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The Idea of Optimizing the Teaching Quality Assurance System of Law Undergraduate in Colleges and Universities

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Abstract

At present, the main problems existing in the undergraduate teaching quality assurance system in colleges and universities are as follows: the quality standards are not refined enough, the quality evaluation focuses on results rather than processes, the effectiveness of quality information feedback is insufficient, and the quality improvement is not implemented in place. Therefore, it is necessary to refine the teaching quality standards, expand the breadth and depth of teaching quality monitoring and evaluation, optimize and improve the information feedback mechanism of teaching quality, and build a Long-term mechanism for teaching quality improvement.

Keywords

Teaching Quality; Quality Standards; Teaching Quality Assurance.

1. Introduction

The General Plan for Deepening the Reform of Educational Evaluation in the New Era (hereinafter referred to as the "General Plan") issued by the CPC Central Committee and the State Council is the first document on the reform of educational evaluation system in New China, and it is also a programmatic document guiding the deepening of educational evaluation reform in the new era. The General Plan clearly points out that we should adhere to the effectiveness of building morality and cultivating people as the fundamental standard; We should resolutely overcome the one-sided school running behavior of emphasizing intellectual education over moral education and emphasizing scores over quality, so as to promote the physical and mental health and all-round development of students; We should reverse the unscientific orientation of educational evaluation, resolutely overcome the stubborn malady of only scores, only entrance examinations, only diplomas, only papers, only hats, and constantly improve the evaluation methods of different subjects [1].

The Opinions on Deepening the Reform of Educational Supervision System and Mechanism in the New Era issued by the general office of the CPC Central Committee and the general office of the State Council pointed out that: further deepen the reform of educational supervision and management system, improve the establishment of educational supervision institutions, fully implement the functions of educational supervision, and give full play to the role of member units of the Educational Supervision Committee; Further deepen the reform of the operation mechanism of educational supervision, strengthen the supervision of local governments in performing their educational duties, strengthen the supervision of schools, strengthen and improve educational evaluation and monitoring, and improve the methods of educational supervision; Further deepen the reform of the employment and management of supervisors, equip and strengthen supervisors at all levels, innovate the employment methods of supervisors, improve the professionalism of supervisors, and strictly manage and supervise the education and supervision team [2].

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The Implementation Plan for the Audit and Evaluation of Undergraduate Education and Teaching in Ordinary Colleges and Universities (2021-2025) formulated by the Ministry of education proposes to adhere to the direction of Building Morality and cultivating people, strengthen the socialist school running direction, build an evaluation system based on the effectiveness of Building Morality and cultivating people, strengthen the audit of school running direction, education process, student development, quality assurance system and other aspects, and guide colleges and universities to build a pattern of "three complete education". At the same time, we must persist in promoting reform. Closely follow the main line of undergraduate education and teaching reform, implement "humanism" and "four returns", strengthen student center, output orientation, continuous improvement, lead the reform with evaluation concept, implement the reform with evaluation measures, test the reform with evaluation standards, and realize high-quality connotative development [3].

Based on this, the optimization of the teaching quality assurance system of Anhui University of Finance and Economics should take the new economic management strategy as the background, combined with the characteristics and guidance of the audit evaluation of the Ministry of Education, emphasize the student-centered, from "teaching" to "learning", emphasize the learning effect, and establish a teaching quality evaluation system guided by the examination of students' learning effect.

2. Problems in the Teaching Quality Assurance System of Undergraduate Law Courses in Colleges and Universities

2.1. The Quality Standard is not Refined Enough

The scope of undergraduate teaching quality standards should include the whole process of higher education and teaching, and reflect the results of teaching activities, that is, undergraduate teaching quality standards cover all elements of the overall system of undergraduate teaching work. Teaching process quality standard is an important part of undergraduate teaching quality standard, and students' learning results are directly produced in the teaching process. Therefore, for colleges and universities, a perfect teaching process quality standard is very important to the final achievement of students' learning results. However, at present, the construction of teaching process quality standards in colleges and universities is not ideal, such as the quality standards of pre class teaching plans, classroom teaching activities, after-class homework and students' question answering quality standards are not clear enough. Most colleges and universities believe that as long as teachers meet the teaching norms in class and have teaching objectives, teaching plans, teaching plans, lecture notes, etc., they can meet the teaching quality standards, ignoring the achievement of students' ability and literacy in the teaching process. The imperfection of the quality standards of teaching processes such as teachers' teaching, after-school counseling, and students' question answering will inevitably lead to the work of teachers and managers in these aspects, which will increase the randomness of teaching and management due to the lack of standards to follow, which is not conducive to the achievement of students' learning achievements [4].

