

# *Establishment of Teaching Evaluation Index System for College Teachers under the Background of First-Class Specialty*

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**Abstract:** Constructing an effective teaching evaluation index system for college teachers is the basis for teaching evaluation and improving the quality of talent training. In view of the main problem existing in the current teaching evaluation index system - the lack of teaching document evaluation index system. The selection of classroom teaching evaluation indicators is biased towards “teaching by teaching” and fails to give full play to the respective advantages of different evaluation subjects. This paper puts forward the construction strategy of teaching evaluation index system under the background of first-class specialty, that is, the construction of teaching document quality evaluation index system. The classroom teaching evaluation index system should reflect “learning on Teaching”, and build a classroom teaching quality evaluation index system based on student evaluation and supplemented by peer and expert evaluation.

## 1. Introduction

In October 2015, the State Council issued the overall plan for comprehensively promoting the construction of world-class universities and first-class disciplines, which clearly proposed to promote a number of high-level universities and disciplines to become one of the most popular or forefront in the world and build a powerful country in higher education. In January 2017, the Ministry of education and other three ministries and commissions issued the implementation measures for comprehensively promoting the construction of world-class universities and first-class disciplines (Provisional), marking the full start of the construction of “double first-class”. In September 2017, the Ministry of Education officially announced the list of “double first-class” universities and disciplines, including 42 first-class universities and 95 first-class disciplines. It was selected into the ranks of first-class universities, and the three disciplines of clinical medicine, material science and engineering and chemistry entered the ranks of first-class disciplines. At present, the construction of first-class universities and first-class disciplines has become a major event in the field of higher education in China, and it is also an important content of continuing to deepen the teaching reform of higher education. First class undergraduate education is an important feature and cornerstone of first-class universities, and high-quality teaching is the foundation of famous universities' reputation in the world. In the “double first-class” construction, with the goal

of cultivating high-level innovative talents, vigorously developing first-class undergraduate education is an important connotation of the “double first-class” construction. As a comprehensive university, it has strong teachers, complete disciplines and profound school running accumulation. It shoulders the responsibility and mission of cultivating innovative talents for local economic and social development. The cultivation of innovative talents is inseparable from high-level teaching, and teachers' education and teaching level is the most direct and main factor affecting teaching quality and teaching effect. Based on the improvement of teachers' teaching ability and teachers' teaching development, it is a common experience of first-class universities to improve the level of running a school and the quality of talent training<sup>[1]</sup>. The outline of the 13th five year plan for national economic and social development has made important arrangements for the reform of higher education, and clearly put forward: “build a first-class teaching staff, update teaching contents with new theories, new knowledge and new technologies, and improve the quality assurance system of higher education.” for the first time, building first-class teachers, improving teaching standards Improving quality assurance has been written into such a major document as the national five-year plan, which reflects that the party and the government attach great importance to the teaching level and talent training quality of college teachers. It can be seen that improving teachers' education and teaching ability, improving teachers' teaching evaluation system and promoting the sustainable development of teachers' teaching is an important strategic work related to the establishment of first-class undergraduate education and first-class universities in China. Building a systematic, scientific and perfect teacher teaching development and evaluation system to form the internal mechanism and power to promote the continuous improvement of undergraduate teaching level and cultivate innovative talents is of great significance to the construction of “double first-class”.

## **2. Problems Existing in the Current Teaching Evaluation Index System of College Teachers**

### **2.1 Lack of Evaluation Index System of College Teachers' Teaching Documents**

At present, college teachers' teaching evaluation mainly focuses on classroom teaching, ignoring the quality evaluation of teachers' teaching documents such as syllabus and teaching plan. Syllabus is the basic design of course teaching. It not only stipulates the basic requirements for teaching content, teaching progress and teaching methods, but also puts forward the requirements for knowledge, ability and quality for each student. It is the basis of compiling lesson plans. Teaching plan plays a very important role in practical teaching activities<sup>[2]</sup>. Writing lesson plans can help teachers clarify the teaching objectives of each chapter of the curriculum, be familiar with the content of curriculum knowledge, and accurately grasp the structure, key and difficult points of curriculum knowledge, so as to better organize teaching activities, mobilize students' learning enthusiasm, meet the learning needs of students at different levels, so that they can not only understand and master systematic knowledge, And can cultivate their basic skills. Achieve the overall goal of promoting students' all-round development. Therefore, the evaluation of the quality of curriculum syllabus and teaching plan is the basis to ensure the teaching quality.

