

Research and Practice of “Student-Centered” Undergraduate Teaching Quality Assurance System

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Abstract: In order to adapt to the development of the new concept of higher education, universities should actively explore the “student-centered” undergraduate teaching quality assurance system, from the perspective of students' learning, development, participation and learning results, promote the talent training from “teaching-centered” to “learning-centered” transformation. This paper summarizes the new idea of “student-centered” teaching quality assurance system for undergraduate construction in universities, highlighting the evaluation of students' development and learning results. Measures should be taken to fully mobilize the enthusiasm of students to participate in teaching quality assurance, protect the students' right to know, right to participate and right to choose, and give full play to the important role of students in the construction of undergraduate teaching quality assurance system.

1. Introduction

In 1951, Carl Rogers, a famous American psychologist, first put forward the idea of “student-centered” education. He believes that learning evaluation is an integral part of learning activities and it should focus on learners' subjectivity and potential development. This view challenged the traditional teacher-centered educational concept and led to a series of reforms in the basic concepts, teaching methods, teaching management and evaluation of American undergraduate education. In 1998, UNESCO proposed in the Declaration of the Conference on Higher Education that “higher education needs to shift to a new perspective and new mode of ‘student-centered’”, requiring higher education decision makers of all countries to regard students as the main participants in education reform and focus on the development and needs of students. It is predicted that the concept of “student-centered” will have a profound impact on higher education in the 21st century. Scholars generally believe that the traditional undergraduate teaching quality assurance system has many disadvantages and can no longer adapt to the current development of higher education. Universities need to adapt to the development of The Times and explore the construction of “student-centered” undergraduate teaching quality assurance system. As the core subject of college teaching, students should play an important role in the process of constructing a new teaching quality assurance system. The concept of “student-centered” runs through the construction

process of the new undergraduate teaching quality assurance system.

2. Problems Existing in Undergraduate Teaching Quality Assurance At Present Stage

The quality of undergraduate education has become a hot issue of social concern, which reflects the doubts of the society, employers, parents and students on higher education. The problems of undergraduate teaching quality assurance at present are related to the construction of university teaching quality assurance system. Undergraduate universities can guarantee teaching quality by improving teachers' teaching behavior and increasing resources input. The measures to guarantee teaching quality are not from the perspective of students, and the system consideration and design are not student-centered. There are many factors that affect undergraduate teaching quality assurance system.

2.1 The Central Position of Teaching Has Not Been Fully Reflected.

Universities should firmly establish the central position of teaching, which is not controversial in theory and formulation, but not in practice. As the acquisition of teaching resources is not closely related to the quality of undergraduate teaching, universities selectively ignore the centrality of teaching in the process of running schools, which affects the improvement of teaching quality. The professional title evaluation of teachers in most universities is mainly based on the number and quality of papers and the number, funding and achievements of scientific research projects. Teaching input is difficult to be quantified, so the professional title evaluation will not be affected as long as the teaching workload reaches the prescribed requirements. In this case, it is difficult for teachers to really focus on teaching work.

2.2 Teaching Management is Not “Student-Centered”.

In the current education system, the relationship between universities and students is between management and being managed. The teaching management is rigid, and students generally lack critical thinking and innovative thinking. They rarely or never participate in the formulation of school training programs, revision of teaching management documents, curriculum management reform and discussion of teacher evaluation standards. In addition, the rigidity of undergraduate course plan is too strong and the flexibility is insufficient, which limits the space of students' free choice. For students to choose their favorite courses and teachers according to their own will, universities only to a certain extent.

2.3 Teachers' Teaching Methods and Students' Learning Skills Need to Be Improved.

Classroom is the main channel for students to acquire knowledge and ability. Teachers are disseminators of classroom knowledge and should have strong teaching ability and higher teaching level, but most teachers generally adopt the teaching method of “monologue” and “cramming”. Most students still follow the learning mode of high school and regard teachers as the absolute authority of knowledge. They regard being a “student with excellent performance” and “a bully” as acquiring knowledge and ability. They will not and dare not actively communicate with teachers.

