

State and Development Guidelines in The Quality Management of Practical Teaching for Design Majors in Beihai University of Art and Design

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Abstract: The purposes of this study were to (1) study the current situation of practical teaching quality management in Beihai University of Art and Design and (2) study development guide for practical teaching quality management for design majors of Beihai University of Art and Design. In order to carry out relevant research, mixed methodology is adopted, namely, qualitative research and quantitative research. Firstly, the research tool is designed by using the literature analysis method and the CIPP education evaluation theory, and the Index of Item Objective Congruence: IOC is tested by Expert Sampling. A total of 400 questionnaires were distributed this time. After removing 26 unfinished questionnaires, a total of 374 complete questionnaires were obtained, with an effective recovery rate of 93.5%. SPSSPRO is used for data analysis, and the average value and standard deviation are used for analysis. An open-ended questionnaire survey was conducted among 8 university managers and teachers.

Keywords: Design Majors; Practical teaching quality management; Development guidelines

1. Introduction

Practice is the source of cognition, is an important means to improve students 'professional skills, and improve graduates' application ability and practical ability level. The 21st century has gradually entered the era of digital intelligence. Information technology has profoundly changed the way of human thinking, production, living and learning (Li Ping, Huang Yanli & Dai Xiangdong, 2022) Cultivating college students' practical ability is the need of higher education to adapt to economic and social development (Wu, TingFeng, 2008) The new era has a new demand for the practical ability of design professionals, and the quality management of practical teaching also has a new connotation, providing a new perspective for relevant research and reform. At present, there are still the following common problems in the quality management of practice teaching of design majors. First of all, practical teaching is not prominent and student-centered. Secondly, the team construction of practical teaching teachers lags behind (Zhou Jing, 2018) pointed out the shortage of resources caused by the regional limitations of local colleges and universities makes them lack of reasonable professional practice teachers. Third, the practical teaching quality management lacks comprehensiveness and systematization. This study aims to understand the current situation of design practice teaching quality management, find a reasonable solution path, to make the school teaching quality new breakthrough and development.

2. Objectives

1. To study the current situation of practical teaching quality management in Beihai University of Art and Design.
2. To study development guide for practical teaching quality management for design majors of Beihai University of Art and Design.

3. Scope of Research

Population and the Sample Group

Population

For understand the current situation of practical teaching quality management in Beihai University of Art and Design, the population is 7,773 students majoring in design. For obtain the development guide of practical teaching quality management in Beihai University of Art and Design, the population is 320 managers and professional teachers of design major in Beihai University of Art and Design.

The Sample Group

For grasp the current situation of practical teaching quality management in Beihai University of Art and Design, 367 students were selected by stratified sample method referring to Table for Determining Sample Size of a Known Population (Size Source: Krejcie & Morgan, 1970). For obtain the development guide of practical teaching quality management of Beihai University of Art and Design, Open-ended questionnaire suvery selects 1 vice president in charge of teaching, 1 director of the Academic Affairs Office, 2 professional directors, and 4 teachers of professional practice teaching, with a total of 8 questionnaires.

The Variable

This study takes the design specialty of Beihai University of Art and Design as the research object, and its variables mainly involve the current situation and development guidelines, Including four basic contents: Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation. These variables interact and influence each other, and together affect the improvement of design professional quality and the development of practical teaching.

4. Literature Review

The researchers referred to the relevant literature of design majors, practical teaching, quality management and CIPP education evaluation. Therefore, there are some relevant research about CIPP education evaluation. CIPP education evaluation, also known as the improvement-oriented evaluation model, is a comprehensive evaluation model proposed by the American scholar Stufflebeam DLafter improving the accountability orientation evaluation. Its most basic view is that the most important purpose of evaluation is not to prove, but to improve. The CIPP model includes four basic contents: Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation. CIPP is the abbreviation of the four parts of the basic content (Stufflebeam, D. L., & Shinkfield, A. J., 2007). Which the pointed out that the decision-making orientation of the CIPP model fits with the diversity and complexity of practical teaching objectives (Ke Liang, 2019).

