



Research on the Path of Improving Teaching Quality Based on Teaching Management in Secondary Colleges of Universities

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ABSTRACT: Improving teaching quality is one of the important tasks of higher education, and teaching management in secondary colleges of universities is an important link in improving teaching quality. The secondary college of a university is the organizational and management entity of the school's teaching work, whose task is to implement various teaching regulations of the school and specifically organize and implement the teaching work of the university. This article starts from the aspects of system, process management, quality monitoring, and teaching reform, and studies the specific path of promoting teaching quality improvement through teaching management in secondary colleges of universities.

KEYWORDS: Teaching Quality, Higher Education, Teaching Management, Secondary Colleges.

I. INTRODUCTION

The teaching management of secondary colleges in universities is the organizational and management entity for learning and teaching work, implementing various teaching regulations of the school, and organizing and implementing specific teaching activities^[1]. The teaching management of the secondary college is directly led by the vice dean in charge of teaching, and there is a teaching management office. Under the direct leadership of the Vice Dean in charge of teaching, the Teaching Office is responsible for managing student status, teaching plans, teaching operations, monitoring teaching quality, and managing teaching archives. The development trend of higher education presents the characteristics of internationalization, informatization, personalization, practicality, and the combination of internationalization and localization. In this context, the teaching management of secondary colleges in universities should be reformed and innovated in terms of systems, process management, quality monitoring, teaching reform, etc., to improve the quality and effectiveness of teaching and implement the timeliness of talent cultivation^[2].

II. SCIENTIFICALLY FORMULATE TRAINING PLANS, CLARIFY TRAINING OBJECTIVES AND TEACHING QUALITY REQUIREMENTS

According to the National Standards for Teaching Quality of Undergraduate Majors in Ordinary Higher Education Institutions and the Catalogue and Introduction of Undergraduate Majors in Ordinary Higher Education Institutions, a scientific training plan is formulated. Based on professional development and industry needs, the training plan is regularly adjusted to achieve clear professional training objectives and quality requirements, providing correct guidance for teaching work. The training plan should be based on the demand for talents in social and economic development, focusing on the sustainable development of students, and focusing on cultivating their innovative spirit, consciousness, and ability.

III. STRENGTHEN INSTITUTIONAL CONSTRUCTION AND ENSURE THE IMPROVEMENT OF TEACHING QUALITY

According to the specific regulations of the Ministry of Education and school teaching, formulate rules and regulations that are in line with the actual situation of secondary colleges. The system should include specific contents such as student management, course management, professional construction, teaching team building, teaching supervision management, young teacher training, examination system, etc., to provide institutional basis for improving teaching quality and facilitate the reference and implementation of various teaching participants such as teaching management, supervision, department heads, and course teachers, Refine the improvement of teaching quality into each specific teaching process. The construction of teaching management system in secondary colleges includes specific contents such as education and teaching reform, professional construction, professional course construction, textbook construction, experimental teaching, curriculum



outline, departmental work, guidance for young teachers, examination work management, teacher professional file management, and professional transfer.

3.1 Implementation plan for education and teaching reform

In order to fully implement the fundamental task of cultivating morality and talents, we will adhere to the unity of explicit education and implicit education, and comprehensively improve the level of curriculum education. Incorporate the content of education and teaching reform into the medium and long-term development plan and annual work points of the college, actively organize construction work, and solidly promote construction tasks. Establish a three-level leadership organization consisting of the college, teaching management office, and professional departments to comprehensively organize education and teaching reform work. Actively organize and encourage professional teachers to carry out educational reform work, promote the construction of educational and teaching reform teams, vigorously cultivate a group of high-level teaching masters, and fully play their exemplary and leading roles, driving all teachers to actively participate in educational and teaching reform and construction work.

