



Problem Representation of Teaching Supervision in Colleges and Universities in Promoting the Implementation of Fostering Character and Civic Virtue and Corresponding Suggestions

Jing Chen^(✉)

School of Business and Economics, Chongqing University of Education, Chongqing, China
chenj@cque.edu.cn

Abstract. Fostering character and civic virtue is the fundamental task of colleges and universities. Effectively exerting the role of “inspection” and “guidance” of teaching supervision in the implementation of the fundamental task of fostering character and civic virtue in colleges and universities is the key to effectively improving the effectiveness of college education. However, there are many difficulties in the specific implementation process. The main problems are as follows: the indicators of “fostering character and civic virtue” in the teaching supervision and evaluation are ambiguous; the phenomenon of emphasizing inspection and underestimating “guidance” is serious, and the measures on how to “inspect” and how to “guide” are vague. To solve these problems, it is necessary to build a long-term mechanism to foster character and civic virtue, and to clearly state what should be inspected in the curriculum ideology and politics and how to “inspect” in curriculum ideology and politics, as well as what should be “inspected” in the mechanism of fostering character and civic virtue will “guide” and how to “guide” in the mechanism of fostering character and civic virtue.

Keywords: Teaching supervision · Fostering character and civic virtue · Problem representation · Strategy

1 Introduction

In May 2020, the Ministry of Education issued the “Guidelines for the Curriculum Ideological and Political Construction in Colleges and Universities”, stating that “ideological and political education should run through the talent training system, and it is necessary to comprehensively promote the curriculum ideological and political construction in colleges and universities, so as to give full play to the educating role of each course and improve the quality of talent training of colleges and universities [1]. The university stage is the core period for the formation and cultivation of world outlook, outlook on life and values. Cultivating college students with ideals, abilities and responsibilities in the new era is the requirement of the development of the new era and the top priority of talent training in colleges and universities. The supervision of education and teaching

in colleges and universities is an important part of improving the quality management of education and teaching in colleges and universities. How to effectively play the role of “inspection” and “guidance” of teaching supervision in the implementation of the fundamental task of fostering character and civic virtue in colleges and universities is the key to effectively improving the effectiveness of college education.

2 Problem Representation of Teaching Supervision in Colleges and Universities in the Implementation of Fostering Character and Civic Virtue

2.1 Supervision and Evaluation Indicators of Fostering Character and Civic Virtue are Ambiguous

Teaching supervision and evaluation is one of the main methods for Chinese colleges and universities to evaluate teachers’ classrooms and monitor the teaching quality. Besides, teaching supervision and evaluation is always measured according to the indicators in the evaluation form, but the indicators in the evaluation form are often ambiguous. Especially for the evaluation of fostering character and civic virtue, it is often expressed as “whether there are curriculum ideological and political elements and whether there is value guidance”. Such expressions can only distinguish whether there is a curriculum ideological and political design, and cannot reflect whether the curriculum ideology and politics are effectively integrated. In other words, it only focuses on the “teaching” design, but doesn’t pay attention to the “learning” effect, and cannot judge whether the effect of educating people really plays a role. The indicators are too ambiguous, resulting that supervisors can’t make a clear inspection, and the evaluation is too subjective.

2.2 The Phenomenon of Emphasizing Inspection and Underestimating “Guidance” is Serious

Most of the supervisors of colleges and universities are composed of retired teachers or senior teachers with rich teaching experience in secondary colleges. They have made a certain balance among the convenience of carrying out work, regular teaching supervision and subject professionalism. However, there is a lack of measures to establish the authority of the supervision work, stimulate the innovation of the supervision work, and carry out the motivation of the supervision work. The lack of authority in supervision leads to the disdain of the teachers being evaluated, resulting in a confrontation between teachers and supervisors; the single supervision method is lack of innovation, resulting in the fact that teachers being evaluated only deal with the content involved in their supervision; and the supervision work lacks incentives and guarantees, and the supervision work becomes formalistic. Considering various factors, the supervision work often emphasizes “inspection” over “guidance” or only “guidance” but not “inspection”.

