

An Analysis of the Way to Improve the Teaching Quality Management Level of Higher Vocational Colleges Against the Background of "Double High Plan" (High-level Vocational Schools and Professional Construction Plans With Chinese Characteristics)

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ABSTRACT

Against the background of the "Double High Plan" (High-level Vocational Schools and Professional Construction Plans with Chinese characteristics), the teaching quality management level of higher vocational colleges is closely related to talent cultivation, school-enterprise cooperation, teacher professional development and internal governance capabilities of colleges. At present, the teaching quality management of higher vocational colleges has the problems of incomplete evaluation subject of teaching quality, imperfect teaching quality supervision mechanism, inadequate feedback and adjustment of teaching quality issues. It should be further optimized and promoted from the three levels of teaching quality management system and mechanism construction, teaching quality management talent team construction and teaching quality management culture cultivation.

Keywords: Double High Plan, higher vocational college, teaching quality management

I. INTRODUCTION

In May 2019, the Ministry of Education issued the "Opinions on the Implementation of High-level Vocational Schools and Professional Construction Plan with Chinese Characteristics", proposing to concentrate on building a group of vocational schools and professional groups that can lead reforms, support development, and have Chinese characteristics and world-class, [1] further promote the upgrading and development of higher vocational education, and enhance the capabilities of higher vocational colleges in service industry and national strategic level. Teaching quality management, as a key link of education and teaching management in higher vocational colleges, is an important content that vocational colleges need to continue to explore, innovate and develop against the background of "Double High Plan".

II. THE IMPORTANCE OF IMPROVING THE TEACHING QUALITY MANAGEMENT LEVEL OF HIGHER VOCATIONAL COLLEGES

A. Teaching quality management is closely related to the cultivation of technical and skilled talents

Higher vocational education is a type of education oriented to the cultivation of high-quality technical skills. With the widespread application of new technologies such as artificial intelligence, big data, cloud computing, and the Internet of Things in new workplaces, they have had a revolutionary impact on production models. Some traditional technical skill occupations are being eliminated as the pace of "machine substitutions" accelerates, while other new technical and skilled occupations are emerging rapidly. The transformation and upgrading of regional industries raises higher requirements for the cultivation of technical and skilled talents in higher vocational colleges. The "Double High Plan" proposes to focus on cultivating a group of highly-qualified and highly skilled technical talents in the industry, which requires higher vocational colleges to continuously optimize the teaching quality management of higher vocational colleges. It also requires to take the scientific and

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reasonable teaching quality management methods in higher vocational colleges as guarantees, so that the talent training can be in an effective and controllable state in the whole process of education and teaching, and the comprehensive advancement of the implementation of technical skills training personnel can be guaranteed.

B. Teaching quality management is closely related to the level of cooperation between schools and enterprises

The task of the times facing the development of vocational education is to seize the new opportunities of global industrial development and Chinese industrial upgrading, support national strategies and regional development, serve the local economy, and promote employment development. The "Double High Plan" proposes that higher vocational colleges should cooperate in-depth with leading companies in the industry to form a community of shared future between schools and enterprises, and to implement joint training and double objective education between schools and enterprises. Faced with the task of the era of the development of industry enterprises and the mechanism of collaborative education, it is of great significance to further deepen the teaching quality management of higher vocational colleges, ensure the quality of practical teaching of industry enterprises and colleges, improve the efficiency of talent training and industry docking, and serve local economic development.

C. Teaching quality management is closely related to the professional development of teachers

The "Double High Plan" clearly pointed out that it is necessary to innovate the teacher evaluation mechanism. By improving the level of teaching quality management, optimizing the teaching quality management mode, forming a scientific and reasonable teaching quality evaluation method, and implementing a corresponding incentive mechanism for excellent teachers, it can fully mobilize the enthusiasm of teachers in higher vocational colleges in the process of education and teaching, and enhance the level of professional education and teaching, which is a powerful means for higher vocational colleges to improve teachers' teaching skills, improve their own comprehensive qualities, and promote teachers' professional development. It has a positive impact on teachers' professional development.

D. Teaching quality management is closely related to the improvement of internal governance level of colleges and universities

With the implementation of national-level strategic deployments such as the "Double High Plan" and "Million Enrollment Expansion", the scale of higher

vocational colleges is gradually expanding, and the corresponding internal governance level is related to the balance between "quantity" and "quality" in the development of higher vocational colleges. The "Opinions on the Implementation of the High-level Higher Vocational School and Professional Construction Plan with Chinese Characteristics" further states that "the internal governance structure must be optimized". Improving the internal governance structure is of great significance for standardizing work processes and improving work efficiency, and is also a long-term and complex task. Teaching quality management is an important part of internal governance in higher vocational colleges. The sorting and improvement of related work is of great significance to the standardization of work processes and the improvement of work efficiency for the secondary departments and functional departments of higher vocational colleges.

