

Research on the Construction of Teaching Quality Evaluation System in Local Colleges and Universities in the New Era

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Abstract : Education is not only about personal growth, but also the fate of the country. With the advent of the information age, teaching work has entered an unprecedented new environment, which means that teaching work is facing new challenges. Therefore, teachers need to have a better ability to carry out educational work. The evaluation of teaching quality has also become an important part of teaching. By expounding the construction principles of the teaching quality evaluation system, this paper constructs the evaluation system, hoping that local colleges and universities can better carry out teaching, so as to meet the needs of the educational development of local colleges and universities in the new era.

Keywords : New Era; Local Universities; Teaching Quality Evaluation System; Structure

1. Introduction

With the advent of the new era, the progress of the education industry has attracted the attention of all walks of life. Parents and teachers pay more attention to the cultivation of students' education. The good development of teaching requires the education field to keep up, constantly expand and enrich itself, and optimize the educational process and structure, as well as constantly move forward and develop. The construction of teaching quality evaluation system can enable local colleges and universities to grasp the teaching quality at all times, so as to continuously improve the teaching quality. In this case, more and more scholars begin to pay attention to the teaching quality evaluation system of colleges and universities, hoping to continuously improve the teaching quality of local colleges and universities.

2. Construction principles of teaching quality evaluation system in local colleges and universities

2.1 Principle of independence

The index system should follow the principle of independence on the premise of being scientific. In the index system, fully show the teaching characteristics, processes and objectives of local colleges and universities, and explain the operability of the index system. Each index system can show the effect of teaching, and all index systems form a whole to strengthen this quality evaluation, in order to serve the teaching and scientific research, and improve the comprehensive strength of colleges and universities.

2.2 Scientific principle

The principle of scientificity refers to that when constructing the system, we should strictly abide by the teaching rules and

regulations of colleges and universities, be objective, true and realistic, and constantly absorb and learn from the construction experience of foreign teaching evaluation index system, in order to innovate to build an effective index system in line with local colleges and universities. The index system structure should be reasonable and systematic, and its construction should focus on college classroom teaching. In addition, we should give consideration to both teachers and students, and put the evaluation of learning and teaching in an equally important position.

2.3 Principle of diversity

The principle of diversification means that local colleges and universities should follow the principle of diversified teaching quality evaluation. The evaluation system should accurately reflect the characteristics of various disciplines. Because the teaching methods and teaching ideas in the fields of humanities and social sciences, self-discipline and engineering are irrelevant. Teaching evaluation index system should reflect reliability, validity and diversification. Many parties participate in the evaluation as the main body, including teachers, managers and students, so as to promote the development of the evaluation work.

2.4 Principle of impartiality

Teaching quality evaluation can make teachers know their teaching situation for a period of time through data, and make adjustments for the next teaching. Objective and fair evaluation can enhance teachers' enthusiasm. Once they fail to get a fair evaluation, teachers will feel disgusted and excluded from the evaluation, which is not conducive to the exertion of teachers' enthusiasm. Therefore, the evaluation should be fair without emotional points.

2.5 Principle of easy operation

The teaching quality evaluation system is consistent with the teaching characteristics of colleges and universities and teachers, and constantly obtains the opinions of teachers and students, so that the teaching quality evaluation has the principle of easy operation.

3. Construction of teaching quality evaluation system in local colleges and universities

3.1 Establishing a school evaluation platform

We should establish a school evaluation platform and exchange information between the platforms. Teachers' evaluation should respect teachers' labor achievements. It should not only pay attention to the innovation, advantages and commendable points of teachers' teaching, but also point out the shortcomings of teachers in the teaching process and point out the improvement scheme. Teachers should make a speech during the teaching evaluation, talk about the problems encountered in the teaching process, and put forward improvement strategies. Teachers exchange and learn from experience. When evaluating students, college teachers mainly focus on students' learning process, learning results, learning effect and learning attitude. In this way, teachers can constantly track students' learning progress, understand students' learning status, and guide students to study hard, so as to be positive and form good learning habits. When students evaluate teaching, they should be objective and fair, not subjective. Students should score strictly from the guidance of teachers' teaching objectives and the teaching of teaching contents to truly evaluate, in order to make the school teaching evaluation platform operate healthily.

