

Exploration and Practice of Establishing a Long-term Mechanism for Internal Teaching Quality Monitoring in Colleges and Universities



Yu Guo^{*,1} & Si Wu¹

¹Changchun University of Architecture and Civil Engineering, China

Abstract: With the popularization and development of higher education, the internal teaching quality of colleges and universities has gradually become the focus of attention. However, there are some problems in the current monitoring of teaching quality in colleges and universities, such as inconsistent standards, incomplete data, and inadequate monitoring measures. To solve these problems, this paper will discuss in depth the strategy of establishing a long-term mechanism for monitoring the quality of teaching within colleges and universities, and provide support and reference for the reform and development of teaching in colleges and universities.

Keywords: higher education; teaching quality; monitoring; long-term mechanism

Introduction

Internal teaching quality monitoring in colleges and universities is one of the most important means to improve the teaching level and guarantee the quality of education. With the rapid development of higher education and the intensification of competition, it has become imperative to establish an effective monitoring mechanism. This paper will focus on the importance of establishing a long-term mechanism for internal teaching quality monitoring in colleges and universities and put forward corresponding exploration and practice methods to better promote the development of higher education.

1. Problems in the Internal Teaching Quality Monitoring in Colleges and Universities

Internal teaching quality monitoring in colleges and universities is an important link to guarantee the quality of education and continuous improvement. However, there are some problems in actual operation: single assessment index. The current teaching quality monitoring mainly relies on

indicators such as grades, student feedback, and teachers' assessments, which, although they have their importance, still cannot fully reflect multiple aspects of teaching quality. For example, there are relatively few assessment indicators for classroom interaction, students' thinking ability development, and practical ability, which leads to limitations in the assessment results (Duan & Huang, 2023); data collection is not comprehensive. The current teaching quality monitoring mainly relies on data such as students' post-class assignments and test scores, but these data do not completely reflect students' comprehensive ability and learning; the assessment process is highly subjective. In the process of teaching quality assessment, the subjective factors of evaluators may have a greater impact on the results (Fu et al., 2020). For example, there are problems such as unclear evaluation standards and incomplete assessment objects in teacher assessment, which can easily lead to overly subjective assessment results; and imperfect feedback mechanisms. The feedback mechanism is relatively weak in the current monitoring of teaching quality. Students' learning feedback and teachers' teaching feedback are not

Corresponding Author: Yu Guo
Changchun University of Architecture and Civil Engineering, China
Email: 18844153626@163.com

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sufficient, and lack of timeliness and relevance; and insufficient resource input. Teaching quality monitoring requires corresponding human, material, and financial support, but in some colleges and universities, the investment in this area may be insufficient. The lack of specialized teaching quality monitoring teams, equipment, and funds causes lagging and imperfect monitoring work. Therefore, given the problems of a single assessment index, incomplete data collection, strong subjectivity in the assessment process, imperfect feedback mechanism, and insufficient investment of resources in the internal teaching quality monitoring of colleges and universities, it is necessary to take more scientific, efficient and targeted measures to improve the effect of teaching quality monitoring.

2. The Significance of Establishing a Long-term Mechanism for Monitoring Teaching Quality within Universities

2.1 Improve the quality of education

The establishment of a long-term mechanism of internal teaching quality monitoring in colleges and universities can promote the professional development of teachers. Through the monitoring and evaluation of teachers' teaching behavior, teaching methods, and teaching effects, the deficiencies of teachers in the teaching process can be found promptly, and teachers can be provided with targeted training and feedback. This mechanism helps teachers to continuously improve their teaching strategies and methods, enhance teaching quality, and increase student satisfaction. The monitoring mechanism can also encourage teachers to carry out teaching innovation and teaching research and improve their teaching standards and professionalism. This can continuously improve teachers' teaching ability and teaching quality, thus effectively enhancing the quality of education. In addition, through the assessment and monitoring of courses, we can learn about the feedback and evaluation of students on various courses, to adjust and optimize the curriculum and teaching content promptly. The monitoring mechanism can also promote

interdisciplinary integration and innovation, making the courses closer to actual needs and industry trends. By continuously optimizing the curriculum design and teaching content, more competitive and high-quality talents can be cultivated (Ding & Peng, 2020). At the same time, through regular assessment and evaluation, we can objectively understand the learning situation and academic performance of students in each course. This mechanism can also collect students' feedback and suggestions on teaching quality, help schools improve teaching methods and teaching management, and improve students' learning experience and academic achievements.

