

# Research and Analysis on the Construction of Teaching Quality Monitoring System in Colleges and Universities

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**Abstract:** The teaching quality monitoring system in colleges and universities is a general term for measuring the teaching objectives, plans and quality standards of colleges and universities and controlling the teaching process, teaching links and influencing factors related to teaching quality. In the construction of the teaching quality monitoring system in colleges and universities, we should not only ensure the continuous expansion of the monitoring scope, but also improve the monitoring function to ensure the effectiveness and rationality of the evaluation scheme, and then strive to improve the quality of education and teaching in colleges and universities, ensure to achieve the expected quality monitoring system construction objectives, and ensure the improvement of the comprehensive quality of the evaluated.

**Keywords:** Teaching quality in colleges and universities; Monitoring system; Construction; Teaching evaluation

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## Introduction

This paper puts forward the tendency problem of teaching quality monitoring and evaluation in colleges and universities from two aspects: insufficient teaching quality monitoring and teaching quality evaluation scheme is not perfect. Secondly, it explores the construction measures of teaching quality monitoring system in colleges and universities from optimizing the monitoring object and perfecting the monitoring implementation scheme.

## 1. Tendency problems in the monitoring and evaluation of teaching quality in colleges and universities

### 1.1 Teaching Quality Insufficient Monitoring of

The scope of teaching quality monitoring in colleges and universities mainly determines the data content mastered by the education management department in the implementation of quality monitoring activities, which determines the authenticity and objectivity of teaching evaluation. But at present, most colleges and universities pay more attention to the monitoring of teaching plans and teaching content, and the supervision of the implementation of the syllabus, the implementation of teaching research, and the implementation of teaching content is not enough, and the monitoring of teachers' teaching behavior is strict. However, the monitoring of students' learning behavior is insufficient, and the assessment of students' comprehensive quality and practical operation ability is relatively weak.

The reasons for this phenomenon are: 1. pay attention to appearance and ignore essence. The personnel who carry out the monitoring only pay attention to the superficial work and do not know enough about the implementation of the specific monitoring system. This phenomenon cannot meet the target requirements of teaching quality monitoring, resulting in the lack of monitoring scope. 2. pay attention to local appearance and ignore overall appearance. Because the supervision and management personnel's understanding of the supervision object is not clear enough, the supervision effect is biased, and the coverage of supervision is not

wide enough. 3. focus on results rather than process. In the implementation of supervision, some supervisors and managers pursue the effect of supervision one-sidedly, ignoring the problems in the supervision process, causing deviations in the supervised object, which affects the effect of supervision and runs counter to the original intention of education quality monitoring.

The 1.2 teaching quality evaluation scheme is not perfect enough.

Teaching quality assessment is an effective method to carry out teaching quality monitoring in colleges and universities. However, because colleges and universities are deeply influenced by traditional educational concepts, most colleges and universities rely on previous experience to construct teaching quality evaluation programs. This situation not only fails to meet the needs of the teaching quality evaluation system of colleges and universities in the new era, but also leads to The outdated evaluation indicators cannot support the implementation of the education monitoring system and evaluation. At the same time, due to the unsound teaching quality evaluation plan, the human factors in the evaluation have a great impact on the credibility of the evaluation results, and the human factors cannot guarantee the accuracy of the evaluation, and the unsound teaching quality evaluation The system makes the human factors in the evaluation have a great impact on the “human” phenomenon of evaluation <sup>[1]</sup>.

## **2. Pay attention to actual results and reasonably construct a monitoring and evaluation system for teaching quality management in colleges and universities**

The teaching quality monitoring and evaluation system constructed by colleges and universities is not only the key to ensure the teaching quality of colleges and universities, but also the only way to achieve the goal of training high-quality talents. Therefore, the education management department of colleges and universities needs to combine the actual situation, pay attention to the actual effect, and strive to improve the monitoring object and implementation plan, and achieve the improvement of the quality of talent training after innovating the evaluation mechanism.

