



Building of Quality Evaluation Index System of Practical Teaching in Colleges and Universities

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Abstract

Practical teaching is an important part of college undergraduate course teaching, which is an important way to implement the applied talents training objectives. Strengthening the quality management of practical teaching process, which has a very important significance of improving the quality of undergraduate teaching. This paper on the basis of analyzing the practical teaching quality impact factors, applies analytic hierarchy process to build a set of practice teaching quality evaluation index system in colleges and universities, in order to make an objective evaluation on the implementation of practical teaching process. Therefore, it can improve the practical teaching quality in colleges and universities.

Key words: Practical teaching; Quality evaluation; Index system

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1. THE MEANING OF PRACTICAL TEACHING QUALITY MANAGEMENT IN COLLEGES AND UNIVERSITIES

The mission of colleges and universities in China is that cultivating highly qualified specialists with innovative spirit and practical ability, in order to satisfy the social needs of cultivating compound talents and applied talents. Knowledge comes from practice, while ability comes from practice, quality is more necessary cultivated in practice. Comparing practical teaching with theoretical teaching, it has more intuitiveness, comprehensive and innovation, which is particularly prominent on the impact of the quality of personnel training. Along with practice teaching has become increasingly important, practical teaching quality is as an important component of university teaching quality. It has gradually received wide attention and become an important aspect to measure higher education and teaching quality.

But for a long period, there are many abnormal phenomena of evaluation of practice teaching quality in colleges and universities. Currently, there is a large arbitrariness in practical teaching process and student achievement assessment, which is lack of profound understanding of evaluation content, form and method. The fact that practical teaching becomes the weak link in academy teaching management, studying university practical teaching quality management has been put on the important agenda. This is the assurance of cultivating students with innovative spirit and practical ability, this is also the assurance of college survival and development in mass education stage.

2. THE PRINCIPLE OF BUILDING QUALITY EVALUATION INDEX SYSTEM OF PRACTICAL TEACHING IN COLLEGES AND UNIVERSITIES

(1) Objectivity

The setting of practical teaching must be consistent with the professional personnel training objectives and even the school's positioning and features. Therefore, building quality evaluation index system of practical teaching requires the inspection of whether practical teaching can achieve the desired objectives. Through the quality evaluation index system of practical teaching to inspect and supervise the setting and execution of practical teaching, which can constantly improve the practical teaching process and raise the practical teaching quality.

(2) Operability

Building quality evaluation index system of practical teaching, it aims to supervise and ensure the practical teaching to be executed according to a predetermined point of order. Therefore, quality evaluation index system of practical teaching must be consistent with actual teaching, in order to carry out the practical teaching utilization of teachers and teaching management personnel, so that it can guarantee the quality of practical teaching.

(3) Surveillance

Looking at the current implementation of practical teaching in colleges and universities, most of them is provided with various types of experiments, social surveys, production practice, course design, graduation design (thesis) and other practical teaching processes. However, they generally become a mere formality and failed to achieve the expected purpose of teaching, and it is not to mention the achievement of professional personnel training objectives. The reason is that, it is mainly lack of a scientific and reasonable quality evaluation index system of practical teaching, which cannot implement good supervision and inspection on practical teaching process, this results in the insufficient of implementation of the practical teaching. Therefore, building quality evaluation index system of practical teaching mainly should play a monitoring purpose.

(4) Stability

The improvement of practical teaching quality is a long-term systems engineering. It needs the long-term and consistently practical teaching quality policy from teachers and teaching management personnel and the implementation of various practical teaching works. This requires that various indicators should maintain certain stability in the quality evaluation index system of practical teaching. This on one hand is conducive to teachers execution as well as supervision and inspection of teaching management personnel, on the other hand is also conducive to the comparison to find the insignificance in

work. Then, it can improve the practical teaching process.

(5) Replicability

Although the positioning of colleges and universities is different and different professional personnel training objectives are also differences, the starting point of practical teaching quality management is consistent – Ensuring practical teaching is carried out smoothly and achieves the expected teaching goals. Therefore, building quality evaluation index system of practical teaching should consider the commonality of practical teaching in Chinese universities and colleges, so that all colleges and universities can learn from it and apply it, it can promote the improvement of practical teaching quality from the whole.

