

Research on the Improvement of Internal Guarantee System for Teaching Quality in Universities

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Abstract: With the rapid development of higher education in China, improving the quality of education and teaching has become the core task of universities. Building and improving the internal guarantee system for teaching quality in universities is the key to enhancing the quality of education and cultivating high-quality talents. This article analyzes the problems existing in the organizational structure, faculty team, curriculum system, and other aspects of current universities, and proposes strategies to improve the internal guarantee system for teaching quality, including optimizing organizational structure, strengthening faculty team construction, reforming teaching methods, and improving the teaching quality evaluation system. This paper intended to provide reference for improving the quality of higher education and teaching in China, and to promote the healthy development of higher education.

Keywords: Universities; Teaching Quality; Internal Security System; Improve Strategy

1. Introduction

With the rapid development of higher education in China and the continuous reform of the education system, improving the teaching quality of higher education institutions has become a widely concerned topic in the whole society. As a key platform for knowledge transmission and innovation, the teaching level of universities directly affects the quality of national talent cultivation and the overall competitiveness of the country. However, many universities are currently facing a series of challenges in terms of teaching quality assurance mechanisms. Therefore, it is particularly crucial to explore and establish a scientific and efficient internal teaching quality assurance system, which not only helps to improve teaching quality, but also better meets the demand for high-quality talents in social development.

2. Problems in the Internal Guarantee System of Teaching Quality in Universities

2.1 Incomplete Organizational Structure

Within the framework of higher education, some higher education institutions face significant challenges in building a teaching quality assurance system. Firstly, these institutions often lack systematic design of organizational structure, resulting in inefficient collaboration and communication across departments.^[1] The structural deficiencies of this type make it difficult for quality assurance measures to be consolidated into a single force, and relevant departments tend to operate independently, lacking a common goal orientation. In addition, unclear division of responsibilities is also one of the urgent problems to be solved. When the definition of responsibilities is vague, it is easy to have overlapping or omitted functions, which not only consumes valuable human resources but may also weaken overall work efficiency.^[2] For example, if the functional boundaries between the Teaching Quality Management Office and the Academic Affairs Office are not clearly defined, it may lead to confusion in teaching quality supervision and educational resource allocation, thereby hindering the effective implementation of quality assurance activities.

2.2 The Quality of the Teaching Staff Varies Greatly

The teaching quality of universities largely depends on their faculty strength. However, some higher education institutions face challenges in building efficient teacher teams.^[3] Firstly, there are significant differences in professional competence and teaching skills among teachers, and some teachers lack up-to-date knowledge systems and effective teaching methods, which limits their ability to respond to modern educational needs. Secondly, some teachers have a low level of engagement

and a less proactive attitude towards their teaching work, which indirectly affects the quality of teaching. In addition, from the perspective of age distribution to academic background, the current structure of the teacher group is not ideal: the proportion of young teachers is relatively low, and the number of teachers with high education or high-level research abilities is also insufficient. This situation is not conducive to forming a hierarchical and mutually supportive teacher echelon. In summary, these issues collectively affect the overall quality of the teaching staff, thereby having a negative impact on the educational level of the entire school.

2.3 The Curriculum System is not Perfect Enough

The foundation of talent cultivation in higher education institutions lies in their curriculum system. However, some universities currently face several challenges in this regard. On the one hand, some course designs fail to keep up with industry trends in a timely manner, resulting in a mismatch between the knowledge taught and the actual market demand. This not only limits the vocational competitiveness of graduates, but also makes it difficult to respond to the urgent demand for new talents in society. On the other hand, the curriculum lacks overall planning, and there is a lack of effective connection between various disciplines, resulting in a break in students' knowledge structure. In addition, the phenomenon of overemphasizing theoretical teaching and neglecting practical skills training is widespread, which poses obstacles to promoting students' hands-on ability and innovative thinking development. The existence of the above problems weakens the function of the curriculum system in the educational process, thereby affecting the overall quality of talent cultivation.^[4]

2.4 Single Teaching Method

Educational methods are one of the key elements that determine the quality of teaching. However, some higher education institutions exhibit a clear singularity in their teaching strategies. The traditional teaching mode still dominates, lacking diverse teaching activities and innovative teaching methods. This relatively single teaching form is difficult to effectively stimulate students' learning enthusiasm and participation, resulting in students often being in

a passive state of receiving information and lacking opportunities for active exploration and practice. In addition, some teachers' application of modern information technology is not sufficient, and they do not make full use of multimedia and Internet resources to enrich classroom teaching content, which makes the learning process dull and boring, thus affecting the overall teaching effect. The limitations of the above teaching methods undoubtedly become a major obstacle on the road to improving the quality of education.

