

Rational Thinking on Establishment of Teaching Quality Guarantee System in Local Higher Education Institutions

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Abstract. To improve the teaching quality, local higher education institutions with talent training as the core mission must establish teaching quality guarantee system. Teaching quality guarantee system must be established based on the clarification of school-running positioning and the establishment of talent training standard with the objective of creating quality culture, guaranteeing the central position of teaching and improving teaching quality under the principle of scientificity and people orientation, and focus on solving practical problems existing in teaching work. The comprehensive improvement of higher education quality is a great decision of the Party Central Committee and the State Council as well as a specific requirement put forward in national education plan. Local higher education institutions should set up talent training-oriented school-running concept firmly and take talent training quality as the main standard for measuring school-running level in the school-running process. To improve talent training quality, colleges and universities should set up a scientific higher education development view, persevere in stabilizing the scale, optimizing the structure, enhancing distinguishing features and paying attention to innovation, take quality improvement-oriented connotative development path, establish internal teaching quality guarantee system according to National Medium and Long-term Educational Reform and Development Plan and promote the constant improvement of teaching quality.

Objective of the establishment of teaching quality guarantee system: to create quality culture, guarantee the central position of teaching and improve teaching quality

Teaching quality guarantee system is an organized, institutional, standard and coordinated organization system and work system with distinct rights and responsibilities established according to teaching quality guarantee requirements under the guidance of quality management idea. Colleges and universities must create their quality culture, guarantee the central position of teaching and gradually improve teaching quality in the process of establishing teaching quality guarantee system. Quality culture is a synthesis of quality consciousness, value and code of conduct formed in long-term educational practice of colleges and universities as well as the ideological and cultural foundation of the establishment of teaching quality guarantee system [1]. To create quality culture, school administrators are required to guide teachers and students to comprehensive quality view from one-sided quality view, implement the school-running principle of “seeking for survival,

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development and benefit with quality”, adhere to quality morality, specify quality standard, improve quality management style and form a quality culture atmosphere that everyone cares about quality, importance is attached to quality at all times and everything reflects quality. To guarantee the central position of teaching, school administrators are required to emancipate their mind, update the concept, implement educational and teaching reform according to the law of higher education, reform talent training mode and program according to school-running positioning of applied talent training, optimize curriculum setting, reform teaching methods, increase the input of teaching instrument and equipment, strengthen practical teaching link and endeavor to improve the comprehensive quality of college students. It is also required to strengthen quality publicity education, establish quality policy and system, publicize quality information, reward quality achievements, form a good learning style, teaching style and school spirit, guide and stimulate the teaching enthusiasm and quality, problem and reform awareness of teachers and students, strengthen the awareness of teaching management and teaching auxiliary departments of serving teaching and guarantee effective implementation of the central position of teaching.

Foundation of the establishment of teaching quality guarantee system: clarify the school-running positioning and establish talent training standard

Teaching quality guarantee system of local higher education institutions should be established based on accurate understanding of school-running objectives, including school-running positioning, development strategies and featured items, and accurate mastery of talent training objectives, including knowledge, ability and quality structure of talents. Local higher education institutions should establish school-running positioning of the training of applied talents under the guidance of National Medium and Long-term Educational Reform and Development Plan with the opportunity of meeting qualified evaluation of undergraduate teaching work of the Ministry of Education. Applied talents refer to applied high-quality professional personnel with solid foundation, outstanding major and strong abilities of study, practice and entrepreneurship who meet local economic and social development needs and stay in the frontline of production, management and service. For the training of applied talents, it is necessary to establish a scientific talent training standard, i.e. specify the type of talents to be trained. The Ministry of Education clearly specified in Various Opinions on Further Strengthening Undergraduate Teaching Work of Higher Education Institutions, “the main mission of undergraduate teaching work is to focus on needs of national development and comprehensive development of human, adhere to coordinated development of knowledge, ability and quality, deepen teaching reform, pay attention to ability training, improve learning, practice and innovation abilities of college students and promote quality-oriented education comprehensively.” Based on applied talent training concept and basic requirements of the state for talent training in undergraduate education, talent training standard of local higher education institutions should cover knowledge, ability and quality standards.

