

# The Practical Dilemma and Path Exploration of Teaching Supervision in Colleges and Universities in the New Era

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**ABSTRACT.** Higher education in the new era puts forward new requirements and challenges for teaching supervision in colleges and universities, but teaching supervision in colleges and universities encounters difficulties in actual work. This article uses literature research methods and logical deduction research methods, combined with the actual work of teaching supervision in colleges and universities, and the research finds that teaching supervision in colleges and universities exists: the status is not high, the staff composition is unreasonable, the supervision is less important, and the lack of refinement management and other issues. In view of the above situation, it is proposed that colleges and universities should establish teaching supervision committees directly under the schools and provide necessary support. Optimize the composition of the staff and attract front-line educators, social figures and young teachers with cutting-edge knowledge to participate in teaching supervision. Colleges and universities should also introduce information technology to improve teaching supervision, build a classified teaching supervision system with disciplinary characteristics, and improve the effect of teaching supervision. Teaching supervision should continuously strengthen teaching demonstration and guidance, and promote innovation in discipline and professional education.

**KEYWORDS:** new era, colleges and universities, teaching supervision

## 1. Introduction

In the new era, China's higher education is facing important development opportunities, but also a series of severe challenges, especially the impact of the new technological revolution. China needs to cultivate new engineering talents who adapt to the development of new technologies, and innovative and entrepreneurial talents who promote technological progress and industrial upgrading, and compound talents with international competitiveness [1]. As higher education enters a new era, especially higher education has shifted from pursuing scale expansion to connotative

development in China. Colleges and universities should improve the quality of teaching supervision to improve teaching quality and train qualified talents for the new era. September 29, 2019 Education The "Opinions on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Training" issued by the Ministry of Education requires that "colleges and universities should build a university quality culture that is conscious, self-reflection, self-discipline, self-examination, and self-correction, as a way to promote universities to move forward and surpass the endogenous driving force of quality, quality awareness, quality standards, quality evaluation, quality management, etc. are implemented in all links of education and teaching, and internalized into the common value pursuit and conscious action of teachers and students [2]. These fully demonstrate that whether it is a new era of advanced the continuous advancement of the construction of educational connotation, or the establishment of a new era of higher education quality that pays more attention to the output of students, requires a higher education supervision system that can ensure the quality of higher education in the new era. The establishment of a sound higher education supervision system is the realization of higher education in the new era. Educational morality establishes the fundamental tasks of people, implements the inevitable requirements of all staff, the whole process, and all-round teaching quality supervision. Although the current colleges and universities have established a teaching supervision system, which can help to improve teaching quality, it also exposes urgent needs the problem needs improvement.

## **2. The function of teaching supervision in colleges and universities in the new era**

Teaching supervision is to supervise and guide teaching to promote the improvement of teaching quality in colleges and universities, and to adapt to the new era's requirements for subject development, professional development, and talent development. At present, colleges and universities have greatly improved the quality of teaching through teaching reform, but some problems are still exposed to hinder the improvement of teaching quality. In the new era, teaching supervisors should continue to perform their own functions and fulfill their roles. In the new era, China needs to realize the great rejuvenation of the Chinese nation and build a well-off society in an all-round way [3]. Under the "Belt and Road" initiative and the initiative to build a community with a shared future for mankind, China is deeply integrating into the world's political and economic system, promoting the development of all countries in the world, while shouldering more international responsibilities and obligations, and more and more proficiency in foreign languages and international proficiency is required rules, compound talents with high moral accomplishment and cultural quality [4]. At present, China's reform and opening up into the deep water area is facing the challenge of the new technological revolution. Artificial intelligence, big data, cloud computing and other technologies have developed rapidly and integrated. China needs to cultivate more and more innovative scientific and technological talents, management talents, and service talents. Upgrade the manufacturing of big countries to the creation of big countries, build an industrial power, and become an innovative country [5]. Chinese higher

education should update educational concepts, innovate educational methods, pay close attention to teaching quality, and deliver qualified talents for various constructions in the new era. However, the current expansion of colleges and universities, the increase of newly-built undergraduate colleges, the uneven quality of students, the teaching ability of teachers need to be improved, especially the backward teaching concepts and teaching methods, and it is impossible to cultivate a compound with international vision, strong innovation ability and strong practical ability for the new era. It is an urgent need for colleges and universities to strengthen teaching supervision, supervise and guide teachers to improve teaching quality, guide students to increase their interest and motivation in learning, achieve success in learning, and become qualified talents in the new era.

