

Study on the Evaluation of Teaching Quality of College Teachers with Undergraduate Students as Study Samples*

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Abstract – College teachers have making a key impact on students. In the process of evaluating college teachers' teaching quality, we have designed a questionnaire survey to evaluate unquantifiable indexes. By the analysis of those indexes, we can provide reference for the evaluation of college teachers' teaching quality in some degree.

Index Terms - College teachers, Teaching capability, Evaluation, Undergraduate.

1. Background

The 21th century is the era of knowledge economy, the talent has become the decisive factor of the economic and social development. How to find talent, access to talent, talent evaluation and rational use of talent, is the core content of contemporary human resources development and management. The colleges are important bases for training high-level innovative talents in China. The teaching work is the main work in colleges. And the evaluation of the evaluation of college teachers' teaching quality is an important indicator to measure the quality of teaching in colleges, scientific and reasonable evaluation is oriented identification, improvement, incentive and management functions.

2. Analysis of Questionnaire Survey

As the saying goes, "It takes a teacher to transmit wisdom, impart knowledge and solve doubts." College teachers have making a key impact on students. In the process of evaluate college teachers' teaching quality, we have designed the following questionnaire survey to evaluate those unquantifiable indexes. College teachers' personal qualities, attitude and teaching quality and those other dimensions are all considered in this survey. Based on the results of 69 undergraduate students' survey, we can summarize what the most important factors are to judge college teachers in the view of undergraduate students.

A. *The moral characters which college teachers should have*
The TABLE 1 and the Fig.1 show the ballot of each index^[1]:

TABLE 1 Moral character detail list

Option	Votes
A. Role models, Family harmony	10
B. High moral character	39
C. Team spirit, Caring	13
D. Responsibility, Selfless dedication	34
E. Patient	40
F. Easy-going, Understanding	44
G. Justice, Democracy	39
H. Encouragement	8
I. Caring about undergraduates' future	21
J. Honesty, Integrity	7
K. Set examples	21
Total	276

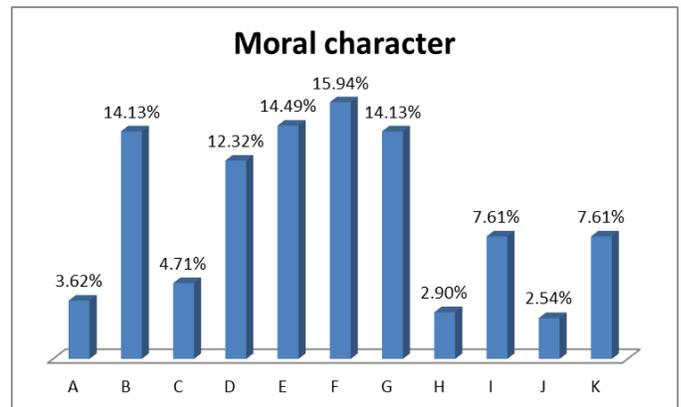


Fig. 1 Moral character Ratio

Based on the above votes and ratio, we can conclude that: "F. Easy-going, Understanding", "E. Patient, Modest", "B. High moral character" and "G. Justice, Democracy" are the most important indexes to evaluate teachers' moral character. These four indexes have passed 70%, equal 71.01%, which can be used to represent college teachers' the moral character.

B. *College teachers' personal capacity*

The TABLE 2 and the Fig.2 show the ballot of each index:

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TABLE 2 Personal capacity detail list

Option	Votes
A. Solid theoretical knowledge, High disciplinary expertise	44
B. Experienced in teaching	16
C. Updated knowledge, grasp the latest trends	40
D. Vivid lectures	30
E. Correctly and skilled lecture, clear communication of ideas	53
F. The ability to operate modern educational tools	76
G. Inspiration ability	31
H. Communication skills	28
I. Neatly blackboard writing	2
J. Scientific research ability	9
K. Core curriculum	4
L. Broad interests	16
Total	349