Knowledge standard is the foundation. Applied talents should have certain knowledge breadth and depth. The former includes knowledge about humanistic society and natural science and specialized basic knowledge as well as general knowledge such as language, social contact, computer, management, love, marriage and family education. Knowledge depth refers to the achievement of two fundamental changes: first, change from the standard of sufficient and practical utility to the standard of solid foundation and increased aftereffect; second, change from mastery of operating

knowledge of occupational post skills to mastery of complete, systematic and scientific professional knowledge system.

Ability standard is the core. Applied talents should have certain academic, universal and occupational abilities. Due to the emphasis put on the adaptability and practicability of talent training, applied talents should pay more attention to universal and occupational abilities. Universal abilities refer to those without direct relation with professional occupational skills and posts beyond a specific occupational skill and knowledge category. Occupational abilities include four basic elements, “ability of achieving technical expectation, ability of dealing with emergency, ability of coordinating tasks and ability of adapting to changes of work environment”[2].

Quality standard is the orientation. Qualities of applied talents include professional quality and non-professional quality. Professional quality requires training objects to master basic knowledge of the major and have keen eyesight of discovering problems related to the major and basic skills of solving realistic problems related to the major. Non-professional quality includes ideological and moral quality, physical and psychological quality, occupational quality, humanistic quality and scientific quality of training objects.

Principles for the establishment of teaching quality guarantee system: scientificity and people orientation

The real objective of the establishment of teaching quality guarantee system in higher education institutions is to discover problems, find out the gap, improve teaching, management and service work, fully arouse the initiative of teachers and students in work, decrease the accountability and comparison of evaluation, strengthen the process and feedback, impel teachers to carry out teaching reform and research actively, administrators to serve teaching work actively and students to conduct exploratory study actively and constantly improve teaching quality rather than identify, elect and eliminate teaching and administrative staff. Therefore, local higher education institutions should adhere to principles of scientificity and people orientation in the establishment of teaching quality guarantee system.

Scientificity principle. Scientificity principle means that colleges and universities should establish a feasible teaching quality guarantee system under the guidance of system theory in combination with modern educational thought and concept based on existing human, physical and financial resources according to the unification of rights and responsibilities. As a social practical activity of human training, education is system engineering with complicated process and various influencing factors which involves every aspect of colleges and universities. As a complete system, teaching quality guarantee system must conduct an overall analysis on guarantee objects, method of realization, implementation process, implementation institution and reference standard with the method of system analysis and establish a smooth closed circuit so as to guarantee effective operation of teaching quality guarantee system and achieve the intended target of talent training. Therefore, for the establishment of teaching quality guarantee system, local higher education institutions must consider their school-running guiding thought, train of thought and conditions; effective monitoring over the teaching process ranging from talent training program, course teaching plan, classroom teaching preparation and implementation of course assessment; improvement of the level of teaching auxiliary personnel, teaching administrators and administrative staff serving teaching; and the improvement of teaching conditions such as teaching environment, experimental equipment, teaching materials and books and reference materials.

People-oriented principle. People-oriented principle means that it is required to fully respect human nature, create various favorable conditions to stimulate creative potentials of teachers and students to the greatest extent and achieve the life value of each person to the greatest extent. For the establishment of teaching quality guarantee system, local higher education institutions should adhere to the school-running concept of “teacher-oriented school running and student-oriented teaching”, strengthen talent strategy and training, fully arouse the initiative of various kinds of personnel in work and endeavor to achieve the objective of talent training. To implement people-oriented management concept, colleges and universities must establish the thought that management is service, achieve the transformation of management thought from “monitoring strengthening” to “encouragement guidance” and further achieve virtuous cycle of teaching quality guarantee [3]. Teaching activity has a strong creativity. To improve teaching quality, schools are required to provide teachers and students with a free and relaxed teaching environment, adequate book resources, humanized teaching management system and developmental teaching evaluation, establish policies and measures that can fully arouse the enthusiasm of teachers and students in teaching, encourage teachers to conduct a reform in curriculum system, teaching content, teaching method and teaching means and encourage students to explore the reform of learning method positively, conduct investigative study boldly, endeavor to improve learning effect and turn into high-quality talents.