2.3 Measures to “Inspect” and “Guide” are Unspecific

Most colleges and universities have not carried out special supervision training for “fostering character and civic virtue”, and it is not clear how to carry out “inspection” and

“guidance” in the teachers’ courses. Which aspect shall the supervisors implement curriculum ideology and politics? However, it is ambiguous that which aspects and links should be “supervised”. Therefore, it is difficult to play the role of “offering timely help or support” or “teaching a man fishing” for teachers in the supervision work, and the improvement of the education and teaching quality for teachers has not even been considered or carried out.

3 The Contents that Should Be Inspected in the Implementation of Curriculum Ideology and Politics and the Measures that Should be Carried Out in the Implementation of Curriculum Ideology and Politics

As the saying goes: “It takes ten years to grow a tree and a hundred years to bring up a generation of good men”. “Fostering character and civic virtue” cannot be achieved overnight, nor a work that gets effect instantly. And it requires teachers to persevere in education and teaching for a long time. General Secretary Xi Jinping emphasized: “It is necessary to internalize the principle of fostering character and civic virtue into all fields, aspects and links of university construction and management, so that cultivation of talents is the core and moral cultivation is the foundation.” Curriculum is the core element of talent training and is also the main channel to implement the fundamental task of fostering character and civic virtue [2]. How shall the teachers implement the educational policy of the Party in curriculum teaching? How can it be effective?

3.1 Inspecting Course Links, Teaching Materials and the Penetration

The main links of course teaching include teaching calendar, lesson preparation, teaching class, homework and Q&A, course assessment and others (such as curriculum development, comprehensive application of courses, first, second, and third classes, etc.). Among these main links, different teaching materials should be adapted to them according to the nature and type of courses. Teaching materials often include syllabus, teaching calendar, lesson plans (teaching design), teaching resources, test papers (or assessment plans), etc. Teaching supervision should inspect whether the curriculum education goals are included in the whole process of curriculum links, curriculum content, teaching implementation, and teaching evaluation, whether the teaching calendar matches the teaching syllabus, whether it meets the current professional development needs, and whether it follows the golden course concept. In addition, it is even more necessary to inspect whether the three-in-one education concept of “knowledge imparting, ability training, and value shaping” is reflected, whether the excavation of ideological and political elements of the course is reasonable, whether it runs through the whole course and penetrates various teaching materials, and whether it promotes the development of curriculum ideological and political teaching materials.

3.2 Inspecting Flexible Use, Imperceptible and Unobtrusive Influence, and the Degree of Integration

In October 2020, the “Overall Plan for Deepening the Reform of Education Evaluation in the New Era” was issued by the Central Committee of the Communist Party of China and the State Council. It is important to fully implement the educational policy of the Party, improve the system and mechanism of fostering character and civic virtue, and improve the ability and level of education governance. Besides, it is suggested to pay attention to the integration of “moral education” and “intellectual education”, the applicability of knowledge, and the flexibility and diversity of teaching methods [3]. If teachers just imbed the curriculum ideological and political elements and don’t carry out organic integration with the course content, it will backfire and make students more bored. Different teachers have different curriculum characteristics, and there is no fixed method for teaching. According to the nature and characteristics of different disciplines, combined with professional education goals, curriculum concepts, thinking characteristics and core literacy, it is suggested to inspect whether teachers explore the depth and breadth of the curriculum ideological and political elements and whether it is organically integrated with the design of curriculum teaching implementation activities, whether the introduction of curriculum ideology and politics into classroom teaching is appropriate, and whether teachers have affinity, attraction and appeal. Therefore, supervisors inspect whether the teachers skilfully integrate the materials during the lecture, and play the role of “moistening things silently”.

3.3 Inspecting Whether the Teaching is Successful, Whether the Learning Results are Obtained, and Whether it is Effective

It is suggested to inspect whether teachers truly establish the work concept of “fostering character and civic virtue, imparting knowledge and educating people”. Teachers with this kind of awareness and internal drive can be full of enthusiasm to do education with heart, warmth and wisdom. In addition, it is suggested to inspect students’ emotional attitudes and values in answering questions in the classroom, objectively identify and analyze social phenomena, comprehend correct viewpoints, and solve ideological problems. Also, it is suggested to inspect whether it contains deep meaning and value in assignments, papers, planning cases, competitions, etc., and reflects family and country feelings, social responsibility, scientific connotation of craftsman spirit, and active responsibility. Only by inspecting the two-way flow of “teaching” and “learning” can the inheritance of values have vitality.