3.2 Professional construction management measures

To cultivate qualified talents who meet social needs and strengthen the construction and management of majors. Professional construction focuses on enriching connotation, deepening education and teaching reform, promoting the quality of education, fully leveraging advantages, and striving to form distinctive features. The content of professional construction includes teaching plans, training objectives, teaching documents, teaching teams, subject construction, curriculum construction, textbook construction, teaching research, teaching reform, teaching methods, laboratory and internship base construction, etc. Professional construction management should meet the following requirements: clarifying professional direction and characteristics, clarifying talent training goals, strengthening the construction and reform of professional teaching content and curriculum system, strengthening the construction of professional teaching staff, strengthening teaching reform and research, and effectively strengthening the construction of professional practical teaching facilities and equipment, books and materials, and other educational conditions.

3.3 Management regulations for professional course construction

The college has established an academic committee responsible for guiding the curriculum construction work of the entire college, and the heads of each department are responsible for the specific work of the department's curriculum construction. In the process of curriculum construction, each department should strengthen leadership, regularly check the progress of curriculum construction, take effective measures for existing problems, and solve them in a timely manner. The main content of the standardized curriculum construction system includes the construction of teaching conditions, the organization and implementation of the teaching process, and the results of curriculum construction. The construction of course teaching conditions includes the construction of teaching staff, teaching documents, textbooks, and online teaching resources. The organization and implementation of the teaching process includes strengthening pre-class preparation, strengthening classroom teaching, conscientiously carrying out second classroom teaching, and strengthening course assessment. The management of curriculum construction achievements includes two aspects: the effectiveness of student learning and the effectiveness of teacher teaching research.

3.4 Management regulations for textbook construction

The management of textbook construction includes two parts: the selection of textbooks and the organization and management of self compiled textbooks. The selection of textbooks should follow the principles of valuing authority, re version, selecting the best, and ensuring that excellent textbooks are included in the classroom. For the main basic courses and professional basic courses, generally, unified textbooks and domestically representative high-quality and high-level textbooks should be selected, and the teaching selection process should be strictly followed according to regulations. The organization and management of self compiled teaching work, the college establishes a textbook editing and review team, responsible for the approval, review, and reward of self compiled textbooks. The organization has advantages, characteristics, or newly established courses, and there is no corresponding textbook for writing in China. Self compiled textbooks can be organized within the school, co authored with other universities, or participate in departmental compilation.



3.5 Regulations on experimental teaching management

Experimental teaching is a teaching process that combines theory and practice, and is a part of the entire teaching work. The management of experimental teaching follows the common laws of teaching management, while also having different characteristics from general teaching management. The purpose of experimental teaching is to cultivate students' experimental abilities, enhance their ability to acquire knowledge, apply knowledge, and explore new knowledge using modern scientific technology and methods. According to the professional talent training requirements, decompose the training objectives and experimental ability requirements into teaching documents such as experimental plans, teaching outlines, experimental projects, and experimental textbooks. The management regulations for experimental teaching make clear provisions on the content, process, and assessment methods of experimental teaching. The experimental teaching content requires an experimental teaching outline, experimental teaching plan, and experimental textbooks. The process of experimental teaching should include preparation before experimental teaching, teaching of experimental courses, and writing of experimental reports. A strict examination and assessment system for experimental teaching. All experiments with independent courses should be independently tested and scored separately. Other experimental courses without separate courses are divided into mandatory experimental courses and experimental examination courses based on the nature and nature of the major, and are recorded in the total course score according to a certain proportion of the total course hours.

3.6 Regulations on the development and management of curriculum syllabus

The course teaching outline is a guiding document for implementing professional training plans, achieving training objectives and requirements. It specifies the teaching objectives, nature, objectives, content, teaching requirements, class hour allocation, teaching methods, and assessment forms of the course. It is the quality standard of the curriculum, the main basis for writing (selecting) textbooks and organizing teaching, as well as the main basis for evaluating the quality of student learning courses, teacher classroom teaching, and implementing teaching management. The course teaching outline is organized and written by the department. Each department can arrange experienced teachers to write the initial draft of the

teaching outline, submit it to the department for collective discussion and formulation, and submit it to the Academic Affairs Office for approval after being reviewed by the college. The development of teaching syllabus should comply with normative requirements, meet the requirements of the times, and meet the overall optimization requirements of the training plan. While ensuring necessary theoretical knowledge education, various practical teaching links should be strengthened, and breakthroughs should be made in updating and expanding course content, highlighting the cultivation of students' innovative spirit and creative ability.