Key for the establishment of teaching quality guarantee system: solve problems existing in teaching work of colleges and universities

The establishment of teaching quality guarantee system in local higher education institutions aims at improving teaching quality. Teaching quality of higher education institutions is mainly reflected in talent training, scientific research, service for the society and cultural inheritance and innovation. Talent training is the core mission. Teaching quality is not only the starting point and foothold of the overall work quality or system management quality of higher education institutions, but also the comprehensive embodiment of educational scientific research and constant improvement of teaching level and effect by teachers; the comprehensive manifestation of students’ basis, personality, hobbies, and the exerting degree of their learning independence, consciousness, initiative and creativity; the comprehensive exercising result of teaching management workers providing teaching facilities, life facilities and teaching services and creating corresponding learning environment and conditions in the teaching process; as well as the main product provided for social service by higher education institutions and a centralized reflection of its functions such as serving regional economic development and social progress. Though local higher education institutions have different ideas in the establishment of teaching quality guarantee system, technical routes followed by them are basically consistent, i.e. “reach a consensus on quality – analyze and study quality generative process – seek for key control point influencing quality – establish quality standard for key quality control point – collect quality information of key control point – implement quality evaluation feedback of key control point and use it in continuous improvement of quality management and regulation quality” [4]. Therefore, the key for the establishment of teaching quality guarantee system in local higher education institutions is to seek for key control point influencing quality generation, i.e. various dilemmas existing in the teaching process, and then take measures to solve them systematically. Practical dilemmas existing in the teaching work of local higher education institutions include:

Learning dilemma. High-quality education is education with students willing to learn and good at learning and teachers willing to teach and good at teaching. Confucius said, “People who know it are better than those who work on it, those who work on it are not as good as those who love it.” However, with the coming of popularization of higher education, college students have ambiguous learning objectives and reduced learning interest, which become the irrefutable fact. They learn passively and blindly in order to take an examination. To obtain college diploma, they study courses specified by colleges which are not what they require actually. Truancy and cheat in a test are common occurrence. However, it is difficult for some students who really want to learn to obtain the guidance of high-level teachers due to various limitations of specified courses. They only learn blindly based on interest and waste their college life at a loss. They cannot discover their potentials and advantages. Some students tired with obtaining certificates are completely in the state of learning for examination. Their short-term learning objectives replace the long-term learning plan and temporary learning impulse replaces the step-by-step law of learning.

Teaching dilemma. Teaching dilemma in colleges and universities is mainly reflected in low learning enthusiasm, lateness for class, early leave, sleep, daze, absent-mindedness and truancy of college students which become common phenomena; decrease of sense of responsibility, fickleness, superficialness, pursuit for fame and gain and pursuit for quick success of teachers which become their philosophy of life; old and dull teaching methods; failure to connect with new learning methods such as “investigative study, study in practice and participatory study” put forward in the new curriculum reform of primary education. Facing teaching quality, college teachers generally meet dilemmas in professionalization, teaching and scientific research and teaching according to abilities of students.

Resource dilemma. University educational resources mainly include teacher resources, books and reference materials, teaching site and management level. Though university educational resources have developed rapidly in recent years, a great dilemma exists with the sharply increasing number of student enrollment. In particular, curriculum resources and class size have become bottlenecks restricting educational quality. Though course selection system is implemented in colleges and universities, the system becomes formalistic due to the lack of teacher resources especially high-level teacher resources. Small class size is the basic guarantee of classroom teaching quality. “Small class generally refers to a class with less than 25 students. Foreign universities generally regard the proportion of courses subject to small class study in all courses as an important indicator of teaching quality” [5]. However, the fact is that local higher education institutions have a large size of class; there are often over a hundred students in public elementary courses; small class study basically becomes a luxury for college students. Such class has produced amazing similar effect under the control of modern sound and light technologies, i.e teachers are busy in switching beautiful pictures on the computer on the platform and there are languid students with indifferent expressions under the screen. Teaching quality is so low.

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