2.2. Quality Evaluation Focuses on Results but Ignores Processes and Effects

Quality evaluation is an important element to ensure the teaching quality of colleges and universities. However, in the teaching quality evaluation of most colleges and universities, there are still many problems, such as the unclear definition of the connotation of teaching quality monitoring by teaching quality management and supervisors, and the emphasis on results rather than process rather than effect. First, the teaching quality management and supervision personnel mainly played the role of "supervision" in the inspection and supervision work, and did not reflect the role of "guidance". While completing the number of lectures, they did not

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carry out "class evaluation" and "class discussion" in time, but directly fed back the inspection results to the relevant teachers or teaching management departments according to the fixed mode, without analyzing and summarizing the problems to form guidance, It can't help teachers improve on problems to ensure the continuous improvement of teaching quality. Second, the analysis of homework assignment and correction, test paper quality and course grades is a mere formality, lacking in-depth monitoring, analysis and discussion on the promotion of students' ability to comprehensively apply knowledge and analyze and solve problems. Third, the school pays more attention to the form of teaching evaluation for students, and there is a phenomenon of focusing on the result rather than the process, the form rather than the actual effect, and the teacher rather than the students. Students' evaluation of teaching is quite random, and they do not implement management and monitoring of students, and do not pay enough attention to the results of students' evaluation of teaching. They lack further analysis, collation, feedback and improvement of students' opinions, and do not give play to the practical guiding significance of students' evaluation of teaching for teachers to find better teaching design, teaching methods and evaluation means [5].

2.3. The Effectiveness of Quality Information Feedback is Insufficient

Teaching quality feedback plays a bridge role in the whole teaching quality assurance system, and it is also the key link of forming a closed loop of the teaching quality assurance system. From the current situation of teaching quality assurance in Colleges and universities, the effectiveness of quality feedback is not ideal and insufficient. First, the feedback of teaching quality information lags behind. As far as the current situation is concerned, there is a certain degree of lag in the collection and feedback of information about students' teaching evaluation, students' learning achievements, and the needs of social industries and enterprises. In terms of students' evaluation of teaching, most colleges and universities stipulate that students' evaluation of teaching should be carried out at the end of the semester, and some even stipulate that only students who participate in the evaluation of teaching can be qualified to check their final examination results. At this time, even if the results of teaching evaluation can be fed back to teachers, teachers do not have enough time to improve teaching methods and methods, and it is difficult to achieve the expected purpose of improving teaching quality. Second, the feedback of students' learning achievements is not timely. For a long time, the evaluation of students' learning achievements in Colleges and universities in China has been mainly in the form of closed book and written examination, and the score of students' final examination is used as the standard to judge the pros and cons, which leads to the lack of timely evaluation and feedback of students' curriculum learning progress. Third, the demand information collection and feedback system of social industries and enterprises is not perfect. At present, the main source of feedback information in Colleges and universities is to track and investigate the development of graduates after employment. However, the tracking and investigation of graduates and employers in Colleges and universities is not enough, and social needs cannot be fed back to the process of talent training in Colleges and universities in time. Fourth, the feedback information of teaching quality is lack of in-depth research and discussion. On the one hand, colleges and universities lack in-depth research and discussion of quality information based on Teachers' teaching characteristics and teaching styles when giving feedback on Teachers' teaching quality. As a result, after receiving their own teaching quality feedback information, the evaluated teachers can neither understand the root cause of their existing problems, nor obtain specific guidance plans to solve problems and improve teaching, which is not conducive to the continuous improvement of teachers' teaching quality. On the other hand, the lack of feedback from colleges and universities on students' learning results provides students with more data-based and procedural learning feedback, which can not help students improve their self-awareness, achieve self planning and development, and is not conducive to the improvement of students' learning quality [6].

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2.4. Quality Improvement is not Implemented in Place

The purpose of constructing the teaching quality guarantee system is to continuously improve the teaching quality. From the current situation of the rectification and inspection of teaching quality in colleges and universities and the application of the results, there is a phenomenon of light rectification and neglect of follow-up implementation, and there is a lack of Long-term improvement mechanism. In the face of the feedback of teaching quality monitoring, there is a lack of practical improvement plans formulated by teachers on the basis of joint cooperation and discussion between experts and teachers, and the school provides corresponding resources and condition support, such as teacher professional development training. The rectification of colleges and universities is weak. They can't timely understand whether the relevant teaching departments or personnel have implemented the rectification opinions in a timely and effective manner. In addition, the rectification results, incentive mechanism and accountability system are not perfect. For the long-standing and recurring problems in the teaching process, there is a lack of in-depth research, and it is unable to put forward targeted and Long-term solutions, which leads to weak rectification and makes the continuous improvement of teaching quality a mere formality [7].

3. Specific Ideas on the Optimization of the Undergraduate Law Teaching Quality Assurance System in Colleges and Universities

3.1. Refine Teaching Quality Standards

Under the result oriented education mode, colleges and universities should develop undergraduate teaching quality standards based on students' learning achievements. At present, knowledge, skills and emotional attitudes have become well-known areas of learning outcomes, but the generalization of these concepts is too high. What knowledge should students master, to what extent should they master different knowledge, what behavior or thinking skills should they have, when and how should these behavior or thinking skills be tested, and what emotional attitude values should be formed, when and how these emotional attitudes and values should be tested near colleges and universities to determine through teaching quality standards. And in this process, the teaching quality standards of colleges and universities should reflect the unity of national common requirements and students' diversified development, the unity of value guidance and technical norms, and the unity of subjective evaluation and objective evaluation, so as to be comparable and verifiable, and provide a basis for teaching quality monitoring and evaluation [8].

