

Research on the Evaluation System of the Teaching Quality for Military Academy Based on TQM

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Abstract: On the basis of the study of the principles of the evaluation of the quality of the teaching quality and the principles of the construction of the evaluation system, the standard and the evaluation system for the evaluation of the quality of the teaching quality in the four dimensions of the “Teaching content, teaching method, teaching attitude, and teaching result” are constructed. The paper decompose the evaluation content and evaluation index of the teacher’s teaching quality view, the goal is the teaching quality evaluation , the four dimensions and the 15 index evaluation framework are constructed, the teaching quality evaluation mechanism is improved, the formal and orderly operation of the teaching order and the continuous improvement of the teaching quality are guaranteed the quality of teaching.

1. Introduction

The new military reform has made higher demands on the quality of the junior officers training of the military academy, and the academy must train the junior officers required by the information war as the fundamental mission. The course teaching is the basic link of the academy to realize the training goal, to complete the task of officers training, to construct a scientific teaching quality evaluation index system, to effectively evaluate the teaching quality level, to play an important role in guiding and improving the teaching quality. It is an important subject to deepen the teaching reform of education in the military academy.

At present, it is difficult to evaluate the teaching quality level in a comprehensive and in-depth way under the influence of the traditional education concept and the evaluation mode, and the evaluation function can not be effectively played, and the improvement of the teaching quality has already been influenced in a sense. It is an important measure to promote the continuous improvement of the teaching quality by using the advanced education idea, using the theory of quality management and carefully studying the teaching process of the education, and through the establishment of a scientific and reasonable teaching quality evaluation system, improving the teaching quality and strengthening the quality monitoring of the teaching quality.

2. Evaluation of teaching quality based on TQM

Total Quality Management (TQM) is the quality management theory put forward by American A. V. Feignbaum in 1956, which is to ensure the continuous improvement of the product quality and the overall management of the whole process and various factors affecting the quality. It is a kind of quality management method to meet the product aims of the producer and the consumer, which marks the production of the modern quality view. [1] From the eighties of the last century, the TQM theory has been gradually introduced into the field of quality evaluation of higher education, which has a positive and beneficial effect on the improvement of the quality of education. The course teaching is the basic link of the implementation of the knowledge transfer, which involves the teaching content

organization, the teaching method application, the teaching effect evaluation and so on, and the fundamental purpose is to train the students' innovative consciousness and innovation ability. The "Continuous improvement of quality", "Student-centered" and other core concepts of TQM have the characteristics of "Comprehensive management, overall process management and monitoring, dynamic management and continuous improvement, and full participation" and so on. [2] Using the concept of TQM, a scientific teaching quality evaluation model is constructed, which is beneficial to the continuous improvement and continuous improvement of the teaching quality.

3. To Construct the Evaluation Index of the Teaching Quality

The teaching quality standard of the teacher should be a measurable and behavioral evaluation criterion, which is the quality evaluation content of the education which is determined according to the measurable requirements, The construction of the evaluation index system should consider the object attribute of the evaluated object and the decomposition of the connotation of the evaluation of the quality of the education, from the target to the sub-target, the grading index from the total target to the different levels must be decomposed layer by layer. According to the "Excellent Evaluation Plan for the Undergraduate Teaching of the General Institutions of Higher Learning" in the Ministry of Education, follow the design principle of measurable and behavioral, and set up the evaluation standard and evaluation index of the teaching quality of the teachers, including the guiding ideology, teaching conditions, the teaching staff and the professional construction of the school. Practice teaching, educating environment, teaching reform, teaching management, teaching effect, running school characteristic, etc. Based on the research results of TQM, the paper makes an analysis of the comprehensive evaluation scale of the teaching quality of the teachers by using the methods of literature, expert discussion and the like, and constructs the teaching content of the teacher ("what to teach") and the teaching method ("how to teach"). The teaching attitude (the soft index to measure the teaching quality of the teacher) and the teaching quality ("How's it") and other contents of the comprehensive evaluation system of the teaching quality. As it is shown in table 1.