III. PROBLEMS IN TEACHING QUALITY MANAGEMENT IN HIGHER VOCATIONAL COLLEGES

The teaching quality management of higher vocational colleges is the core of teaching management, and it is an activity that guides and controls the teaching process and effects, promotes the teaching effect to meet the established requirements of the talent training program, and guarantees the quality of technical and technical personnel training.[2] At present, there are problems of quality evaluation, quality feedback and quality supervision in the teaching quality management of higher vocational colleges, which need to be resolved urgently.

A. The evaluation of teaching quality is not comprehensive

The evaluation of teaching quality is not comprehensive. First, the evaluation subject is not comprehensive, and there is no participation of industry enterprise mentors. In terms of the orientation of the talent training model in higher vocational colleges, it is the best teaching effect that the techniques and skills learned by students during the school study period can be seamlessly connected with the talent needs of industry enterprises. At the present stage, higher vocational colleges mainly focus on internal teaching quality management in schools, and the main body of teaching quality evaluation only involves students, teachers and college leaders. In the process of daily teaching quality management, there is a lack of evaluation of teaching quality by industry enterprise instructors, especially in the content of vocational skills practice teaching, which is easy to cause a disconnect between teaching and practice.

Second, the evaluation content is not comprehensive, and there is a lack of comprehensive evaluation of online and offline teaching. In response to the demand for reform and innovation in the development of informatization and talent training models, the Ministry of Education and the provincial and municipal education committees are actively constructing various types of high-quality open video courses, national-level high-quality resource sharing courses, online open courses, etc. The courses enrich the teaching content of teachers and students. With the continuous deepening of information-based teaching, the information-based teaching platforms represented by Superstar-School Online, Rain Classroom, Wisdom Vocational Education, China University Mooc, etc., with rich teaching resources, convenient operation methods, and novel interactive methods, become important carriers of the teaching content of teachers and students at this stage. On the platform, students can record data such as check-in, discussion, homework, and reading learning. Teachers can complete online teaching tasks such as replying to student queries, correcting student assignments, uploading learning materials, etc. For students and teachers, they are extremely rich and convenient platforms for learning record and evaluation. At this stage, the traditional teaching quality evaluation is limited to offline classrooms and lack of online and offline combined evaluation, and it cannot fully reflect the learning effect of students and the teaching content of teachers.

B. Feedback and adjustment of teaching quality is not timely

At present, the institutions that aim to evaluate the teaching quality of higher vocational colleges include Max Teaching Quality Management Platform, which cooperates with the authoritative institutions such as the Chinese Academy of Social Sciences as a third-party institution to conduct a survey on the teaching quality of graduates. It issues the "Annual Report on the Quality of Higher Vocational Education in China" every year. However, this teaching quality evaluation has a long span of time. Only the three years from the vocational students enrollment to graduation can be used as a feedback period, which has limitations on the effect of real-time feedback improvement within the colleges.

In addition, many vocational colleges have set up an intelligent campus integrated information platform as a teaching feedback system for student evaluation and teacher supervision. The current college-level leaders listening to classes, supervising and evaluating teaching, and students evaluating teaching are largely evaluations of teachers' teaching behavior or performance. After the students have been carefully and objectively evaluating the teaching evaluation weekly or monthly, the final evaluation results are generally

announced when the school feedback time is the year-end teacher performance evaluation. In the daily teaching process, teachers cannot grasp the evaluation of students in the classroom teaching process, and it is difficult to achieve real-time improvement accordingly. Therefore, some teachers and students think that this kind of evaluation of teaching quality is only a formal work of the school, which leads to the lag of teaching quality feedback and adjustment, and lacks practical effect in real-time improvement of teaching quality.

C. Teaching supervision mechanism is incomplete

In teaching supervision, at present, the teaching supervision of higher vocational colleges is mainly based on the internal teaching supervision of the college and the school. The contents of supervision mainly include teaching order, teaching quality, teaching management and supervision, inspection, evaluation and guidance of teaching operation status, which are important contents of teaching quality management.[3] At present, the following problems exist in the actual teaching supervision of teaching management in higher vocational colleges: the first is the composition of the supervision team. Regarding the composition of teaching supervision members, in addition to the college leaders, some vocational colleges employ retired professors as teaching supervision. On the one hand, they have rich teaching experience, and on the other hand, they have relatively sufficient working hours. But at present, with the deepening of information-based teaching, retired old teachers are relatively weak in the use of mixed teaching modes, and they cannot make an objective evaluation of the rich and diverse teaching modes of young teachers. In addition, due to the strong professionalism of some teaching contents, there are certain limitations in the evaluation of lectures.

The second is the supervision process. Since the teaching supervision and inspection work is often linked to the teacher's teaching performance, there will be inconvenience to offend others in the supervision project, resulting in a more casual process. Usually, it is just the supervision on whether the work is completed, whether it is carried out and checked according to the regulations, focusing on the inspection of the results, and not paying attention to the completion of the work quality. Teachers with higher quality of work completion will inevitably be influenced on the corresponding enthusiasm to a certain extent.

