

Reflections on Perfecting Teaching Quality Monitoring System in Secondary Medical Vocational Colleges

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Abstract: Teaching quality is an important component which constitutes secondary and higher medical colleges, at the same time teaching quality monitoring system is the key content of teaching quality. In the current, teaching quality system of many Chinese schools is comparatively inadequate and the construction of quality assessment is comparatively backward and unsystematic. This research made further exploration into the above question with effective scheme found question, among which finding effective scheme is the main method to guarantee the improvement and soundness of teaching quality monitoring system.

Keywords: Secondary medical vocational college; Teaching quality; monitoring system; Improvement

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1. Introduction

With the expanding Chinese market economy and strong support of policy, China's school scale was correspondingly broadened, forming the conflict situation of relatively tight school scale and teaching resources. Thus, the related issues about teaching quality is increasingly apparent^[1] and severely affecting China's secondary medical vocational colleges' survival and development. For this situation, how to effectively consolidate and improve teaching quality has become one of focuses of attention. This research aimed at making systematic introduction of perfecting teaching quality monitoring system in second-

ary medical vocational colleges.

2. Teaching Quality Monitoring Theory

In the strict sense, teaching quality monitoring means the process of making positive and planned inspection, arrangement, assessment, feedback, improvement and other strategies on various elements that disturbing teaching quality in any step of teaching process, so as to guarantee school teaching mission on the rails^[2] and reach schools' expected teaching objectives. Perfecting and improving teaching quality monitoring system is the precondition of guaranteeing school teaching quality's basic lifeblood, as well as an effective strategy of teaching quality's supervision.

3. Related Issues Existing in the Teaching Quality System in Secondary and Higher Medical Vocational Colleges

3.1 Relatively Backward Teaching Quality Assessment System

Many China's secondary medical vocational colleges were preparing and improving teaching quality assessment system, while in the realization they did not reach multilevel and standardized assessment system in the true sense. Most of teaching quality assessment were made by school peers, student participated supervisory vote or questionnaire form, which is only the self-feedback inside the school, lacking assessment and participation of industry experts from society and hospitals. The assessment quality and standard was imperfect at a comprehensive level.

3.2 Relatively Narrow Coverage Area of Teaching Quality Monitoring System

The establishment of teaching quality monitoring system is mainly composed of the whole process monitoring of operation and management of talents training objectives, major development construction, curriculum setting, teaching resources, practical operation teaching, teaching assessment and many other levels.^[3] However, most of China's secondary medical vocational college' monitoring system have obvious limitations, with the monitoring area only covering teaching quality and teaching order with relatively narrow whole monitoring coverage, thus covering up many intuitive contents which reflect teaching quality.

3.3 Absent Effective Monitoring on Practical Teaching

In most of China's medical colleges, the main approach of reflecting teaching quality is using sole students' theory acceptance level as a monitoring reference index, which comparatively lacks supervision and monitoring on experiments and operation teaching link. Some colleges also attended to one thing and lost another. While focusing on teachers' researching capacity and academic level, they neglected the importance of medical students' operation ability to teaching quality. This situation resulted in lacking of students' operation ability training and evaluation system in teaching quality monitoring.

3.4 Untimely Feedback on Questions Existing in Teaching

Even though vocational medical colleges implemented strict monitoring on teaching quality, problems could not be reported and be solved timely due to checking and collecting information behind time. Most of the questions were conveyed to teachers orally without paying high attention and forming standard flow. That made the questions could not be followed up and corrected accurately,

neither could teaching method be improved. Thus questions were stranded and dodged, forming a vicious circle.