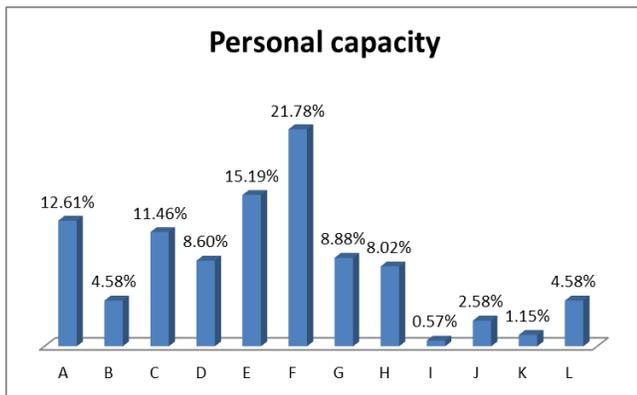


Fig. 2 Personal capacity Ratio

Fig.2 demonstrates that “F. The ability to operate modern educational tools”, “E. Correctly and skilled lecture, clear communication of ideas”, “A. Solid theoretical knowledge, High disciplinary expertise”, “C. Updated knowledge, grasp the latest trends”, “G. Inspiration ability” highly represent the personal capacity of university faculty. These five options could represent the personal capacity of college teachers, equal 69.91%.

C. College teachers’ psychological quality

The TABLE 3 and the Fig.3 show the ballot of each index:

TABLE 3 Psychological quality detail list

Option	Votes
A. Professionalism	57
B. Scientific research	6
C. Personal values	20
D. Intelligent	11
E. Faith	3
F. Realistic	11
G. Personal charm	28
Total	136

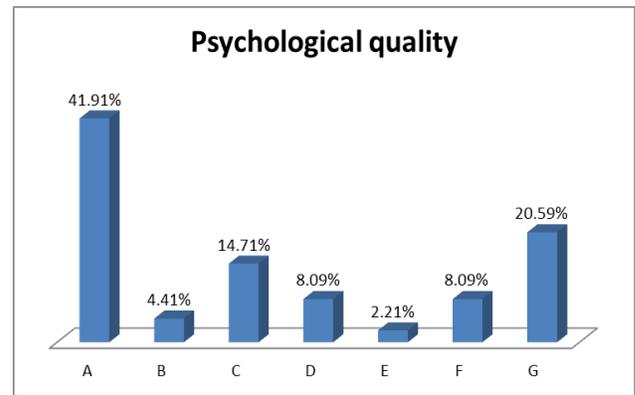


Fig. 3 Psychological quality Ratio

As can be seen from the results of the questionnaire, college teachers’ psychological quality consists of the following indicators: “A. Professionalism”, “G. Personal charm” and “C. Personal values”. It is high important for us to know that the above three indexes is 77.21% which can represent the principal message.

D. College teachers’ teaching attitude

The TABLE 4 and the Fig.4 show the ballot of each index^{[2][3]}:

TABLE 4 Teaching attitude detail list

Option	Votes
A. Sufficient preparation	32
B. Punctual	3
C. Attentive in class	36
D. Rigorous scholarship	24
E. Answer students’ questions patiently and carefully	43
F. Consider students’ feedback seriously	30
G. Be strict in student	6
H. Dedication and responsibility	36
I. Professionalism	17
J. Counseling patiently, correcting homework strictly	6
K. Instruct students individualized	42
Total	275

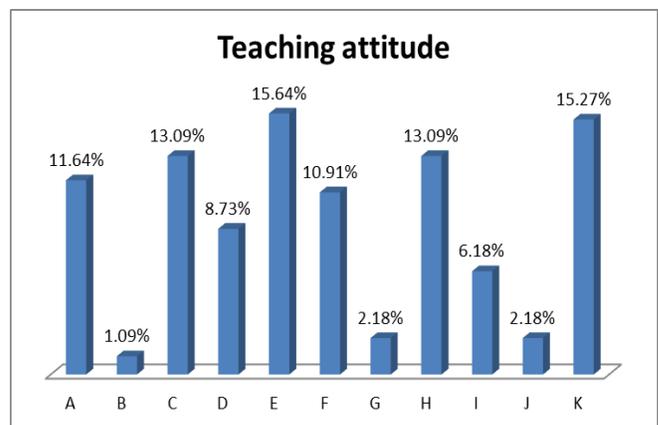


Fig. 4 Teaching attitude Ratio

As is indicated in the above table and figure, we can find out “E. Answer students’ questions patiently and carefully”, “K. Instruct students individualized”, “C. Attentive in class”, “H. Dedication and responsibility” and “A. Sufficient preparation” are chosen the most times by undergraduate students, the proportion of those four indexes is 68.73%.