Colleges and universities should establish a teaching supervision system suitable for their own development and with characteristics. Colleges and universities with a “double first-class” construction should follow the goal of “first-class undergraduates, first-class majors, and first-class talents”, and supervise and guide the teaching work to move toward first-class. The teaching supervision team must timely judge the development trend of world education and control the overall situation. The applied undergraduate colleges and universities should strengthen specialized and professional education, focusing on applied teaching supervision. Combining the school's characteristics and professional advantages, promote the construction of advantageous disciplines. For example, the current state puts forward the concept of new engineering education to train new engineering talents, and the teaching supervision of applied undergraduate colleges should focus on the educational goals, programs, curriculum construction, and practical innovation of the new engineering. With the development of big data, artificial intelligence, and modern education information technology, teaching supervision in colleges and universities should absorb the advantages of traditional teaching supervision work experience, while at the same time introducing information tools to strengthen refined supervision. In the qualitative evaluation, quantitative evaluation is introduced, indicators and evaluation models are constructed to make teaching supervision more scientific and professional. Of course, the teaching supervision of colleges and universities should fully respect the development laws of different disciplines and professions, and build a personalized teaching supervision system suitable for the development of disciplines and professions. Don't generalize, so as not to hinder the innovation of discipline teaching.

The significance of teaching supervision in colleges and universities is not only in the supervision and guidance of teaching, but also in giving full play to the central position of teaching supervision in the teaching quality construction system. It must be able to coordinate subject construction, lead the reform of teaching in colleges and universities, and promote the innovation of teaching methods. Different colleges and universities in China combine the development characteristics of the regional economy to construct distinctive teaching models. Some take industry as the leading factor and build a teaching model of "industry + college", some build professional group teaching programs, and some rely on practice to cultivate new engineering talents. The teaching supervision team of colleges and universities should carefully

study and combine the actual conditions of the school to provide suggestions and teaching guidance for the characteristic teaching mode. In addition, the teaching supervision team should become an expert bank for teacher capacity building, helping teachers, especially young teachers, strengthen their teaching skills, innovate teaching methods, and improve their teaching capabilities.

### **3. The realistic dilemma of teaching supervision in colleges and universities in the new era**

#### ***3.1 The positioning of teaching supervision has deviation, which can't really promote the improvement of teaching quality***

At present, although various colleges and universities have established a teaching supervision system, on the whole, the status of teaching supervision is not high, the authority is small, and can't supervise the teaching reform and teaching quality improvement. Teaching supervision in colleges and universities often does not belong to administrative organs, but is set up by the academic affairs office or steering group, the retired or secondary college teachers to participate in teaching supervision [6]. The main task of teaching supervision is to listen to the class, evaluate, fill in the form and save it. At the same time, the teaching supervision also makes comments and feedback on the teaching of teachers, but the feedback is not very binding. From the perspective of schools, teaching supervision does not belong to the administrative organs and is under the management of the academic affairs office, so the teaching supervision can't participate in the school teaching decision-making, nor can it provide decision-making suggestions for the improvement of school teaching quality. In addition, due to the low status of university teaching supervision institutions, the lack of sufficient funds for staff expansion, supervision research and communication, and the failure to timely purchase big data management software, cloud storage and other information-based teaching supervision tools restricts the teaching supervision effect.

#### ***3.2 The structure of teaching supervision members is unreasonably distributed and lacks the reserve of frontier knowledge of the subject***

Teaching supervisors in colleges and universities have standing staff, most of whom are part-time staff. The standing staff are mostly retired teachers, and young teachers are less involved in supervision. The disciplines of the teaching supervision team are unevenly distributed, and some disciplines and majors don't have representatives. Although these teachers are exemplary, highly respected, and have rich teaching experience, they are not active in the front line of teaching and have insufficient grasp of the frontier knowledge of the subject, so they can neither understand the frontier knowledge nor evaluate and guide the teaching of the frontier knowledge of the subject. At present, the technological revolution is developing rapidly. Artificial intelligence, big data, cloud computing, Internet of Things, biopharmaceutical engineering, high-end manufacturing, 5G communications, etc.,

technologies and standards are changing with each passing day, and the integration between disciplines is strengthening, which requires teaching supervision costs more energy and time to learn first-line subject knowledge. As for those involving the humanities and social sciences, theories are constantly deepening with the development of practice. For example, the socialist thinking for the new era, the “Belt and Road” initiative, the community with a shared future for mankind initiative, and the new journey of deepening reform and opening up, etc., also require teaching supervisors to study and understand carefully, integrate teaching supervision, evaluation and guidance. Due to the irrational structure and the lack of cutting-edge knowledge, the supervision and evaluation of teaching by teaching supervisors is not professional and authoritative, and the opinions put forward are difficult to convince teaching staff.

