

Analysis and Evaluation of Undergraduate Teaching Quality Based on Undergraduate Teaching Quality Report

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ABSTRACT. *With the increasing emphasis on undergraduate teaching management in recent years, there are still frequent teaching fatigues in actual teaching, resulting in insufficient student interest in learning, and undergraduate teaching quality management. More and more specific issues are highlighted. This article will take the appearance of these problems as the starting point to smoke its origin, take the undergraduate teaching quality report as the starting point of research, and analyze the main problems in teaching management, and put forward corresponding suggestions in order to improve the quality of undergraduate teaching.*

Keywords: *undergraduate teaching quality report; teaching quality; teaching management*

1. Introduction

The preparation and publication of the teaching quality report of undergraduate colleges is an important measure to implement the national and provincial medium- and long-term education reform and development planning, and promote the undergraduate colleges to improve the quality of personnel training and the level of running schools. In recent years, all colleges and universities have written undergraduate teaching quality reports, which are written by various colleges, and then unified by the school, and finally aggregated to the provincial education system, and the relevant information is released by the education system. As a college education administrator, the researcher has been engaged in undergraduate teaching management and has written many years of college teaching quality reports. Next,

this paper will analyze the teaching quality of undergraduate teaching quality reports.

2. Current status of undergraduate teaching quality in teaching management report

Undergraduate higher education management shoulders the important mission of cultivating tens of millions of high-quality professionals. Internationally, it is generally considered that [1]: when the gross enrollment rate of higher education is below 15%, it belongs to the elite education stage, 15% to 50% is the stage of popularization of higher education, and more than 50% is the stage of popularization of higher education. It is estimated that by 2020, the enrollment rate of higher education will reach 40%, and modern higher education in China will officially enter the popularization. Under this popular education mode, teaching management presents a state of multiple, miscellaneous and chaotic. From the Academic Affairs Office to the colleges at all levels, it is necessary to invest a lot of manpower, material resources and financial resources. The teaching secretary needs to face a large group, not only teachers. This piece needs to constantly strengthen management awareness, and the education for students is also very different from the stage of elite education [2]. From enrollment to graduation, students are involved in different aspects. In just four years, they are long and long, and short and short. Many students realize that there are still many things to do when they graduate. Teachers are also the same, often tired of daily teaching and constantly applying for scientific research topics and writing articles for the evaluation of titles. Teaching management is also to cope with daily work, too many chores, insufficient innovation, and the problems in teaching management have increased significantly.

3. Undergraduate teaching quality report highlights undergraduate teaching management issues

3.1 Faculty

In terms of the construction of teachers, the number of high-level teachers needs to be increased, and there is a lack of high-level teachers in various professions;

some teachers' energy investment in teaching needs to be improved; the teaching literacy and engineering practice ability of young teachers needs to be improved. The experimental center lacks technicians or workers with high practical skills. Almost every teacher's teaching work is overloaded all the year round, and he is not enough to deepen the teaching reform [3].

3.2 Teaching construction

Although the number of practice bases is numerous but unstable, it can not meet the high level of professional education; the experimental content and conditions matching the theoretical teaching can not meet the high level of professional education; the investment and promotion of teaching construction is insufficient [4], the project process Supervision must also be strengthened, and the number of high-level construction results is small. Lack of undergraduate practice teaching results, guiding undergraduates to publish papers and obtaining provincial and national teaching achievement awards, etc. Students participating in provincial and ministerial level practice and innovation projects and competition activities are less, with undergraduates as first authors The number of published scientific papers is seriously insufficient. In the construction of teaching materials, the work is not strong enough, and there is a shortage of relevant experimental textbooks.

3.3 The outstanding class and the top class continue to develop

There are excellent classes and top classes in undergraduate students, but in the specific implementation process, they face many practical difficulties, especially in the third and fourth year. It is necessary to hire part-time professors and lecturers from outside the school to teach practical knowledge to these students. Courses; hiring off-campus part-time technicians to come to the school for product production training, and enterprises must undertake student internship training tasks, but how to protect these practical teaching mechanisms is a major problem.

3.4 professional training programs do not adapt to the industry

Today's undergraduate colleges are universal in terms of professional settings.

Most colleges and universities are comprehensive universities, and there are no papers, sciences, and various professions. However, the adaptation of the program to the industry is not clearly marked. The students are crossing the river by touching the stones, and the industry adaptability after graduation is poor.