2.2 Ensuring fairness and impartiality

By establishing a scientific assessment system and monitoring mechanism, universities can objectively evaluate the teaching standards of teachers and the learning outcomes of students and avoid favoritism or discrimination against certain students or teachers. This helps to eliminate the problem of uneven distribution of educational resources and opportunities due to personal bias or unfair factors and ensures that every student can enjoy fair educational opportunities and develop his or her potential (Yang et al., 2019). At the same time, the teaching quality control mechanism allows for comprehensive monitoring and evaluation of teachers' teaching methods, teaching content, and teaching evaluation, as well as allowing students and parents to participate in the evaluation, enabling them to understand the fairness of teaching and to make reasonable comments and suggestions. This makes the teaching process more transparent, reduces teachers' subjectivity, and prevents unfair behavior in teaching. In addition, by assessing the teaching quality of teachers and students, schools can identify and address problems and deficiencies in teaching promptly. This helps to improve the teaching level and professional competence of teachers, optimize the allocation of teaching resources, ensure that every student has access to high-quality educational resources, and enhance their learning effectiveness and comprehensive quality. Of course, academic

misconduct, such as plagiarism and plagiarism, can be detected and corrected through the assessment of the teaching process and students' works. This helps to protect academic integrity and maintain the fair and healthy development of the academic environment.

3. Strategies for Establishing a Long-term Mechanism for Monitoring Teaching Quality within Universities

3.1 Establish a complete assessment system

The establishment of a complete assessment system requires a clear assessment goal and index system. The assessment objectives should be related to the improvement of teaching quality and students' development, such as students' learning outcomes, teachers' teaching ability, curriculum, and other aspects. The indicator system should be designed for different assessment objectives and be scientific, operable, and measurable (Zhang et al., 2022). Therefore, assessment methods and tools need to be rationally selected: assessment methods can include a combination of quantitative and qualitative assessment. Quantitative assessment can use objective data collection methods such as questionnaires and test scores, while qualitative assessment can be done through subjective evaluation methods such as teaching observation, teaching reflection, teachers' self-assessment, and evaluation of students' works; the assessment tools should be scientific and operable, and be able to comprehensively and accurately reflect the various aspects of teaching quality. At the same time, it is necessary to ensure the fairness and transparency of the assessment procedures. The assessment procedure should be clear and specific, including the target of the assessment, the time of the assessment, the participants of the assessment, etc. The results of the assessment should be made available to teachers and students. The assessment results should be fed back to teachers and students in time to help them understand their strengths and weaknesses and provide opportunities for improvement. In the assessment process, the principles of fairness and

transparency should be observed, and personal privacy and rights should be protected. Of course, it is also necessary to establish a corresponding assessment management mechanism. The assessment management mechanism can be handled by a specialized teaching quality monitoring department or committee, which is responsible for the formulation of assessment indicators, the arrangement of assessment procedures, and the analysis and reporting of assessment results. The monitoring department or committee should also cooperate with all relevant departments to ensure the smooth implementation and effective operation of the assessment system.

3.2 Adoption of modern means of assistance

In the process of establishing a long-term mechanism for monitoring the quality of teaching within universities, the adoption of modern means can improve the efficiency and accuracy of the assessment work and make the monitoring mechanism more scientific, refined, and intelligent. Modern technology can be used to collect data through online questionnaires on the Internet, digital examination systems, intelligent observation equipment, etc., to realize the rapid and accurate collection and real-time processing of large-scale data. These methods can effectively improve the quality and reliability of data and provide sufficient support and guarantee for the analysis and feedback of assessment results. Moreover, the adoption of modern means can improve the automation and intelligence of teaching assessment work. For example, the use of computers to assist in assessment data processing and analysis work can achieve a variety of functions such as data pre-processing, data cleaning, data normalization, data statistics, and so on. Using artificial intelligence technology, an efficient natural language processing model can be constructed to realize the automated processing and analysis of text-based data. In addition, by using data mining, machine learning, and other technologies, it is possible to discover patterns and trends from massive data and conduct more in-depth and comprehensive analysis and assessment of teaching

quality. Meanwhile, through data visualization technology and online report presentation tools, complex data information can be transformed into easy-to-understand and intuitive charts and tables, providing direct support for the interpretation and application of assessment results. In addition, the introduction of interactive tools such as online interactive systems and mobile terminal applications can facilitate teachers, students, and other relevant parties to quickly access and feedback assessment results (Jiang & Zheng, 2020), promote information sharing and communication, and enhance participation and satisfaction. Of course, for large-scale data collection and processing work, it is necessary to ensure the security and confidentiality of data to prevent leakage and damage.