### **2.2 The Selection of Classroom Teaching Evaluation Indicators for College Teachers is Biased Towards “Teaching by Teaching”**

Although the value orientation of contemporary teaching has changed from knowledge-based to student-based development, the classroom teaching evaluation indicators of College Teachers in China have not complied with this change in time. They are still mainly designed from the perspective of teachers' teaching to reflect the characteristics of teachers' effective teaching behavior,

that is, “teaching by teaching”. For example: the selection of teaching materials is appropriate, and the relevant reference materials are properly selected; The lecture content system is reasonable and the teaching schedule is appropriate. There are few evaluation indicators designed from the perspective of students' learning<sup>[3]</sup>. The common ones are “through teaching. I have basically mastered the main knowledge and content of the course; through teaching, I have broadened my vision and improved my interest in learning; learning is very fruitful, which has achieved the expected effect of my elective course: I have learned many useful things other than textbooks from teachers”. From the perspective of the concept of effective teaching, teachers' teaching behavior itself can not evaluate the quality of teaching effect, but should be evaluated from the performance and effect of students' learning. That is “evaluating teaching by learning”.

### **2.3 The Evaluation Index of College Teachers' Classroom Teaching Fails to**

Give full play to the advantages of different evaluation subjects. According to the teaching evaluation theory, teachers' classroom teaching evaluation should involve at least three kinds of personnel with different characteristics, such as students, peers and experts. Among them, students are the direct object of teaching activities. Experiencing the teaching process in the whole process can best feel whether teaching can meet personal needs and promote the development of personal ability<sup>[4]</sup>. Therefore, the evaluation of teaching quality has the most say. Although peers and experts have been exposed to the classroom teaching of a course for a short time, they have more advantages than students in judging the advantages and disadvantages of teaching contents and teaching methods that have a significant impact on the teaching effect. Therefore. It should be aimed at different evaluation subjects. Adopt different evaluation index systems, learn from each other, and give full play to the advantages of each evaluation subject. The teaching management departments of many colleges and universities also deeply realize this and provide their own classroom teaching quality evaluation forms for different evaluation subjects. However, the characteristics of each evaluation subject are not fully considered in the design of evaluation indicators, and there is repetition in the setting of some indicators. For example, in the student evaluation index system, the item “appropriate selection of teaching materials, appropriate selection of relevant reference materials and reasonable lecture content system” is set. In fact, the evaluation of these indicators should be completed by peers or experts with rich teaching experience and curriculum related professional knowledge. In the evaluation index system of peers and experts, there are also indicators related to teaching attitude, such as “abiding by teaching discipline, going to and from class on time, strict requirements and strict management of students' listening discipline”. The evaluation of such more intuitive indicators is more suitable for students to complete.

## **3. Establishment of Teaching Evaluation Index System for College Teachers under the Background of First-Class Specialty**

### **3.1 Build a multi-level and three-dimensional teacher teaching ability training system of “School-based Training - network online training - external expert training - teachers studying abroad”**

In order to improve teachers' education and teaching skills and teaching level, this paper constructs a teaching ability training system for college teachers from the following four aspects: 1. Build a “teacher education and teaching ability training project database” and carry out school-based training. Based on the strength of teachers and teaching resources of the University, build a number of training courses in line with the actual situation and characteristics, gradually