### ***3.3 Teaching supervision focuses on teaching supervision and lacks demonstration and guidance for teaching work***

At present, colleges and universities establish a teaching supervision mechanism and carry out teaching supervision activities in accordance with the spirit of the education authority. The teaching supervision members listen to the lectures in a planned way, write teaching supervision opinions, give feedback to teachers, and create files for storage. However, on the whole, teaching supervision mostly stays at the supervision level. Although supervision helps teachers prepare lessons carefully, improve teaching methods, and seriously correct homework, it has a certain effect on improving teaching quality. However, supervision is not the ultimate goal of teaching supervision. It is to discover teaching deficiencies through teaching supervision, and provide teaching advice to teachers, especially young teachers, to help them discover teaching deficiencies and make targeted improvements. With the development of science and technology and the deepening of educational concepts, teachers need to adopt new teaching methods to keep up with the rapid development of the era. For example, teachers can use MOOCs teaching methods, constructivist teaching methods, multimedia teaching methods, project teaching methods, practical teaching methods, etc. The teaching supervision should provide teaching suggestions and research papers for learning [7]. Teaching supervision should regularly write teaching reports based on the problems found during teaching supervision, and evaluate the development trend of teaching, talent training goals, teaching experience, teaching deficiencies, and overall teaching suggestions for the reference of the whole school. Of course, there is still a certain distance between the teaching supervision of colleges and universities, and it needs to be improved.

### ***3.4 There is a lack of refined management of the teaching supervision team, and the lack of a professional qualification access system***

At present, the management of the teaching supervision team in colleges and universities is relatively broad and lacks refined management. Colleges and universities have not formulated more comprehensive management documents for

the construction of teaching supervision teams, such as the lack of specific standards for the selection of teaching supervision members, incomplete procedures and publicity systems, and insufficient withdrawal mechanisms [8]. Colleges and universities have not formulated different teaching supervision standards according to disciplines in accordance with the requirements of the new era, which hinders innovation in different disciplines. The use of big data for teaching supervision in colleges and universities is not in place, mainly on-site lectures and manual inspections, which restrict the efficiency of supervision. In addition, college teaching supervision lacks a professional qualification access system. Teaching supervision is a long-term task for colleges and universities to improve teaching quality. Teaching supervisors should have certain education and teaching knowledge, understand the laws of teaching development, and have profound knowledge of specific subjects. Only by establishing a vocational qualification access system can we select qualified supervisors who are competent for teaching supervision. Due to the imperfect vocational qualifications, the teaching supervisors selected by colleges and universities are often not competent for the job, and the effect of teaching supervision can't be exerted.

#### **4. Exploration of the path of teaching supervision in colleges and universities in the new era**

##### ***4.1 Establish a teaching supervision committee directly under the school to enhance the status of teaching supervision***

In order to strengthen teaching supervision and maximize the role of teaching supervision, colleges and universities must enhance the status of teaching supervision. In the new era, a teaching supervision committee directly under the school should be established, which has the same status as the administrative departments such as the Academic Affairs Office and the Finance Office, and is in charge of the school principal or deputy principal. As a first-level administrative organization, the Teaching Supervision Committee can obtain the necessary funds, office organization, and staffing for team building. More importantly, it can expand the right to speak in educational decision-making and teaching reform, and provide professional teaching supervision suggestions to improve teaching quality make due contributions. While upgrading the teaching supervision committee, the duties of the teaching supervision committee should be improved. Teaching supervision is to supervise and supervise teaching, but the object of supervision and guidance of the Teaching Supervision Committee is not only at the teacher level and the student level, but should be extended to all departments serving teaching in the school, including the Academic Affairs Office, the Student Affairs Office, the logistics service department, and the education Information technology departments, etc., after all, the improvement of teaching methods and the improvement of teaching quality require the joint efforts of all personnel in the school [9]. Teaching supervision examines the success and failure of various departments, teachers' teaching, and students' learning based on advanced educational concepts, teaching

methods and teaching supervision practices, and provides overall teaching guidance suggestions.