In conclusion, the process orientation of the CIPP model fits the generative and dynamic characteristics of the practical teaching process. CIPP process evaluation can supervise the whole process of the implementation process of the practical teaching plan, and record the process of the teaching practice and activities, confirm the advantages and disadvantages in the implementation process of teaching, find loopholes, provide improvement strategies for teaching programs, timely correct or restructure the teaching process, and constantly improve the education program. (Dou QuanNeng, 2021). At the same time, the CIPP evaluation model focuses on the diversification of evaluation subjects, emphasizing the diversified evaluation from industry and specialty, employers, teachers and students, which ensures the objectivity and fairness of evaluation (Wang Hong Xin & Hu GuoBin, 2022). The improvement function of CIPP model is consistent with the feedback and improvement characteristics of practical teaching results (Zheng Weinan, 2020). The evaluation of practical teaching in colleges and universities can timely and objectively grasp the feedback information in practical education activities, facilitate to find out the shortcomings and deficiencies in practical teaching, continuously improve the effect of practical teaching and the scientific nature of decision-making, and promote the quality of practical teaching.

5. Methodology

The Population and Sample Group

The Population

In order to understand the current situation of practical teaching quality management in Beihai University of Art and Design, the research group is students majoring in Beihai University of Art and Design, including visual communication design, environmental design, product design, clothing and costume design, and digital media art, with a total of 7,773 students.

The Sample Group

In order to master the current situation of practical teaching quality management in Beihai University of Art and Design, according to the Table for Determining Sample Size of a Known Population (Krejcie & Morgan, 1970) determined the sample size of 367 persons according to Table for Determining Sample Size of a Known Population (Krejcie & Morgan, 1970) determined the sample size of 367 persons, Considering that some of the questionnaires may be invalid questionnaires, Therefore, a total of 400 study questionnaires were distributed in this study. To ensure the reliability of the data, the survey subjects did not include freshmen, because freshmen had a short time for practical learning. With 7773 students in design major, 1120 sophomores were selected, accounting for

30%; There are 140 junior students, accounting for 35%; There are 100 senior students, accounting for 25%; There are 40 graduates, accounting for 10%, a total of 400.

Open-ended questionnaire group

Through purposive sampling, the professional teachers and managers of Beihai University of Art and Design were selected. They are respectively 1 vice president in charge of teaching, 1 director of the Academic Affairs Office, 2 professional directors, and 4 teachers of professional practice teaching, with a total of 8 questionnaires. At the same time, I have more than 10 years of teaching experience in the school, and more than 1 year of relevant work experience.

Open-ended questionnaire for managers and teachers

The research instrument includes interviews in two parts:

Part 1: General information of the interview subjects.

Part 2: An Open-ended questionnaire is based on the four dimensions of the CIPP evaluation model.

Set up and check the quality of the tools

Questionnaire

Step 1: Referring to the concept, theory, literature and research of teaching quality management, we decided to design the questionnaire with the four dimensions of the CIPP evaluation model as the framework.

Step 2: Set up the analysis table by applying the defined operational definition, detail the behavioral problems that need to be measured, and write the questions of the questionnaire.

Step 3: Check the validity of the research tool by expert sampling. The quality of testing research tools (Index of Item Objective Congruence: IOC) consists of three experts, including one education management expert, one education research expert and one course and teaching expert, and at least 5 years of teaching and related work, with the title of associate professor or above, no less than master's degree. The questionnaire and interview outline were submitted to experts to check the content and validity questions, check the consistency and suitability of each question with the measurement objective, and check the language for clarity and simplicity. The examination results found that the questions in the questionnaire had content accuracy and covered the nature of the questions that needed to be measured. The average score of the acceptable consistency index (IOC) for all questions is 0.67-1.00, indicating that each question is consistent with the measurement target. Before further trial, the questions were improved according to the expert's suggestion and submitted for modification, and the later questionnaire was submitted to the expert for examination.

Step 4: The questionnaire will be tested with 30 non-sample students majoring in the design major of Beihai University of Art and Design and then the collected data will be checked for the quality of the tool. By using the alpha coefficient analysis of the questionnaire, it is found that the coefficient value is more than 0.7, and the reliability of the questionnaire is relatively high and has consistency, and the questionnaire can be conducted.

6. Result of Data Analysis

Sample analysis results: 400 questionnaires were distributed through questionnaire survey in design majors and higher education management in Beihai university of art and design, and 374 valid samples were obtained with an effective recovery rate of 93.5%.

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7. Discussion

This paper studies and analyzes the characteristics of practical teaching quality management in design majors and refers to professional literature and related research to find research perspectives and theoretical support. Taking Beihai University of Art and Design as an example, the author understood the status quo of practical teaching quality management through questionnaire survey, found out the existing problems, advantages and influencing factors, and summarized the development guide conducive to the improvement of practical teaching quality through expert interview.

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