carry out school-based training of teachers' teaching ability, and form a stable training mechanism. 2. Open “teacher online learning center”<sup>[5]</sup>. In cooperation with the national network training center for college teachers, an online learning center for teachers with national famous teachers, National Excellent Course hosts and national teaching team leaders as keynote teachers has been opened to provide real-time and independent online courses for the improvement of teachers' teaching ability and continuing education. 3. Employ well-known higher education experts and scholars at home and abroad to form an external expert team. Make use of the think tank advantages of external experts to timely disseminate advanced educational ideas and promote modern teaching methods and technologies, so as to provide useful supplements for school-based training. 4. In order to improve the internationalization of teachers' teaching, outstanding young backbone teachers are selected in a planned and batch manner to visit foreign high-level universities and scientific research institutions, promote teachers to learn from the world's advanced teaching methods, teaching experience and teaching achievements, and broaden teachers' international vision, Make outstanding young backbone teachers grow into the backbone of the university to improve the internationalization level of undergraduate teaching.

### **3.2 Establish a Teacher Teaching Development Support System That Supports Teachers' Teaching Research, Curriculum Construction, Textbook Construction and Young Teachers' Professional Growth**

In order to provide sufficient financial support for teachers' teaching development, a support system for teachers' teaching development in Colleges and universities is constructed from four aspects: 1. Set up school level teaching reform research and practice projects, invest special funds to support teachers' teaching research and reform, promote educational innovation and improve the quality of talent training. 2. Establish an undergraduate course construction fund and an online open course production platform<sup>[6]</sup>. Promote teachers' curriculum reform and construction, improve the quality of curriculum construction and teaching effect, and expand the influence of the school. 3. Set up a teacher's textbook construction fund, carry out the project approval of textbook construction, support teachers to compile their own textbooks, and improve the compilation quality and publication level of teachers' textbooks. 4. Implement the “cultivation plan for young famous teachers”<sup>[7]</sup>. We will provide special funds for young teachers with development potential in teaching, actively guide and promote young teachers to make important achievements in teaching reform, teacher teaching skill competition, guiding college students' discipline competition, curriculum construction, professional construction and textbook publishing, and cultivate a number of young teaching experts with good demonstration effect and strong leading role.

### **3.3 Improve the Teaching Incentive Mechanism and Reward Teachers' Teaching Investment**

In order to encourage teachers to actively participate in teaching, the teaching incentive mechanism for college teachers is constructed from the following two aspects: 1. Improve the assessment methods of teachers' teaching work, adhere to the combination of quantitative and qualitative assessment, comprehensive assessment and key assessment, process management and objective assessment, and work assessment and promoting development, so as to comprehensively and objectively reflect and evaluate teachers' teaching work, The assessment results will be used as an important basis for teachers' salary evaluation, job promotion and evaluation. 2. Set up various teaching awards to reward advanced teaching<sup>[8]</sup>. The teaching reform, teaching achievements, textbook construction, classroom teaching, teaching plan, teaching management and other teaching work shall be awarded, and the collectives and individuals with outstanding teaching performance shall be rewarded. The construction of teaching honor system shall be strengthened to form a

two-way incentive between material and spirit, give play to the role of demonstration and guidance, and promote teachers' teaching development.

#### 4. Conclusion

Building a systematic, scientific and perfect teacher teaching development and evaluation system, and continuously promoting the improvement of teachers' teaching level and talent training quality is an important starting point for creating a first-class undergraduate education. In the past two years, focusing on the work goal of “comprehensively improving the quality of talent training and building a first-class undergraduate education”, from the establishment of teacher teaching ability training system, the improvement of teacher teaching ability and teaching quality evaluation system, the construction of teacher teaching development fund support system, the innovation of teaching governance, the implementation of teaching incentive mechanism Starting from the construction of teaching exchange and display platform, we have gradually established new measures, new systems and new mechanisms to promote teachers' teaching development, and initially formed a comprehensive university teachers' teaching development and evaluation system with its own characteristics. The system includes the contents and levels that college teachers' teaching development should have. The smooth implementation of various construction contents will help to comprehensively and systematically promote teachers' teaching development, form the internal mechanism and driving force driving the development of undergraduate teaching, and then steadily improve the undergraduate teaching level and talent training quality, so as to cultivate high-quality innovative talents and create a first-class undergraduate education and The construction of “double first-class” has laid a solid foundation.

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