4 The Contents that Should Be “Guided” in the Implementation of Fostering Character and Civic Virtue and Measures That Should Be Carried Out In The Implementation of Fostering Character and Civic Virtue

In some countries, teaching supervision is regarded as “the process of leadership”, “the process of communication”, “the process of transformation” and “the process of realizing

the potential of teachers” [4]. Therefore, in addition to “inspection”, it is necessary to pay attention to the “guidance”. Teaching supervision plays the role of a think tank to improve the quality of school teaching. It is necessary to establish the awareness of serving the development of teachers, promote the implementation of the fundamental task of fostering character and civic virtue, and give play to the role of teaching supervision in promotion, guidance and improvement [5]. What should be guided in the implementation of fostering character and civic virtue? What should be carried out in the implementation of fostering character and civic virtue?

4.1 Finding the Problem and “Guiding” the Cause Analysis and Solution Measures

Teaching supervision shouldn’t be at superficial, and teaching supervisors are similar to “class police”. For example, supervisors need to “diagnose the causes”, and be promoters and guides for the implementation of “fostering character and civic virtue”. It is not suggested to determine the merits and demerits of a class alone. It is necessary to communicate with teachers and help teachers analyze how to implement curriculum ideology and politics, and to find problems in the curriculum ideology and politics. The problems must be specific and pragmatic. Moreover, good opinions must be given to give feasibility. It is suggested to teach people how to be good teachers and be friends in teaching. In addition, it is required to find the teaching highlights, encourage teachers to combine the characteristics of the curriculum and the characteristics of the discipline to explore the curriculum ideological and political elements, discuss with the teacher to create a harmonious atmosphere, and stimulate the inner creative potential of teachers.

4.2 Finding the Path and “Guiding” the Design of the Curriculum Ideology and Politics

The principle of “fostering character and civic virtue” needs to run through the whole process of education and teaching. Curriculum ideology and politics are formed based on the path of “excavation, explication (deep excavation of the ideological and political education elements of professional courses and explication of the core literacy of the times)—integration (organic integration of professional course knowledge, ability and education)”, that is, “to guide the values in the process of knowledge imparting and ability cultivation”. Supervisors should communicate with teachers to guide their curriculum ideological and political systems to run through the curriculum system and carry out effective curriculum ideological and political system design. At the same time, they should guide the construction path of its curriculum ideological and political system, organically integrate curriculum ideology and politics in teaching concepts, teaching objectives, teaching content, teaching methods, and teaching effects, and lead teachers to realize the true meaning of “imparting knowledge, teaching students, solving puzzles” and “cultivating talents”. In addition to imparting knowledge and skills, education should also be endowed with soul to realize the organic combination of imparting knowledge, teaching students, solving puzzles and cultivating talents. Accordingly, teachers should explore effective integration methods and channels to achieve the internal integration of professional knowledge, ideals and beliefs, morality, cultural self-confidence, etc.,

find opportunities, make flexible integration, and influence character by environment. However, they shouldn't put these elements into classroom to cope with the requirements of having ideological and political elements in teaching evaluation.

4.3 Finding Results and “Guiding” Effective Implementation and Reasonable Evaluation

Fostering character and civic virtue has achieved results in the growth of students. How shall teachers find results in the implementation of curriculum ideology and politics? Obviously, teachers should find results in students' sense of experience and gain. In addition, it is suggested to promote teacher development, teaching improvement, and curriculum optimization, enhance the effectiveness of curriculum ideology and politics on students' ideological inspiration and value guidance, enhance students' learning experience and sense of gain, and promote the connotative development of curriculum ideological and political teaching. Supervisors can reasonably evaluate the effectiveness of education from multiple perspectives such as “observation of teaching materials + observation of classroom teaching + observation of students' effectiveness”. The observation of teaching materials refers to a systematic evaluation of the teaching syllabus, classroom teaching design (teaching plan), the case development of integration of teaching resources and curriculum ideological and political elements and achievements (learning assignments, papers, planning plans, research reports, test papers, etc.), teaching reflection, etc., and it pays attention to whether it highlights the internal logic of teaching knowledge, ability and value, especially the degree of realization of educational objectives and influencing factors. Classroom teaching observation solves the problem of whether the explicit and implicit influences of curriculum ideology and politics are organically integrated into the implementation, and realizes the systematic attention to the dynamic teaching process. The evaluation of students' effectiveness is based on the students' sense of experience and acquisition, and it evaluates the effectiveness and impact of ideological and political teaching. The organic combination of the three realizes the scientific evaluation of the whole curriculum ideological and political teaching process. Supervisors should check and guide whether the ideological and political design and implementation of the curriculum ideology and politics are based on the learning situation, whether the teaching mode and method are in line with students' learning habits, whether they can stimulate students' interest, whether they can mobilize students' subjectivity and enthusiasm, whether they can effectively improve the formation of students' values, and what extent can they promote and guide the inner embodiment of students' core literacy.