2.4 The Teaching Quality Evaluation System Needs to Be Improved.

2.4.1 The Evaluation System At the Management Level is Biased.

At present, the design of the index system of ordinary undergraduate colleges, such as the leaders

attending classes, the supervision and evaluation of lectures, and the students' online evaluation of teaching, is committed to improving the teaching behavior of teachers. The online evaluation of teaching by students is the most common way to ensure the quality of undergraduate universities. In order to formulate the questionnaire of students' evaluation of teaching from the dimensions of teaching content, teaching attitude, teaching method and teaching effect, it lacks the consideration of students' learning process and learning achievement.

2.4.2 The Evaluation System Lacks Attention to Students' Learning Process.

The current teaching evaluation system of ordinary undergraduate colleges seems to involve students in teaching evaluation, but in fact it excludes students from the teaching evaluation process. It is difficult for students to construct evaluation criteria for curriculum examination together with teachers. The classroom evaluation of students overemphasizes external management. Most undergraduate universities require teachers to call the roll in class and ask students to attend class. There are no guarantee measures to guide students to make clear their learning objectives and attend class carefully.

3. The Construction of “Student-Centered” Undergraduate Teaching Quality Assurance System

At present, universities in China have built a regular internal teaching quality assurance system. However, most teaching quality assurance systems focus on top-down teaching monitoring, focusing on teachers' teaching behavior norms, teaching resources and conditions construction, and lack of systematic consideration of student development, student learning, student participation and learning effectiveness. “Many universities pay more attention to the teaching staff, funding and other basic elements of education in the construction of quality assurance system, the 'student-centered' education concept has not formed a general consensus, and pay less attention to students' learning, students' development and students' learning effect; In the allocation and utilization of teaching resources, students are not considered as the most important factor; In teaching, more attention is paid to teachers' teaching rather than students' learning, which does not effectively stimulate students' interest in learning and subjective initiative, and fundamentally improve the effectiveness and quality of students' learning.” As the society, parents, students and higher education by the sponsors and other stakeholders increasingly strong demand for higher education connotation development, based on “student-centered” concept, around the student development, student learning, student participation and learning result four aspects to build teaching quality guarantee system, has become the urgent important task.

3.1 Taking Student Development as the Center, Ensuring the Central Position of Teaching, and Setting the Goal of Guaranteeing Teaching Quality

“Student development as the center” means to promote the all-round development of students. It should be oriented to everyone, teach students according to their aptitude and pay attention to the individual growth of students. One of the basic principles of high-level undergraduate education is “adhere to the student center, comprehensive development”. The allocation of resources in universities should be “student-centered” and optimized according to the contribution rate of undergraduate teaching. Universities can update the concept of educational resource allocation according to their own reality, fully ensure the centrality of teaching, take the quality of talent training as the primary consideration when allocating all kinds of resources, and strengthen the awareness of improving resource efficiency. When allocating resources, universities should attach

importance to students' learning effect. If students' learning effect of a certain course is very outstanding, they can consider reducing part of the tuition of the course credits, or transfer all the tuition of corresponding credits free of charge to sponsor poor students.

3.2 Focusing on Students' Learning, Promoting Teachers' Professional Development and Establishing a Perfect Teaching Quality Supply System

Through the continuous promotion of teaching reform, the balance between supply and demand is realized, and a teaching quality supply system that organically combines social needs, student development and discipline construction is formed. Based on the concept of “student-centered” education, the standard of undergraduate teaching quality is student development and student learning effect. Universities should help teachers to change their ideas as soon as possible, carry out “student-centered” teacher training, and urge teachers to agree that the main educational goal of undergraduate stage is to assist students' development and growth, and to focus on students' learning input, development and learning effect instead of focusing on students' credits and grades in the past.

3.3 Student-Centered and Research-Oriented Learning System Should Be Constructed.

“Student-centered” is not judged by how much time students spend in class, but by how much they have mastered core competencies and knowledge. This requires emphasis on major and course requirements and setting high standards of learning to improve student outcomes. In order to popularize the student-development-centered research-based learning system, it is necessary to promote the establishment of a new student-centered teaching quality guarantee system in colleges and universities. The new system should pay attention to the development of the whole process of students, emphasize the evaluation of students' learning effect, guide students to actively participate in the management of teaching quality assurance, and truly reflect the core role of students in the quality assurance system.