3.3 Strengthening the feedback of assessment results

Strengthening the feedback of assessment results is one of the key steps to establish a long-term mechanism for monitoring teaching quality within universities. Through effective feedback on assessment results, problems can be found in time, teaching quality can be improved, and the educational level of universities can be promoted. Strengthening the feedback of assessment results is one of the key steps to establish a long-term mechanism for monitoring the quality of teaching in colleges and universities. Through effective feedback on assessment results, teaching problems can be found, teaching quality can be improved, and the educational level of colleges and universities can be enhanced. Among them, the feedback of assessment results should be timely and accurate. After completing the teaching quality assessment, it should be analyzed and organized immediately to conclude with reference meaning. For the problems and deficiencies found, improvement programs should be formulated and fed back to the relevant teachers, academic administrators, and decision-makers, prompting them to take rapid measures to improve teaching. At the same time, the feedback information should be specific and actionable. For example, it should point out that teachers' teaching is not in place

in a certain knowledge point, and give specific teaching methods or material recommendations, so that teachers can make targeted improvements according to the feedback information. Of course, feedback on assessment results should be two-way. Teachers and administrators are encouraged to give feedback and respond to the assessment results, express their understanding and opinions of the assessment results, deepen their understanding of the quality of teaching (Zhang, 2019), and offer suggestions for improvement. This can strengthen communication and cooperation and form a synergy to jointly promote the improvement of teaching quality. In addition, feedback on assessment results should be personalized. Different teachers and subject areas may have different problems and needs, so the feedback should be differentiated according to individual differences to stimulate teachers' initiative and creativity. Of course, feedback on assessment results should also be sustainable. A regular assessment and feedback mechanism should be established to form a continuous feedback loop. At the same time, a tracking system for assessment results should be established to adjust and improve the feedback strategy in time to ensure its effectiveness and scientificity.

3.4 Establishment of a perfect management system

The establishment of a perfect management system can effectively promote the establishment of a long-term mechanism for monitoring the quality of teaching within the university. Including the establishment of perfect quality monitoring regulations. The teaching management system, assessment standards, and processes are comprehensively sorted out, and detailed assessment programs and various types of monitoring indicators are formulated to ensure that the monitoring work is scientific, standardized, and operable (Yang & Zeng, 2021). At the same time, a supervision and inspection mechanism is established to inspect and evaluate the teaching activities of managers and teachers at all levels to ensure that they meet the relevant standards and requirements; based on information technology,

a complete teaching management information system is established. It includes several modules such as teaching evaluation, curriculum construction, and selection of teaching materials, and realizes the rapid sharing and transmission of all kinds of teaching data. Teachers and managers can query and analyze all kinds of teaching data at any time based on the system, discover problems, and determine the direction of improvement. At the same time, through the construction of informationization, the transparency of teaching quality monitoring work is improved, and the scientificity and fairness of teaching management work are enhanced. Establishment of incentive mechanisms to promote the teaching quality monitoring work. Incentive measures can be constructed in various forms such as setting up selection honors, issuing bonuses, providing promotion opportunities, etc. to encourage all kinds of teaching management personnel and teachers to actively participate in the work of monitoring the quality of teaching and to improve their enthusiasm and initiative; establish a perfect feedback mechanism to promote the continuous improvement of monitoring the quality of teaching. By holding regular symposiums, listening to opinions and suggestions, and carrying out different forms of communication and exchange, we can understand the problems and difficulties encountered by teachers and managers in the monitoring work promptly, formulate improvement programs, and strengthen the implementation and landing effect of the teaching quality monitoring work.

Summarize

To summarize, the establishment of a long-term mechanism for internal teaching quality monitoring in colleges and universities can improve the quality of education and promote fairness and justice. Through the establishment of a complete assessment system, the teaching effect can be understood comprehensively and objectively; the use of modern means of assistance helps to improve the efficiency and accuracy of data processing; strengthen the feedback of the assessment results, and apply the

monitoring results to the teaching improvement; and the establishment of a perfect management system can ensure that the monitoring mechanism runs smoothly. These strategies will help to improve the quality of teaching in colleges and universities and lay a solid foundation for cultivating better talents. However, further research and practice are still needed in the future to continuously optimize the monitoring mechanism to adapt to the changing educational environment and needs.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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