientific research results and scientific research projects. Most college teachers put more energy into scientific research, and the lack of investment in teaching has led to the degradation of the "education" function of teaching work, and teaching evaluation is on the verge.

#### B. *The Scientific Nature of Teaching Evaluation Standards Needs to Be Improved*

The construction of teaching quality standards has not been highly valued, resulting in slow progress of construction and insufficient coverage, and especially the quality standards for applied talents are not significant enough. In the construction of quality standards, there are few considerations for local economic development, which leads to the lack of characteristics such as "locality" and "applicability" of quality standards. The existing teaching quality standards are mostly normative standards, and the leading role in teaching development and teaching management level is insufficient. During the implementation process, the focus and details of some quality standards were not adequately controlled, and the individual quality standards were not operational. The scientific basis for the development of quality standards is insufficient, and the reliability and validity of the indicator system are yet to be tested.

#### C. *The Teaching Evaluation Method Is Not Perfect Enough*

The evaluation of teaching quality, especially at the macro level and the middle level, requires the cooperation of multiple departments of the school. However, in the actual teaching work, it is affected by factors such as development planning and budget, and the number of such evaluations is small, and the radiation area and effect are limited. The teaching evaluation at the micro level is mostly completed by the internal teaching department of the school and the colleges. The operability in the evaluation process is large, and the authenticity of the data needs to be improved. Part of the evaluation work is done by means of modern technology,

and quantitative analysis replaces qualitative analysis, which is biased.

#### D. *Insufficient Application of Teaching Evaluation Results*

There is a phenomenon of "emphasizing feedback and ignoring rectification" in teaching evaluation. Although the teaching problems can be timely feedback and rectification, but the post-intervention is insufficient, lack of refinement and exploration of the solution mechanism, resulting in unsatisfactory rectification of teaching problems, and even the same teaching problems recur. Special evaluation work has not been carried out in detail in terms of professional construction, connotation development, and curriculum construction. The evaluation of the college, the professional evaluation and rectification work were not carried out properly, and the evaluation effect was not obvious.

### IV. THE DEVELOPMENT DIRECTION OF TEACHING EVALUATION SYSTEM OF APPLIED UNIVERSITY

#### A. *Implementing the Concept of Applied-oriented School Management and Grasping the Design Connotation of the Teaching Evaluation System*

The teaching evaluation system must conform to the actual development of the school, be able to truly evaluate the development of the school, and lead the development of the school. The concept of running a school is the soul of school development. The formulation of the evaluation system should be based on the cultivation of applied talents, starting from the construction connotation, development characteristics and construction path of applied universities, grasping the characteristics of running schools and the key points of construction of applied universities, from the top to the bottom, implementing the "application-oriented" concept of running schools to all aspects of teaching work, clarifying the status of teaching work centers, and guiding teachers to increase teaching input.

Improving the quality of applied talents is the core of the development of applied universities, and it is also the main goal of the construction of teaching evaluation system. The current applied universities are output-oriented, actively meet the needs of local economic and social development, and insist on the interaction between talent cultivation and local industry development. Through the employment survey of employers and graduates, universities grasp the demand for talent cultivation specifications in regional economic development. From the professional development trend and the industry's demand for talents' knowledge ability, it is necessary to carry out multi-faceted demonstration on the scientific, forward-looking and feasibility of professional construction programs and talent training programs, clarify the personnel training and professional construction goals, and optimize the curriculum, and improve the fit of the student's ability level with the employer's needs.

The teaching evaluation system should emphasize practical teaching. Applied universities require teaching work not only to pay attention to vocational and technical education, but also to focus on the application of theoretical

ability, not only to carry out hands-on education, but also to implement innovative education at the theoretical application level, not only to complete vocational skills education to meet specific job requirements, but also to pay great attention to quality education that enhances self-study ability, self-reliance ability and self-improvement ability. Therefore, in the design process of applied university evaluation system, it is necessary to strengthen the emphasis on practical teaching, and focus on strengthening the management and evaluation of practical experimental teaching, laboratory management, training, graduation design, innovation and entrepreneurship.

#### *B. Systematizing Design Standards and Improving the Scientific Nature of Teaching Evaluation*

The construction of applied university evaluation system should take the quality standard and evaluation index system of teaching management as the breakthrough point, improving the institutionalization, standardization and systemization of teaching evaluation.