Table 1. Teaching Quality Evaluation System

First-level Index	Secondary Index
Teaching content A1	The teaching goal is clear and strictly follows the teaching human class and the teaching plan All
	The basic principle, The basic knowledge teaching is clear, accurate, The logic is strict A12
	The theory is in line with practice, The teaching content adapts to the needs of the students A13
Teaching Method A2	The teaching is clear, the key difficulties are outstanding, and the enlightenment is strong. A21
	Focus on the summary and cultivate the students' creative thinking A22
	Take effective method to train the students' analysis and thinking ability A23
	According to the characteristics of the course, Effective application of multimedia teaching means A24
Teaching attitude A3	The lecture is put into operation, it is warm, energetic, and the language speed is moderate A31
	Work carefully, patiently and effectively solve the doubts A32
	The education of the teaching, the high moral character, the care of the students and the development of A33
	We should pay attention to the summary of the induction and the teaching of the materials. Mobilizing learning motivation A34
Quality of teaching A4	The teaching is thorough, clear and clear, and the statement is accurate and methodical A41
	The classroom teaching discipline is good, the teaching procedure is smooth, the atmosphere is active A42
	The teaching content of the students is fully absorbed, and the knowledge skills must be improved by A43
	the student analysis capability is improved, active independent thinking problem A44

4. A Study on the Evaluation Model of the Teaching Quality

4.1 Establish the evaluation principle based on the development of the teacher's professional development

The evaluation of teaching quality must be able to guide the correct direction of teaching and to promote the development of the students. And continuously improve the service level of the teachers and guide the development of the teachers in the professional direction. TQM theory points out that the key to the quality management is to continuously improve the production process and the production process, and finally improve the product quality. [4] The evaluation of teaching quality should establish the development principle, and focus on whether the teaching process has stimulated the students' potential, and guide the teacher's reflection and thinking on the teaching, and has changed from the past traditional end evaluation to the formative evaluation and the constructive evaluation. The most important purpose is to improve the teaching and learning behavior of the classroom, and to promote the professional development of the teachers and the students to a maximum extent.

4.2 To develop an evaluation purpose which is the core of improving the quality of classroom teaching

Stufferbeam, A famous American educator, he pointed out: the "The most important intent to evaluate is not to prove, but to diagnose and improve" [3] The quality evaluation of classroom teaching is to evaluate the attitude and teaching effect of the teacher in the implementation of the teaching, and to diagnose the problems existing in the teaching process. The fundamental purpose of TQM is to provide the customers with the products of satisfactory quality. The evaluation of teaching quality should be based on the improvement of the teaching quality for the teachers and provide high-quality education services to the students.

4.3 To Establish the multi-element evaluation subject based on the student's evaluation

The evaluation of the course teaching quality, the evaluation subject has the expert evaluation, the peer evaluation and the student evaluation, each of the evaluation subjects will give the evaluation conclusion based on their own value judgment. This is consistent with the idea that the TQM theory of intelligence-related management requires the full participation of all staff. In fact, the students are the subject of learning and the body of the teaching effect, the whole process of depth experience and participation. The basic purpose of the evaluation of the teaching quality of the course is to improve the course teaching, only to respect the students' opinions more, to increase the weight of the students' evaluation, to take the student as the evaluation subject and to feed back the information of the learning induction so as to make the evaluation result more objective and accurate, and play an evaluation to improve the teaching behavior function.

4.4 To adopt a more scientific evaluation way by using the questionnaire

The traditional teaching quality evaluation, usually based on the teacher's teaching level, gives a score, to a great extent the subjective feelings of the evaluators, with a strong subjective color. TQM points out that the conclusion of quality evaluation is based on objective quantitative evaluation index. [5] Therefore, in order to evaluate the teaching quality of the teacher accurately, the evaluation scale should be set according to the nature of the course, the evaluation index should be determined according to the content, the questionnaire should be designed, and the results of the evaluation shall be analyzed and analyzed. The teaching level of the teacher and the acceptance degree of the students are reflected in a comprehensive and accurate way, and the conclusion is more objective and accurate.

4.5 To design a comprehensive multi-dimensional evaluation content

The course teaching is an important part of the education system, and involves many factors such as the course content, the teaching method and the teacher's teaching attitude, and the teaching quality evaluation should systematically evaluate the whole process of the teaching activity with the development view. The TQM theory requires the quality evaluation to examine all aspects of the

teaching process. The teaching is the collection of many teaching links in order, the influence of the interaction among all links, and the realization of the teaching goal. In order to evaluate the quality of the classroom teaching in an all-round and objective way, it is necessary to carefully understand every link in the teaching and to pass the evaluation activities throughout the teaching process. Through the comprehensive evaluation of the results of the students' learning, the teachers should reflect on their teaching activities and promote the improvement of the teaching level of the teachers.

5. Conclusion

According to the teaching law of the military academy, the teaching quality evaluation model based on the TQM theory is constructed, and it is of great significance to guide the teaching behavior of the teachers. In this paper, a comprehensive quality management theory is used to study the teaching attitude, teaching content, teaching method and teaching effect of the teacher, and to set up an evaluation content system, and to carry on the information data analysis, which will be the focus of the follow-up research.

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