3.4 Take Students as the Center, Pay Close Attention to Their Learning, and Promote the Reform of Teaching Methods

College teachers should change their teaching concept from “teaching” to “learning”, pay attention to students' learning and their input in the learning process, firmly establish the concept of “student-oriented and learning-oriented”, and run it through the whole course of teaching. In terms of course teaching methods, teachers can carry out teaching reform based on micro-class and flipped classroom, adopting teaching methods that are integrated in and out of class, online and offline, such as guided learning, interactive learning, discussion and encouragement, with teacher guidance and student learning as the main and teacher teaching as the auxiliary. Undergraduate colleges reform teaching methods with the curriculum group of secondary colleges as the unit, and establish a team cooperation mechanism to improve teachers' professional quality, which is conducive to classroom teaching.

3.5 Centering on Learning Results, Establish a Teaching Quality Evaluation System of “Three-in-One Management”

“Focus on learning results” is the specific requirement of implementing OBE concept. The quality of talent cultivation is ultimately judged by the development of students, but its direct explicit standard is the learning results of students in school. Teaching quality assurance is a process

of continuous improvement, through the whole process, full participation, all-round quality control and feedback, continuous improvement of training objectives, graduation requirements and teaching activities, to ensure the learning effect and performance of students.

4. The Practice of “Student-Centered” Undergraduate Teaching Quality Assurance System

4.1 Adhere to the “Student-Centered” Philosophy of Undergraduate Talent Cultivation

Students are the object of talents training in universities, and the quality of students training determines the level of universities. Universities should change the traditional educational concept of “teaching-centered” to the concept of “student-centered” talent training. Each stage of talent training focuses on students' development and learning effect, comprehensively improves students' independent learning and innovation ability, and improves the quality of talent training.

4.2 Emphasis on the Evaluation of Student Development and Learning Effectiveness

Students' development and learning results are important standards to measure the quality of talent cultivation in universities. The evaluation of students' development status runs through the whole process of talent training. The survey of freshmen, graduates and students' learning situation can be used to understand students' development status and help schools pay attention to students' learning status in time. The evaluation of students' learning effectiveness can be realized through various teaching evaluation measures, such as tracking students' learning performance, student satisfaction survey and student employment quality survey.

4.3 Attach Importance to Students' Evaluation of Teaching Quality

Student evaluation of teaching is an important means for students to evaluate the quality and effect of classroom teaching. The traditional evaluation of teaching by students often has a single index and focuses on the evaluation of teachers' teaching, ignoring the evaluation of students' own learning effect and satisfaction. Based on “student-centered” teaching of undergraduate course quality assurance new concept, universities should make full use of the good student evaluation measures, take students as a starting point to further perfect the evaluation index, at the same time do a good job in the student information of sorting, analysis, feedback and improvement work, to ensure that the student evaluation of teaching results, and advice and appeal can timely feedback to related departments and teachers, Promote the improvement and promotion of teaching and management, and form a virtuous circle of student evaluation and suggestion, student evaluation and reform, student evaluation and development.

4.4 Arouse the Enthusiasm of Students to Participate in Teaching Quality Assurance

The traditional teaching quality assurance system often emphasizes the supervision of school teaching management and ignores the main role of students in it. To establish a “student-centered” undergraduate teaching quality guarantee system, certainly will should reform traditional quality assurance model, change the core of school teaching management departments, through all kinds of teaching evaluation and investigation, organization of all kinds of students, attract students participate in teaching quality security management and so on a variety of ways to improve students' enthusiasm and initiative to participate in teaching quality assurance, Give full play to the principal position and role of students in education and teaching.

5. Conclusion

Based on the concept of “student-centered”, to reshape the undergraduate teaching quality assurance system is not to completely deny the existing teaching quality assurance system, but to reform and improve the existing teaching quality assurance system in combination with the new requirements of the connotative development of higher education and the new goal of cultivating first-class undergraduate talents. Based on the concept of “student-centered”, further reconstruction of the new undergraduate teaching quality assurance system from the aspects of student development, student learning, student participation and learning effectiveness will effectively promote the high quality development of higher education.

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