The first is to comprehensively sort out and scientifically improve teaching quality standards. Under the guidance of the application-oriented talent training objectives, the school should focus on the actual teaching and teaching development direction, leak filling, focus on strengthening the construction of professional development, curriculum construction, practical teaching, teaching management and other weak links, highlighting the leading role of quality standards, driving the school independently improve the quality of running schools, forming common values, and building quality culture.

The second is to establish evaluation goals and establish a quality evaluation layer for teaching management. According to the orientation of running a school and the goal of running a school, the quality objectives of teaching management are proposed. Through a comprehensive analysis of the factors affecting the quality of teaching management, the school determines the assessment items namely professional construction and personnel training program management, classroom teaching management and curriculum development and construction, educational management, practical teaching management, teaching quality monitoring and teaching reform research.

The third is to develop evaluation standard and establish a standard of teaching management (first-level evaluation standard). Through the investigation and interview of teaching management leaders and staff, the first-level evaluation indicators are initially established. It includes professional construction, talent training program management, classroom teaching, curriculum construction, student status management, examination management, experimental teaching and management, practical teaching and management, graduation design (thesis), subject competition, teaching material construction and selection, teaching quality monitoring implementation, teaching evaluation, teaching research and teaching construction and other projects.

The fourth is to improve the indicators and establish a sub-rule layer (second-level evaluation standard) for teaching management evaluation. Through the investigation of the specific work of teaching management, the first-level evaluation criteria are decomposed to form secondary evaluation indicators, and each indicator is weighted and scored. In terms of weight and point value setting, author's school double the weight of practical teaching management, focusing on the cultivation of practical teaching and students' practical ability, and enhancing the connotation of applied construction.

After the system is formed, the index and weight scores are measured, the feasibility and rationality of the calculation results are analyzed, and the weights are adjusted to form a teaching management evaluation index system that is conducive to standardizing teaching management and improving teaching quality.

#### *C. Reforming the Evaluation Method and Improving the Application of Evaluation Results in Teaching Rectification*

The main purpose of the application-oriented university teaching evaluation system is practical application. After the scientific and rational system is completed, the key point is how to apply it. This research is to promote the assessment and evaluation of teaching management, and to find problems and solve problems in evaluation, mainly through the following ways:

The first is to strengthen the various types of teaching inspection (including regular teaching inspection and special teaching inspection), teaching evaluation and teaching management award evaluation. After the completion of the inspection, the teaching operation and basic data of the teaching will be analyzed to form a quality report on the teaching work of the whole school, and the teaching management work will be fully grasped.

The second is to hold regular teacher forums and student symposiums to understand the problems of teachers and student representatives at work, students' problems, and confusion, and to promote various types of teaching problems as soon as possible.

The third is to organize the evaluation of the teaching management of the department and the evaluation of the special work of the department. The school tests the establishment and implementation of various teaching units and professional evaluation indicators, and conducts in-depth analysis of the evaluation results, finds problems and communicates with relevant units, distinguishes responsibilities, and resolves as much as possible.

The fourth is to attach importance to the refinement and exploration of the teaching problem solving mechanism. It is necessary to sort out the solutions for different types of teaching problems, strengthen summarization and refinement, continuously form a solution mechanism, actively promote the scientific management of teaching work, predict teaching problems, explore solutions, and reduce the probability of teaching problems.

The fifth is to pay attention to rectification feedback. The school conducts classified analysis on all kinds of data obtained, and comprehensively analyzes and summarizes the school teaching management, and forms a teaching inspection summary, a teaching operation analysis report, a teaching operation status data report and a quality analysis report, and then they are fed back to all departments of the school to continuously consolidate the status of the teaching center.

## V. CONCLUSION

The applied university teaching evaluation system has a distinctive school feature and is a complex and holistic system. Its main features are as follows: First, the combination of stratification, sub-subject, and classification, together constitute a relatively independent and organically integrated whole. Second, the "application type" features are obvious. The third is to aim at continuous improvement and improvement of quality. As an organic whole, the applied university teaching evaluation system plays an important role in evaluating teaching activities, guiding teaching development, and improving teaching quality. The current teaching evaluation system still faces many problems, and its improvement and development require long-term exploration and practice.

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