4. Main Measures of Perfecting Teaching Quality Monitoring System in Secondary Medical Vocational Colleges

4.1 Construction of "Three Level" Teaching Quality Management System

Secondary medical vocational colleges should form multi-level monitoring system, mainly including "three levels" teaching supervision model in which building teaching and research offices is as foundation platform, departments as main part, and colleges as supervisor. Thus, colleges, departments, teaching and research offices' supervision strength is enhanced, forming responsible organizations which undertake teaching quality together, as well as an organizational community in which different management departments could perform their duties with clear division of labour, good coordination and individual focuses. This not only enables the implementation of teaching quality monitoring in the management implementation process, but also forms a relatively complete monitoring mechanism to a certain extent, and promotes a comprehensive supervision system starting from multiple levels.

4.2 Establishment of Teaching Supervision System of College and Departments

"The teaching supervision is to ensure that colleges and universities take the initiative to adapt to the needs of teaching reform and development. At the same time, it is also a basic system for supervision and correction of teaching work. It constitutes an important part of the school quality monitoring.^[4]" In this regard, the relevant colleges and universities should set up a scientific and reasonable teaching supervision team, mainly including the college and department monitoring teams, which is responsible for completing the efficient feedback analysis of the problem discovery, management, inspection and guidance of the college teaching quality. In addition, the team also needs to show the outstanding characteristics in the teaching quality management of the university. Therefore, senior teachers with high prestige, rich teaching experience or outstanding retired teachers should be selected as the guiding members of the group, it shall also include specialist in hospital and other related industries, so as to improve the leak filling in the teaching progress and form a development chain in which the industry and talent training are closely integrated.

4.3 Establishment and Perfection of the Multi-Level Teaching Supervision System^[5]

We should change the relatively single situation of tra-

ditional teaching quality supervision, and increase the important contents of lectures among university leaders, industry experts and teaching administrators. On the one hand, universities should constantly improve and manage the teaching idea, explore the new teaching mode and the virtuous operation system of teaching needed in the new era, and improve the teaching quality while reforming the teaching mode. On the other hand, universities should take the responsibility of cultivating the versatile and socially necessary talents, understand the training requirements of hospitals and other industries, and revise their talent cultivating program in a timely manner in accordance with their own teaching systems. In addition, students should conduct quality quiz scoring in the online classroom to form a seamless monitoring of classroom teaching quality management. Furthermore, after the end of each semester, universities should organize the regular inspections of the completion of teaching tasks, so as to build a close combination of classroom teaching quality and regular real-time monitoring.

4.4 Improvement and Strict Implementation of the Teaching Quality Inspection

Relevant departments should form a teaching supervision system of daily inspection and regular inspection. Regular examination can be divided into three stages, namely, the specific examination at the beginning of the semester, during the semester and the end of the semester. The examination at the beginning of the semester is mainly for the students' school opening task and teaching preparation, examination during the semester is mainly the inspection in the teaching process, including the level screening of the "three level" structure, namely the Dean's Office, the Departments and the Colleges. Examination at the end of the semester is a comprehensive assessment of the teaching quality throughout the semester. It takes references to the development and implementation of teaching tasks and the final examination results. In addition, universities also need to make daily random inspections, mainly through inspections and routine inspections by the Dean's Office, thus forming comprehensive and systematic teaching quality supervision.

4.5 Improvement of the Reward System for Teaching Quality Promotion

The relevant departments of the university should formulate corresponding reward mechanism, so as to realize the competition system combining teaching competition and teaching quality. The university should give rewards and related welfare benefits to teachers with effective teaching quality,^[6] ensure that teachers can give full play to their subjective initiative and totally devote their enthusiasm

and responsibility to teaching, so as to combine the psychological needs of teachers' self-development with the improvement of teaching quality, and finally achieve the goal of teaching level promotion and teaching idea improvement.

5. Conclusion

Teaching quality is the key index to check the survival and development of the college and adaption to time needs. Medical colleges must combine their own development needs and the current conditions of the industry's demand for talent to form a distinctive teaching quality management system, as well as the teaching management system in which teachers, administrators and students can participate in. It should also complete the teaching supervision system, including classroom teaching, practical teaching, teaching resources, teaching objectives and many other aspects, in order to ensure the sustainable development of medical colleges and the stable progress that adapts to the needs of the times.

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