E. College teachers’ teaching methods

The TABLE 5 and the Fig.5 show the ballot of each index^[4]:

TABLE 5 Teaching methods detail list

Option	Votes
A. Extensive teaching techniques and methods	14
B. The lecture is organized, clear and understandable	47
C. Active class atmosphere	27
D. The depth and breadth of lectures in line with students	19
E. Mobilize students' enthusiasm and initiative	36
F. Pay attention to teaching quality and students' acceptance effect	31
G. Pay attention to internal and external communication and discussion	24
H. Focus on the relevant parts of teaching process	8
I. Rational and effective use of various teaching methods	2
J. Reveal the inherent knowledge of principles	37
K. Create an orderly learning environment	4
L. Train basic skills	27
Total	276

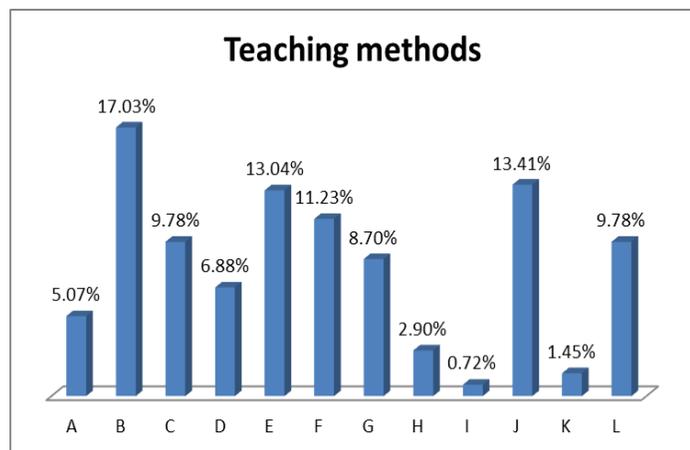


Fig. 5 Teaching methods Ratio

From the table and figure above, we can learn that “B. The lecture is organized, clear and understandable”, “I. Rational and effective use of various teaching methods”, “E. Mobilize students' enthusiasm and initiative”, “C. Active class atmosphere” and “L. Train basic skills” are five important indexes. Those indexes are so important that can be used to reflect college teachers’ teaching methods.

F. College teachers’ after school tutoring

The TABLE 6 and the Fig.6 show the ballot of each index^[5]:

TABLE 6 After school tutoring detail list

Option	Votes
A. Care about day life	4
B. Downsizing homework	19
C. Participate in extracurricular activities	6
D. Enrich teaching methods with students’ feedback	44
E. Entrepreneurship competition activities and thesis supervision	22
F. Guide internship and social research	43
Total	138

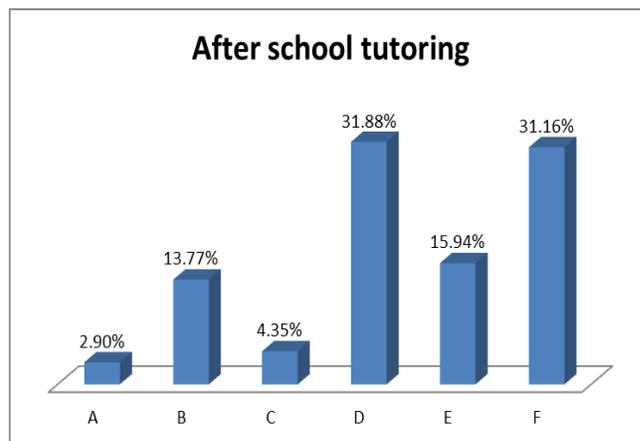


Fig. 6 After school tutoring Ratio

This is a pie diagram about “college teachers’ after school tutoring”, from the above data we can learn that “D. Enrich teaching methods with students’ feedback”, “F. Guide internship and social research” and “E. Entrepreneurship competition activities and thesis supervision” are selected the most times, totally about 109 times, equal 78.99%, can be well used to evaluate college teachers’ after school tutoring.