#### ***4.2 Optimize the structure of teaching supervision members and attract cutting-edge experts to participate in teaching supervision***

In order to give full play to the effectiveness of the teaching supervision committee, colleges and universities should optimize the structure of the teaching supervision team and establish a broadly representative and inclusive teaching supervision team. First, the teaching supervision committee of colleges and universities should attract some outsiders to participate in teaching supervision. It mainly includes senior education and teaching staff from other schools and front-line staff of enterprises. Experts from other schools can bring different teaching concepts and methods to strengthen teaching exchanges. The participation of the front-line staff of the enterprise can examine the lack of school education from the perspective of enterprise talent demand. Secondly, a certain number of full-time teaching supervision members should be established within the school to preside over teaching supervision work, carry out teaching supervision research, and optimize the top-level design and specific operation of teaching supervision. Third, we must select cutting-edge experts from various disciplines to participate in teaching supervision. These experts have the most cutting-edge knowledge of the subject, and can give professional advice while understanding the teaching of teachers, increasing the authority of teaching supervision. Finally, it is necessary to appropriately select young teachers to participate in teaching supervision, while cultivating a reserve team of teaching supervision, at the same time provide young teachers with a platform for learning and communication, helping them increase teaching experience and improve teaching methods. It also uses the thinking and educational ideas of young teachers to help the teaching supervision team familiarize themselves with the teaching concepts and teaching methods of various teachers, and give pertinent and objective teaching evaluations and teaching suggestions.

#### ***4.3 Improve teaching supervision and strengthen teaching demonstration and guidance***

The teaching supervision committee shall perfect teaching supervision. Teaching supervision is not only embodied in the classroom teaching of teachers, but also runs through the entire teaching process, from lesson preparation, classroom teaching, homework assignment, teaching methods, homework correction, teaching in accordance with aptitude, teaching philosophy, teaching ability, continuing education, etc. [10]. While perfecting supervision, it is necessary to play the role of teaching guidance. The teaching supervision team must be high-ranking, timely research and learn from advanced teaching concepts and teaching methods, research and master the teaching supervision laws of different disciplines and specialties, and use teaching supervision information to write reports to lead the improvement of

school teaching methods and teaching quality. For example, more and more teachers are adopting MOOCs teaching. The teaching supervision team must investigate teachers and students, evaluate MOOCs teaching, point out the teaching effects, advantages and disadvantages, and guide teachers to improve. Another example is the current state to promote the cultivation of innovative talents and cultivate new engineering education talents. The teaching supervision team should promptly report on the concept, teaching philosophy, teaching methods, curriculum system, and training system of the new engineering subject, and point out the advantages, experience and shortcomings of the school's new engineering education, and guide the improvement of the school's new engineering teaching quality.

#### ***4.4 Strengthen the refined management of the teaching supervision team and establish a vocational qualification access system***

Colleges and universities should use big data for fine management. First, the teaching supervision team should establish vocational qualifications. Teaching supervision is related to the quality of teaching in colleges and universities, and can explore the vocational qualification admission system. The professional admission of teaching supervision should pass the examination to obtain the corresponding admission certificate, master a wealth of education supervision knowledge, and be sufficiently proficient in educational laws, educational concepts, and educational methods. Before the country launches the professional admission qualification examination, colleges and universities can conduct examinations and selection of teaching supervisors, and only those who pass the examination can become formal teaching supervisors. Colleges and universities must also stipulate detailed qualifications so that the selection of teaching supervision members can be followed. Secondly, colleges and universities should improve the procedures for the selection of teaching supervision members and establish a sound publicity system. Teaching supervisors who have great objections to teachers and students shall promptly withdraw. The selection of teaching supervisors in colleges and universities can adopt a combination of hiring and recommendation. Each secondary college can recommend teaching supervisors closely related to the college's major to participate in teaching evaluation and guidance. In order to increase the flow of teaching supervision team, it is necessary to widely accept the participation of outsiders in teaching supervision. Third, we must vigorously develop informatized teaching supervision, implement online teaching evaluation and online inspection, and improve the effectiveness of teaching supervision. Finally, colleges and universities should establish a classified teaching supervision system with disciplinary and professional characteristics to enhance the professionalization and scientification of teaching supervision to enhance the effect of teaching supervision.

### **5. Conclusion**

Teaching supervision is related to the reform of higher education and the improvement of teaching quality. It must keep pace with the times and update



concepts. In the new era, colleges and universities should attach great importance to the work of teaching supervision, deepen the reform of teaching supervision, allocate sufficient personnel for teaching supervision, optimize the structure of teaching supervision, and give play to the supervision and leading role of teaching supervision. To achieve full coverage of teaching supervision, from classroom supervision to after class, to achieve full coverage, effectively improve the effect of teaching supervision, and improve teaching quality.

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