3.2. Expand the Breadth and Depth of Teaching Quality Monitoring and Evaluation

First, we should actively introduce external experts, enterprises, students and other higher education stakeholders to join the teaching supervision team and directly participate in the monitoring and evaluation of teaching quality in colleges and universities. This is an important way to promote exchanges between colleges and universities, colleges and society, enhance the relevance and docking between talent training and social needs, and ensure the quality of talent training. Second, for the opinions of leaders' evaluation of teaching, supervisors' evaluation of teaching, teachers' peer evaluation of teaching, students' evaluation of teaching and external experts' evaluation, the school should monitor again to ensure that the opinions given are through in-depth analysis and discussion and have practical guiding significance for the improvement of teachers' teaching quality. Third, schools should strengthen the monitoring of the quality of course assignments and final examination questions, ensure the openness of assignments and examination questions and the distinction between students at different levels, and strengthen the promotion of examinations on students' ability to comprehensively apply

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knowledge and independently solve complex problems. Fourth, schools should build a college centered three-level linkage guidance system of schools, colleges and departments, enhance students' sense of subjectivity and responsibility, eliminate students' abnormal psychology such as "blind evaluation of teaching" or distortion of facts and retaliation, establish and improve the monitoring and appeal mechanism of students' evaluation of teaching, and correct some phenomena such as "random evaluation, indiscriminate evaluation, malicious bad evaluation" that obviously do not meet the requirements of evaluation of teaching or the actual situation, avoid the randomness of students' evaluation of teaching. In addition, colleges and universities should also pay attention to avoiding the phenomenon of "responding to every request" caused by students' evaluation of teaching, and avoiding the problems that teachers focus more on communication skills and teaching styles with students in order to meet students' satisfaction, and even give up adhering to academic standards [9].

3.3. Optimize and Improve the Information Feedback Mechanism of Teaching Quality

Optimize and improve the teaching information feedback mechanism in order to ensure the timeliness of teaching quality information feedback. We should change the lagging phenomenon of feedback on students' teaching evaluation, information about students' learning achievements, and information about the needs of social employers, and promote the timely feedback and improvement of teaching quality information. First, colleges and universities should pay more attention to students' evaluation of teaching, increase the frequency of students' evaluation of teaching, so that schools can timely understand the current situation of curriculum teaching, professional training, teacher teaching and other aspects, and better grasp students' learning and development needs, so as to provide ideas for improving teaching quality, strengthening teacher management and optimizing professional settings. Second, in addition to the summative evaluation, colleges and universities should also actively carry out the process evaluation of students' learning achievements, continuously collect and analyze the relevant information of students' learning achievements, determine which aspects need to be improved according to the analysis results, optimize the teaching content in time, and innovate the teaching mode. Third, colleges and universities should actively introduce social employers and industry experts to participate in the monitoring and evaluation of undergraduate teaching quality, and timely feed back the social requirements for talent training, graduates' employment status and other relevant information directly to colleges and universities, so that colleges and universities can timely understand and pay attention to the requirements of social development and socio-economic departments for the quality of talent training in Colleges and universities, Ensure the consistency between undergraduate teaching quality and social talent demand [10].

3.4. Building a Long-term Mechanism for Improving Teaching Quality

The concept of results oriented education emphasizes the "continuous improvement" of undergraduate teaching quality, and the construction of a Long-term mechanism for teaching quality improvement is the key to the formation of "continuous improvement" of teaching quality assurance. Therefore, colleges and universities should improve the construction of Long-term mechanism for teaching quality improvement, from "focusing on supervision" to "combining supervision and guidance", and then to "combining supervision and evaluation", strengthen the review link of rectification, identify the rectification focus of undergraduate teaching work, take whether the rectification is in place as the standard of whether the undergraduate teaching quality assurance system forms a closed loop, promote quality consciousness and quality self-discipline, and move the focus of management down to the front line, feed back the problems to the front line and solve the problems on the front line. At the same time, we should establish an accountability and incentive mechanism for teaching quality

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improvement, fully tap the reward and punishment factors of schools, and connect the different needs of different subjects for reward and punishment. This is the most direct and effective means to stimulate the internal motivation of relevant teachers and managers and improve the efficiency of teaching quality improvement. The implementation of incentive mechanism can promote the active development of relevant teachers and managers in a positive way, and actively implement the improvement of undergraduate teaching quality; The implementation of the accountability mechanism can ideologically arouse the attention of relevant responsible subjects to the improvement of undergraduate teaching quality, enable them to establish a high sense of responsibility, resolutely put an end to perfunctory responsibility, fraud and other phenomena, achieve the unity of responsibility implementation and system implementation, provide a solid institutional foundation for improving the teaching quality of this subject, and promote the spiral rise of teaching quality [11].

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