### **2.1 Optimize Monitoring Objects and Perfect Monitoring Implementation Plan**

The teaching quality monitoring system should not only monitor teaching, but also monitor students' learning, but also strengthen the quality control of teachers' work, including teachers' self-growth and cognition. Therefore, the education management department of colleges and universities needs to improve and optimize the monitoring objects, clarify the actual situation of the monitoring objects, and then establish a 1234 teaching quality monitoring scheme, so as to realize the monitoring pattern of the whole process of education quality, as follows. “1” is to form a full-time supervision team to supervise the whole process and all-round supervision; “2” is to implement two aspects of inspection, one is the inspection of teaching quality, the other is the inspection of teaching guarantee quality; “3” is to adopt a three-level evaluation system, that is, a three-level evaluation system composed of departments, teachers and students; “4” is to establish a whole-process education quality monitoring system through the establishment of a network teaching quality monitoring system, a teacher and student team cadre information officer system, an online questionnaire survey, and teaching quality proposals <sup>[2]</sup>.

### **2.2 Innovate Evaluation Mechanism and Improve Evaluation Effectiveness**

From the perspective of monitoring and evaluating the quality of higher education, an effective evaluation mechanism should be established under the monitoring system to achieve the monitoring effect. First of all, colleges and universities can establish an evaluation mechanism of “no proportion, no total amount”; among the evaluation objects, a random and uninformed method is used for comprehensive evaluation. There is no total assessment score, and the content and number of assessment objectives are adjusted at any time according to the job requirements and the actual situation of the school. Secondly, it is necessary to establish the teaching evaluation concept of “teaching by learning”. This process requires teachers' teaching behavior to be scientifically and reasonably evaluated, and it needs to be objective, so as to ensure that the evaluation work can be extended from the classroom to the outside school, thereby reducing the content of the evaluation Limitations. In improving the effectiveness of evaluation, colleges and universities need to focus on the following aspects:

One is to increase public participation. The effectiveness of the evaluation depends on the broad participation of all employees. It is necessary to require the participation of all members, unify the thinking of all members, and abandon the old concept that only the education quality department is responsible for it. In the evaluation of teaching quality, we should strengthen the participation of students so that they can become the ultimate implementer of the evaluation and realize the most real evaluation content. On this basis, it is necessary to strengthen the two-way communication of teachers on the evaluation results and clarify their actual feelings as the evaluation subject <sup>[3]</sup>.

The second is to strengthen the thoroughness of evaluation indicators. Correctly understand the relationship between the evaluated object and the evaluation party, listen to the opinions of the evaluated object extensively, and cannot be treated as a special method;

adopt the method of Delphi consultant to evaluate each indicator and evaluate it The weight is analyzed so that it can independently express its views without external interference; consider a unified assessment method and try to streamline the assessment indicators, in order to prevent psychological pressure caused by external interference, one's own emotions, unfair sampling and other factors, which leads to unfair or deviation of evaluation results [4].

The third is to reduce the negative effects of evaluation results. Pay attention to the degree of confidentiality of evaluation results. Establish a safe and credible public system to eliminate the fear and resistance of the assessed. At the same time, the results of the qualitative assessment need to be quantitatively communicated with the evaluated party so that the evaluated party is truly aware of its own problems [5].

Fourth, strengthen the information construction of evaluation. The introduction of information technology in teaching quality management can not only effectively promote the evaluation efficiency of teaching quality, but also ensure the accuracy and authenticity of the evaluation. On the one hand, an evaluation data analysis and management system can be established to organize, enrich, count, and evaluate basic data to prevent repeated collection and enhance the correctness of evaluation results. On the other hand, a teaching quality evaluation system can be built on the campus network, and relevant operations can be improved through various indicators within the system. The evaluation data logged in to the computer can be based on the results obtained by the analysis software, allowing the evaluator and the evaluator to interact on the Internet. The system can not only realize the informatization of teaching quality management, but also simplify the work process of teaching quality management and improve the efficiency of education and teaching evaluation [6].

## Concluding remarks

In summary, based on the construction of the quality system of college education, it is not only necessary to improve the evaluation mechanism and strengthen the evaluation, but also to accelerate the construction of informatization. Through the establishment of a dynamic supervision and evaluation system, the effectiveness and intensity of real-time monitoring are improved, and the quality management system of the school is continuously improved to ensure the improvement of the quality of colleges and universities.

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