5 Suggestions on a Long-Term Mechanism for Teaching Supervision to Promote the Development of Fostering Character and Civic Virtue

5.1 Constructing a Reasonable Curriculum Ideological and Political Evaluation Mechanism

The implementation effect of curriculum ideological and political education must be evaluated from the perspective of learning, teaching and curriculum. In terms of evaluation standards, it is necessary to highlight the constructive nature of curriculum ideology and politics, the formative nature of teaching implementation, and the developmental nature of learning growth [6]. In the evaluation, it is required to achieve humanized “supervision”, scientific “guidance” and personalized “evaluation”. The diversified, individualized and open curriculum ideological and political evaluation standards are formulated from the aspects of curriculum construction, teaching process and student acquisition. The process evaluation, summary evaluation and descriptive evaluation are combined, and the satisfaction and sense of achievement of students are emphasized [7]. In terms of the evaluation results of supervision, it is not allowed to give a simple evaluation according to the grade, but to write out the places that have been done well, the contents that can be excavated, and the aspects that need to be improved for certain evaluation content. The evaluation feedback mechanism, communication and exchange mechanism and collaborative guidance mechanism are established to enable teachers to continuously improve the ideological and political education effect of the curriculum through evaluation feedback, communication and exchange and collaborative guidance [8].

5.2 Strengthening Supervision Training and Endowing Supervision Authority and Responsibility

The supervision should not only focus on teaching standards, but also avoid the phenomenon of unclear “inspection” and “guidance”, strengthen the professional training on “inspection, communication and guidance”, and improve the professional level of supervision. Then, teachers will accept guidance with sincerity rather than passively cope with the inspection. It is suggested to endow supervisors with the obligation and right to supervise and guide teachers, avoid the phenomenon of emphasizing “inspection” but not “guidance”, and supervisors should take the initiative to “supervise” and “guide” teaches. Supervision is not only to complete the simple evaluation of the task of listening to lessons, but also to supervise the development of teachers and students. Besides, it is to observe and guide the defects in the teaching process of teachers in a targeted manner, and form a culture of inspecting and helping teachers.

5.3 Establishing the Supervision Authority and Building the Guarantee Mechanism

Improving the supervision system of fostering character and civic virtue in colleges and universities is an important link in implementing the fundamental task of fostering

character and civic virtue. Establishing a teaching quality management mechanism that balances responsibility and power will help improve the effectiveness of fostering character and civic virtue in colleges and universities. In addition to the authority on teaching ability guidance, the supervision authority should also be built up from the top to the bottom in the administrative mechanism, so as to improve the position of the teaching supervision in the management of teaching quality, the development of teachers and the growth of students. At the same time, it is suggested to clarify the rights and responsibilities of supervisors in teaching management, and strengthen the consciousness and sense of responsibility of supervisors. Only by increasing the investment and performance of supervision and training and innovating the special supervision and management mechanism of “fostering character and civic virtue” can we really promote the implementation of the fundamental task of “fostering character and civic virtue”.

6 Conclusion

In the new era, China’s higher education should take the initiative to pay attention to the development of the world and the changes of the times, integrate the principle of fostering character and civic virtue into moral education, cultural knowledge education and social practice education, and accelerate the formation of talent training system at a higher level. Colleges and universities should endow teaching supervision with due power, increase investment in improving education and teaching quality management, construct effective supervision and management mechanism, and effectively play the key role of teaching supervision in promoting the implementation of the fundamental task of fostering character and civic virtue. Only in this way can the effectiveness of the work of fostering character and civic virtue in colleges and universities be improved.

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