The third is the imbalance between "supervision" and "guide". The general phenomenon of supervision work in higher vocational colleges is that there is more "supervision" and less "guide". Teaching inspection and supervision account for the most part of the work. The school does not regard the supervision work as a systematic project. The supervision work only stays on

identifying problems, and there is little positive guidance for the effective development of teachers' teaching work. In addition, teaching and learning are two aspects of supervision work, but many members of the supervision team have a certain lack of supervision in "learning" when they carry out supervision work. In particular, under the circumstance that vocational students are relatively poor in their consciousness, blindly supervising "teaching" and forming that there are only teachers making efforts cannot really improve teaching quality and teaching effect.

IV. THE WAY OF IMPROVING THE TEACHING QUALITY MANAGEMENT LEVEL OF HIGHER VOCATIONAL COLLEGES AGAINST THE BACKGROUND OF "DOUBLE HIGH PLAN"

Against the background of the "Double High Plan", higher vocational colleges have ushered in development opportunities and have higher requirements for the level of teaching quality management. To improve the teaching quality management level of higher vocational colleges, it is necessary to constantly improve the teaching quality management system and mechanism, pay attention to the construction of teaching quality management talents, and cultivate the teaching quality management culture with characteristics of higher vocational education.

A. Improving the teaching quality management system and mechanism

According to the actual problems in the current teaching quality management, teaching quality management needs to improve the corresponding system and mechanism from a series of management methods such as teaching quality evaluation, teaching supervision, and teaching feedback. It also includes teaching reform and research on the subject and content of teaching quality evaluation, forming a scientific and reasonable teaching quality evaluation system; In teaching supervision, it is necessary to combine "old professors" with rich teaching experience and young backbone teachers who are proficient in blended teaching modes constitutes a teaching supervision team that meets the teaching characteristics of the Internet era, and pay attention to the supervision of balancing "teaching" and "learning", two-way interaction, so that daily teaching supervision can fully play its role; In terms of teaching feedback, the teaching quality management of higher vocational colleges should focus on long-term quality improvement and continuous improvement process, emphasizing non-stop innovation, improvement and enhancement, and timely feedback and continuous progress. Based on the actual problems and the corresponding solutions in the teaching quality management, the management departments at all levels of the college should timely

revise and improve the rules and regulations of the teaching quality management, so that it can make the teaching quality management work rule-based and evidence-based, and ensure the implementation of various teaching quality management rules and regulations, thereby further improving the teaching quality management system and mechanism.

B. Building a professional teaching quality management team

With the continuous deepening of the construction of the "Double High Plan" in higher vocational colleges, the establishment of a professional teaching quality management talent team is of great significance to the modernization of the internal governance system and governance capabilities of colleges. At this stage, most of the teaching quality management work in higher vocational colleges is performed by college administrative assistants. They do not have a career growth path suitable for their own development in the college community, they lack the scientific research objects they can attack, let alone talking about innovative working methods and improving the quality of teaching management. In daily teaching quality management, higher vocational colleges should build a professional teaching quality management talent team, design and attract professional talents to engage in teaching quality management, study teaching quality management working methods, improve teaching quality management workflow, and improve teaching quality management work efficiency, to achieve the effect of improving the teaching quality management level of the higher vocational colleges and the overall teaching quality level, save management time costs for teaching, teachers and students, and lay a foundation for the higher vocational colleges to continuously improve their internal governance capabilities.

C. Cultivating a culture of teaching quality management with characteristics of higher vocational education

The quality management of higher vocational education must not be limited to the level of system construction and talent team, but also must focus on the cultivation and innovation of teaching quality management culture. In the age of quality, only by continuously innovating college culture and cultivating an organizational culture that supports total quality can the quality management of higher education be successful and ultimately promote the continuous improvement of higher education quality.[4] The improvement of teaching quality management in higher vocational colleges requires the cultivation of teaching quality management culture with characteristics of higher vocational education, and the integration of quality management concepts into all subjects of higher vocational education. Through the change of ideas and

attitudes, quality management can be a culture of education and teaching methods. In the main body of higher vocational education, it is necessary to make industry companies realize that the strict control of the quality of teaching in the process of practical teaching and the cultivation of high-quality technical skills are related to the actual effectiveness of the employer; teachers should be made aware that scientific and reasonable teaching quality management is a benign incentive system, which helps to arouse teaching enthusiasm and improve teaching effects; it is also necessary to make the student community realize that high-quality vocational education and technical skills learning are important cornerstones to help them integrate into the society efficiently and confidently. With the advancement of teaching quality management, it will be a must to let teaching quality management form a daily concept and culture of society, colleges and teachers and students, create a cultural connotation of teaching quality management with high vocational characteristics, and through this positive quality culture, promote the continuous improvement of the overall quality of higher vocational education, and help the construction of the "double high plan".

V. CONCLUSION

Based on the needs of the times and the characteristics of higher vocational education, this paper analyzed the importance of improving the teaching quality management level of higher vocational colleges and the problems in teaching quality management against the background of the "Double High Plan", and put forward certain solutions from the three levels of teaching quality management system and mechanism, talent team building and cultural cultivation. However, the specific teaching quality management level improvement plan needs to be combined with the actual analysis of the actual situation of each college. The research content is relatively weak and needs to be strengthened in the future.

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