3.7 Regulations on Guidance for Young Teachers

Based on the needs of the development and discipline construction of the college, and based on the summary of the guidance work experience of young teachers in the college, in order to further improve the teaching level and scientific research ability of young teachers, and to give full play to the exemplary role of experienced old teachers with rich teaching and research experience, guidance will be provided to young teachers in their teaching work within a certain period of time, helping them establish correct worldviews, outlooks on life, and values, cultivate their spirit of love and dedication to work, good academic attitude, and rigorous style of exploring truth. Effectively improve the classroom teaching and research abilities of young teachers.

3.8 Management Regulations for Examination Work

Student performance assessment is a test of teaching results, an important part of the entire process control of teaching quality, and an important link in ensuring the quality of school teaching. Doing a good job in exam work will be beneficial for the assessment of student performance, thereby promoting the construction of teaching and learning styles. This regulation provides clear regulations on exam questions, exam and invigilation, student exam rules, exam grading, and exam review.

3.9 Regulations on the management of teacher business archives

The management of teacher professional files includes the management of individual teacher professional files and the overall statistical material management of the teacher team. Regularly collect information on the educational structure, professional structure, age structure, professional title structure, continuing education and training status, academic papers, and publications of teachers to provide data support for various applications.



IV. IMPLEMENT A CLOSED-LOOP TEACHING QUALITY ASSURANCE SYSTEM THROUGHOUT THE ENTIRE PROCESS, SCIENTIFICALLY EVALUATE AND PROMOTE THE IMPROVEMENT OF TEACHING QUALITY

Establish a comprehensive college level teaching quality monitoring system, with teaching management personnel, department heads, and teaching supervisors as the main body, to carry out initial, mid-term, and final teaching inspections. Based on the training plan, the teaching inspections monitor the specific content of course teaching, such as teaching plans, teaching outlines, textbook selection, course objectives and content, teaching content, final assessments, and student performance. The initial teaching inspection focuses on teaching materials, syllabus, teaching calendar, classroom order, etc., while the mid-term teaching inspection focuses on listening to lectures and checking the

previous semester's papers and graduation thesis. The focus is on checking classroom teaching methods, teaching content, classroom student performance, etc., as well as the quality of graduation thesis completion. The final inspection focuses on the specific content of final exam arrangements, invigilation work arrangements, and student performance. Each inspection is summarized in the form of a teaching inspection report, and the problems found during the inspection are fed back to the relevant departments and teachers. The whole closed-loop and whole process college level teaching quality monitoring is implemented, and scientific evaluation is used to help teachers optimize teaching content, reform teaching methods, strictly manage the classroom, and promote the continuous improvement of teaching quality. The teaching quality monitoring system is shown in Figure 1.