3. BUILDING OF QUALITY EVALUATION INDEX SYSTEM OF PRACTICAL TEACHING IN COLLEGES AND UNIVERSITIES

3.1 Influencing Factors of Practical Teaching Quality

There are many influencing factors of practical teaching quality. Overall, it can be summarized as 5 aspects of matriculate quality, teaching staffs, teaching conditions, university atmosphere, management level. Students are the recipients of practical teaching activities, the level of matriculate quality can directly affect the quality of practical teaching. Teachers as the executors of practical teaching process, their ethics cultivation, ideological concepts, operational capacity, teaching level and methods, practical skills can directly determine the quality of practical teaching. Laboratory infrastructure, practice base, teaching and research equipment, and library materials as the basic conditions conducting practical teaching, which is even more an important factor restricting the practical teaching quality. Ethos, teaching style, study style, innovative spirit, culture and academic atmosphere and other integrated university atmospheres are often imperceptibly influence and motivate students to seek knowledge, exploration and innovation, so that it has a significant impact on the practical teaching quality. In addition, teaching management run through the entire practical teaching process, scientific management methods and higher management level is the assurance of achieving high quality practical teaching.

3.2 Determination of Quality Evaluation Index of Practical Teaching

Determination of evaluation index is crucial to evaluate the practical teaching quality. Scientific and rational evaluation index can highlight the purpose and focus of practical teaching. Quality evaluation index of practical teaching should closely integrate the process and content

of practical teaching in universities and colleges. It should use the learning outcomes for students as the objective, the learning conditions as the foundation, teaching organization and teaching process as the main point. For the specific implementation of the current practical teaching in Chinese universities and colleges, we can confirm that two level of quality evaluation indexes of practical teaching. Level one indicators include teaching objective, teaching staff, teaching condition, teaching organization, teaching management, teaching

effectiveness. Each level one indicators has their own subordinates of secondary indicators, specifically as shown in Table 1.

3.3 Estimation of Quality Evaluation Index Weights of Practical Teaching

Using analytic hierarchy process to determine the connotations of level one indicators and level two indicators, and it determined the levels of index weights according to the relevance of practical teaching quality, the results are shown in Table 1.

Table 1
Quality Evaluation Index System of Practical Teaching in Colleges and Universities

Level one indicators	Weights	Level two indicators	Weights
Teaching Objective	0.1	Knowledge Requirements	0.3
		Capacity Requirements	0.3
		Innovation Requirements	0.4
Teaching Staff	0.15	Professional Titles	0.1
		Educational Structure	0.1
		Team Number	0.2
		Teaching Level	0.3
		Research Capacity	0.3
Teaching Condition	0.15	Teaching Equipment	0.2
		Teaching Base	0.5
		Education Funds	0.3
Teaching Organization	0.3	Teaching Process	0.2
		Teaching Content	0.2
		Teaching Guide Work	0.3
		Grading Policy	0.2
		Teaching Summary	0.1
Teaching Management	0.1	Teaching Regulations	0.7
		File Management	0.3
Teaching Effectiveness	0.2	Quality of Report writing	0.2
		Integrating Theory with Practical Ability	0.2
		Integrated Analysis Capabilities	0.2
		Innovation Capability	0.3
		Achievement Aspect	0.1

Quality evaluation index system of practical teaching is the exhaustive and systematic comprehensive evaluation of infrastructure, management mode, organization implementation of the teaching link, overall quality of students as well as training of innovation ability in practical teaching. Implementation of quality evaluation index system of practical teaching, on the one hand can reflect the true level of practical teaching quality in universities and colleges, which is conducive to us for finding and correcting the existing problems and insignificances of practical teaching process; On the other hand can also guide the reform of practical teaching and strengthen the practical teaching research to point out the direction. It has a powerful role in promoting to comprehensively improve the quality of practical teaching.

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