3.5 Teaching management details increased

Time schedule for mid-term exams [5]: Many schools require that more than 40 credits and Class A courses require mid-term exams. Basic courses in some public colleges are basically involved, and each course is related to each college, but there is no school. The unified time arrangement and arrangement are basically completed by the college level, and it is difficult to make uniform arrangements in time. The second-level invigilator group re-training problem: In the final semester of the next semester, the re-repair of the class is also arranged in the unified time of the final exam. For the re-training of the class, especially the seniors, there is a conflict with their graduation problems, which directly affects The student graduated. 3 Questionnaire Question: There will be a questionnaire in each semester's teaching quality check. Our school covers the widest range, at least more than one-third of the entire school. This kind of manual method makes it easy for students to fill out the questionnaire one by one.

4. Undergraduate teaching quality based on undergraduate teaching quality report

4.1 Supplementary Teacher Power

In colleges and universities, the college undertakes more basic courses in engineering, and the undergraduate teaching tasks are heavier. In recent years, the construction of the teaching staff cannot meet the teacher-student ratio of higher education requirements. The teachers undertake the tasks of lectures, guiding experiments, curriculum design, graduation design, etc., and also undertake certain scientific research work, and the burden is too heavy, and in the future 2~3 During the year, a group of high-ranking teachers and experimenters will retire. Therefore, the college does not need to introduce high-level teachers to improve the preferential

conditions for the introduction of talent [6].

4.2 Teacher Classification Management

Undergraduate talent training is the main function of the school. There are a large number of undergraduate teaching tasks to be completed by the majority of teachers. Objectively speaking, while a teacher has undertaken more undergraduate teaching work in a serious and responsible manner, it is unlikely to concentrate on scientific research projects with large workload and difficulty, and make better scientific research results. In addition, teaching and research are two different types of work, and practitioners must have different qualities. The relevant departments of the school can # people-oriented \$, people do their best, according to the teaching type and scientific research type of teachers to assess and manage. This is especially important for the self-positioning of young teachers. It is recommended that the relevant departments of the school formulate two different job requirements and assessment methods for teaching-type posts and research-based posts, and classify and evaluate teachers. Teaching-oriented teachers focus on teaching, and do some research to promote teaching, but improve their assessment in teaching, teaching reform, teaching and research. The assessment includes: teaching effects (student, supervisory group, peer evaluation, etc.), teaching special construction, high-level teaching research papers, high-level teaching achievement awards, guiding students to participate in high-level academic competitions and winning high-level awards. Research-based teachers focus on scientific research, and arrange a small number of professional courses or science and technology lectures to enhance students' interest in the majors and technological innovations to promote the construction of the style of study. The assessment includes: research funding, high-level research papers, invention patents, high-level scientific and technological achievements awards, etc. This method can solve the impact of the title evaluation on the undergraduate teaching management.

4.3 Increase investment in teaching

Due to the characteristics of the specialties set up by the college, and in order to adapt to the development needs of the industry, experimental training requires some

large-scale equipment and advanced equipment. It is difficult to meet the current funding, and a special development fund must be established. In addition, due to insufficient funds, the number of sets of instruments used for experiments is small, and some experiments that require hands-on often become demonstration experiments. Insufficient funds for practical teaching links, the internship base can only be selected nearby, and cannot be arranged according to the teaching needs, project type and industry characteristics; the transportation, accommodation, personal accident insurance and other expenses need to be invested by the school; In the organization of students to participate in academic competitions, practice innovations and other activities, the need for more production costs, the project funding is simply not enough. Based on the above situation, it is recommended to increase the teaching expenses, especially the special funds, to a large extent to meet the needs of undergraduate teaching and teaching reform.

4.4 increase the training base

Many majors are the majors that the school has started in recent years. However, due to historical reasons, the experimental training grounds and basic teaching experimental sites have been basically fixed, and the school departments have been adjusted and divided, resulting in serious shortage of experimental sites for these majors. At present, many colleges and universities need to increase the experimental training venue to meet normal undergraduate teaching and professional construction.

4.5 Enhance students' engineering practice ability and innovation and entrepreneurship ability

Further accelerate the pace of the construction of laboratory and off-campus practice teaching bases, strive to improve the practical teaching conditions inside and outside the school; strive for multi-channel financing, highlight the cooperation between schools and enterprises, give play to the advantages of enterprise equipment resources and the important role of production lines in practical teaching.

5. Conclusion

This paper summarizes the experience and achievements in undergraduate teaching management from the problems found in its daily teaching management, in order to promote university teaching, improve the quality of university teaching, and improve the management level of the university.

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