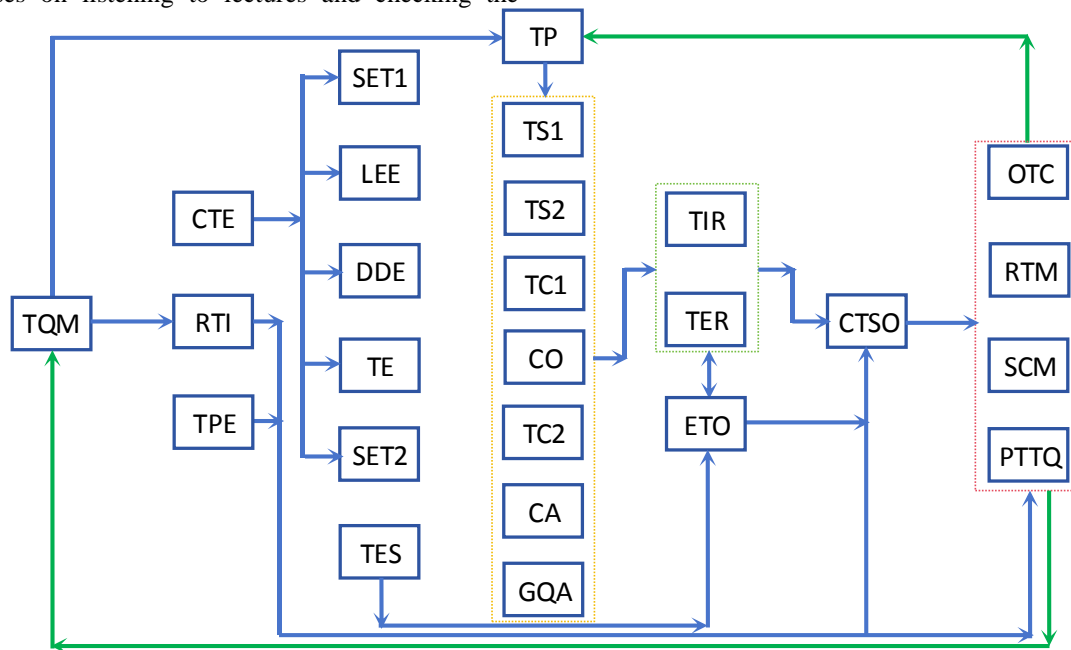


Figure 1. Teaching quality monitoring system

Note: TQM: Teaching quality monitoring; CTE: Class teaching evaluation; RTI: Regular teaching inspections; TPE: Third party evaluation; SET1: Supervision and evaluation of teaching; LEE: Leadership evaluation of education; DDE: Department director evaluation; TE: Teacher evaluation; SET2: Student evaluation of teaching; TES: Teacher evaluates students; TP: Training plan; TS1: Textbook selection; TS2: Teaching syllabus; TC1: Teaching calendar; CO: Course objectives; TC2: Teaching content; CA: Course assessment; GQA: Guide Q&A; TIR: Teaching inspection report; TER: Teaching evaluation results; ETO: Evaluate teaching outcomes; CTSO: College teaching status database; OTC: Optimize teaching content; RTM: Reform teaching methods; SCM: Strict classroom management; PITQ: Promoting the improvement of teaching quality



4.1 Teaching quality assurance system of secondary colleges

Part of the internal quality monitoring of college level teaching is carried out by the dean and secretary who organize and manage teaching, especially the vice dean in charge of teaching and the vice dean in charge of student affairs, as well as personnel and departments such as the college academic affairs office. The other part is completed by the college level supervision team, mainly responsible for guiding the implementation and implementation of teaching management and teaching reform plans; Guide the formulation and improvement of professional training plans and teaching plans, subject and curriculum construction, and the cultivation of young teachers; Supervise the completion and standardization of daily teaching tasks; Collect and analyze the opinions and suggestions of teachers and students on teaching management work. Professional teaching quality monitoring is composed of professional leaders and senior teachers. Review the teaching calendar, syllabus, and exam questions of the first responsible course teacher, timely understand and grasp the development status of the profession, and continuously improve and optimize the teacher's teaching content and curriculum system; The second responsibility is to arrange the teaching of the teachers in this teaching and research office; Responsible for organizing regular teaching and research room activities for teachers, conducting collective lesson preparation, conducting open class observation, peer listening, teacher ethics construction, revising training plans, writing teaching outlines, and developing textbook construction plans; The third party shall receive feedback on quality control information from the teaching supervision teams at the school and college levels, adjust teaching work in a timely manner, and monitor the teaching progress and quality of each teacher; Fourth, monitor the implementation effect of teaching materials and other teaching carriers and provide timely feedback and adjustments.