G. College teachers’ teaching effect

The TABLE 7 and the Fig.7 show the ballot of each index:

TABLE 7 Teaching effect detail list

Option	Votes
A. Choose appropriate textbooks and learning materials	17
B. Combine theory with practice	42
C. The quality and ability of students can be greatly improved	37
D. Teach students the right values and outlook on life	17
E. Serve as role models	5
F. Guide individual behaviorism	21
Total	139

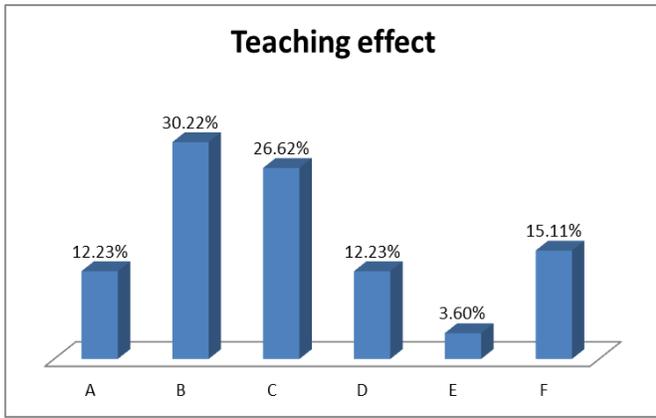


Fig. 7 Teaching effect Ratio

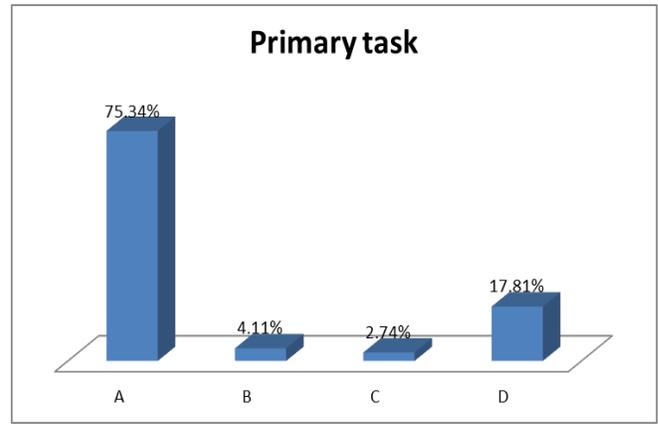


Fig. 8 Primary task Ratio

We can conclude from the table and figure, undergraduates choose “B. Combine theory with practice”, “C. The quality and ability of students can be greatly improved” and “F. Guide individual behaviourism” frequently, amount to 71.94%. The results have showed out undergraduate students’ priority in choosing college teachers’ teaching effect.

H. College teachers’ primary task

The TABLE 8 and the Fig.8 show the ballot of each index:

TABLE 8 Primary task detail list

Option	Votes
A. Impart knowledge and cultivate people	55
B. Scientific research, publish articles	3
C. Social services, undertaken projects	2
D. Cultural heritage	13
Total	73

Studying with figure and table, we find that, in the view of undergraduate students, the primary task of college teachers is “A. Impart knowledge and cultivate students”, the number A has reached 75.34%.

3. Conclusion

As all the ballot show, we can conclude that:(1)An easy-going and patient teacher can build a better relationship with students.(2)Modest and justice are the best character which students like.(3)A welcomed teacher should make sure their lectures are correct and keep their specialist knowledge is updated.(4)Undergraduate students have a stronger will to have a responsible and humor teacher.(5)Open-minded and humor teaching methods are more acceptable.(6)In undergraduate students’ opinion, impart knowledge and cultivate students are the college teachers’ primary task.

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