3.2 Establishing the evaluation index system of teaching quality

Teaching quality evaluation system should fully reflect the evaluation object. It is far from enough to use only one evaluation system to evaluate teachers' teaching achievements. The index system should be established according to the principle of diversification. For different majors, the evaluation index system reflects uniqueness and professionalism. Due to the different contents and teaching objectives of experimental courses and theoretical courses, the index system should be different. Specifically, theory courses and practice courses have different characteristics. We should distinguish the two courses to make them different. The theory course is mainly to teach and consolidate the teaching content in the classroom, and pay attention to basic training. The teaching method of combining basic knowledge with cases is often used in teaching. Therefore, the evaluation index system should focus on the teaching situation of teachers' classroom knowledge; For college students, practical courses have high attention and great interest. Therefore, we should pay attention to the practicability of the index system and design it on the basis of practical application, so as to make the designed index system firmly close to the nature of curriculum content, and better promote the construction of teachers' teaching quality and improve teaching quality. Different subjects should have different evaluation indicators. For example, to evaluate students as the main body, we should fully stand on the position of students and formulate a reasonable index system in line with students; Taking teachers as the main body for evaluation, we should fully stand on the position of teachers and formulate a reasonable index system in line with teachers.

3.3 Establishing an incentive mechanism for teachers' teaching quality evaluation

Teachers' teaching evaluation system is not only an evaluation of teachers, but also an incentive to teachers. Teachers' teaching evaluation system should be fair and treat all teachers equally. The evaluation procedure shall be strictly controlled without formalism. During the evaluation period, teachers should communicate with each other on the evaluation and teaching situation in time. Excellent teachers should be fully affirmed, praised for their good achievements, and rewarded in many aspects. We can set up awards for excellent teaching results, and link the award-winning teachers with professional title evaluation, year-end bonus and position promotion, so as to stimulate the motivation of excellent teachers, promote them to devote themselves to teaching with fuller spirit and improve teachers' work initiative; Teachers who have poor teaching effect or improper teaching attitude and low acceptance of students should be properly criticized, and suggestions should be provided to limit their correction within a limited time, so as to urge relevant parties to give more help and guidance. After the teacher's problem is solved, we should guide the students to evaluate the teacher's teaching situation again, get an evaluation result and compare it with the last one, in order to achieve the combination of evaluation and correction in a real sense and promote the improvement of teachers' teaching quality.

3.4 Establishing the feedback mechanism of teaching quality evaluation results

The evaluation system can evaluate the advantages and disadvantages of teachers' teaching, so that teachers can feel their teaching effect and have some cognition. In addition, it should be noted that the display of evaluation results can further enable educators to analyze the causes of such results, summarize and deal with the results, so as to improve teaching activities and adjust deficiencies. After the teaching evaluation, the competent educational administration department will collect and summarize the data on the acceptance of teachers' teaching evaluation results, and feed back the evaluation opinions to the college to which the teachers belong intact. The college will investigate and verify again according to the data, and report to the competent teaching department of colleges and universities after repeated times, and the final evaluation results of teachers' teaching quality will be generated. Colleges and universities should praise the excellent teachers evaluated, put forward opinions to the teachers with low acceptance, and make rectification within a time limit. Relevant departments should guide teachers' teaching situation in time. Through the feedback mechanism of teaching quality evaluation results, teachers can really understand the shortcomings and teaching characteristics in the teaching process, so as to effectively improve the teaching level and significantly improve the teaching quality of local colleges and universities, which is the expected result of the construction of teaching evaluation index system in colleges and universities.

4. Conclusion

Teaching in the new era is more important. Teachers in local colleges and universities need to realize that teaching is a form of giving consideration to tradition and surpassing tradition. Local colleges and universities should fully realize the important role played by teachers in the teaching process and pay attention to the construction of teachers. Therefore, it is necessary to construct the evaluation index of teaching quality. Local colleges and universities should not only understand its importance, but also adopt certain construction strategies, including the establishment of school evaluation platform, the establishment of teachers' teaching incentive mechanism and result feedback mechanism, and build a reasonable and effective evaluation system through the above means, so as to fairly and fully evaluate teachers' teaching quality, promote the improvement and progress of teachers' teaching work, and continuously promote the rapid improvement of students' learning effect.

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