4.2 Quality monitoring of secondary colleges

Improve the construction of quality monitoring standards. The college regards the construction of quality standards as the foundation of teaching quality assurance. Based on the goals of undergraduate talent cultivation and relevant regulations of the school, key control points that

determine teaching quality are selected to determine the teaching quality standards for each teaching link.

Establish multi-dimensional quality monitoring. Starting from classroom teaching evaluation, regular teaching inspections, and the implementation of third-party quality evaluation, we will conduct multi-dimensional quality monitoring. The college has established a curriculum teaching evaluation system that combines teaching supervision, peer observation, leadership observation, and student evaluation, forming a curriculum teaching quality monitoring system that combines supervision and guidance, with a focus on guidance. The school conducts teaching inspections at the beginning, middle, and end of each semester. The inspection at the beginning of each semester mainly includes teacher preparation, teacher and student attendance, and logistical support. The final teaching inspection mainly includes exam organization, exam style and discipline, and exam paper grading. The mid-term teaching inspection includes checking classroom teaching, experiments, graduation project (thesis) and other teaching processes. Collaborating with a social survey company to carry out the evaluation project of "tracking, measuring and evaluating the social needs and training quality of graduates after six months" has played a positive role in improving teaching quality.

Strengthen quality information and utilization. The college comprehensively sorts out the data on the undergraduate teaching status of the college, timely understands and discovers the problems and shortcomings in undergraduate teaching work, provides a basis for the college to carry out teaching construction and reform, enables society to accurately understand the objective information of the college, and actively accepts the supervision and evaluation of the college's talent cultivation by society. The college summarizes and analyzes quality information such as problems found in teaching inspections, third-party evaluation results, and student evaluation results, proposes targeted improvement suggestions and measures, and implements them. Ensure that the teaching quality assurance system forms a closed loop and truly achieves continuous improvement in teaching work.

4.3 Improvement of teaching quality in secondary colleges

The college regularly analyzes the problems in teaching quality and formulates corresponding improvement measures. There are three main ways



and methods to be adopted: firstly, if any problems are found during the teaching process inspection, timely communication with the teaching office and teachers should be carried out to propose improvement suggestions and measures, which should be known and corrected immediately; The second is to develop rectification plans for subsequent teaching work based on the problems discovered during periodic inspections and summaries such as final and special inspections, and include them in the work plan for regular rectification; The third is to identify potential issues that may have an impact on future teaching work through the collection, organization, and analysis of basic teaching status data and other teaching information, propose corresponding construction plans and implement them, and prevent and rectify them.

V. STRENGTHEN TEACHER TRAINING AND IMPROVE TEACHING LEVEL

4.1 Doing a good job in assisting young teachers

After young teachers enter the school, senior teachers are designated to assist them. Young teachers are required to attend classes, grade homework, participate in the entire teaching process, and comprehensively and systematically complete the teaching process from the perspectives of curriculum design, teaching methods, teacher ethics, and professional conduct, in order to cultivate their teaching skills.

4.2 Carry out business training well

With the digital and intelligent transformation of education and the transformation of educational space scenes, attention should be paid to new technologies and innovations in education and teaching. Teachers should be organized to participate in extracurricular teaching skill related training, and various online training should be regularly organized. Teaching skill observation classes should be organized to accelerate the

improvement of teaching skills and improve teaching quality.

4.3 Actively respond to teaching feedback results

For teachers who fall behind in teaching evaluation, analyze the reasons and provide specific plans from multiple aspects such as skill training, departmental assistance, and resource sharing to implement teaching content and improve classroom teaching ability.

VI. CONCLUSION

To improve the teaching management of secondary colleges in universities, the paper elaborates on four paths to improve teaching management: scientifically formulate training plans, clarify training objectives and teaching quality requirements; strengthen institutional construction and ensure the improvement of teaching quality; implement a closed-loop teaching quality assurance system throughout the entire process, scientifically evaluate and promote the improvement of teaching quality; strengthen teacher training and improve teaching level.

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