3. Strategies for Improving the Internal Guarantee System of Teaching Quality in Universities

3.1 Improve Organizational Structure

To ensure the effective operation of the teaching quality assurance system, the primary task is to establish a reasonable organizational structure. A specialized teaching quality assurance committee should be established in higher education institutions, with the president serving as the director. Members include the vice president in charge of teaching, the head of the academic department, leaders of the teaching quality monitoring center, and deans of various colleges. The main responsibility of the committee is to plan overall policies and policies, and promote cross departmental cooperation. Clearly define the specific functions of the Academic Affairs Office, Teaching Quality Monitoring Center, as well as each college and other relevant departments, to ensure that each unit is clear about its work objectives and scope of responsibility. Among them, the Academic Affairs Office is responsible for the design and implementation of teaching plans; The Teaching Quality Monitoring Center focuses on the supervision and evaluation of teaching effectiveness; Each college is responsible for implementing educational activities and continuously improving the quality of teaching. By establishing a quality management system that links schools, colleges, departments, and departments at three levels, effective information flow can be achieved, forming a top-down collaborative work model. Regularly hold work meetings on teaching quality to share information in a timely manner and address any issues that arise. Taking joint action can make the entire process of ensuring teaching quality more comprehensive and efficient. For example,

the Academic Affairs Office can collaborate with the Teaching Quality Monitoring Center to conduct teaching inspection activities, while the college can also cooperate with the latter to evaluate teaching effectiveness.

3.2 Strengthen the Construction of the Teaching Staff

The quality of the teacher team directly determines the quality of educational outcomes, so it is necessary to strengthen the construction of the teacher team from multiple dimensions. For example, teachers should be regularly arranged to participate in further education activities related to educational theory, teaching methods, and curriculum planning, in order to enhance their professional skills. In addition, teachers can enhance their interactive and collaborative spirit and jointly promote the improvement of teaching quality through organizing open class observation, academic seminars, and teaching competitions. At the same time, actively introducing outstanding talents and focusing on internal training, adjusting and optimizing the proportion structure of existing teaching staff in terms of age distribution, educational level, and disciplinary background, to ensure that the entire team is full of vitality and strong competitiveness. Tailor a career development plan for each teacher and encourage them to participate in scientific research projects, in order to continuously improve their research level and personal teaching abilities.

3.3 Optimize the Curriculum System

The curriculum system constitutes the cornerstone of teaching quality. In order to meet the needs of society and promote the comprehensive development of students, the curriculum arrangement should be regularly evaluated and adjusted to ensure its foresight and practicality. In addition, it is necessary to strengthen curriculum construction work, including updating course content, innovating teaching methods, and integrating educational resources. Implementing an effective teaching quality monitoring mechanism aims to ensure the achievement of established teaching quality standards. At the same time, we advocate for the development of interdisciplinary courses to stimulate students' comprehensive and innovative abilities.

3.4 Reforming Teaching Methods

Teaching methods play a crucial role in improving teaching quality, and innovative teaching strategies such as flipped classrooms and blended learning models should be explored and introduced as effective means to promote educational progress. These new methods can not only significantly increase students' interest in learning, but also enhance interaction between teachers and students, thereby further improving learning outcomes. Strengthening practical activities is also an important way to cultivate students into talents with practical operational abilities and innovative consciousness. Through various forms of practical activities such as experiments, internships, and practical training, students are able to apply the knowledge they have learned to specific situations and exercise their problem-solving skills and creative thinking in the process. In addition, it is equally important to value students' participation in the learning process. Using group discussions or teamwork to encourage students to actively integrate into classroom teaching can not only stimulate their learning enthusiasm, but also help cultivate good communication skills and critical thinking abilities. Personalized teaching activities tailored to the unique needs of each student can better meet their diverse developmental requirements. Teachers should fully recognize the differences between each student and design teaching plans that are in line with their personal characteristics and development direction, ensuring that every student can achieve comprehensive growth in the most suitable environment for themselves.

3.5 Establish a Sound Evaluation System for Teaching Quality

In the teaching quality assurance system, the evaluation mechanism plays a core role, and its improvement directly affects the effectiveness of the entire system. It is crucial to build a comprehensive teaching quality evaluation system, which should include feedback from multiple aspects such as students, peers, management, and the general public, to ensure broad coverage and diverse perspectives of the evaluation. In addition, developing a set of scientific and reasonable evaluation criteria is also indispensable, which helps to maintain the fairness and objectivity of evaluation results, reduce the impact of personal biases, and more accurately reflect the actual teaching level.

Strengthening the supervision of the evaluation process is also a key step, aimed at ensuring that all evaluation activities follow established rules and effectively prevent potential misconduct or deviations from occurring. Reasonably utilize the data obtained from evaluation as an important basis for teacher performance assessment, curriculum content updates, and teaching strategy optimization, and continuously improve the quality of education through a continuous feedback loop. This comprehensive teaching quality evaluation framework not only accurately measures current teaching effectiveness, but also provides strong support for achieving long-term teaching improvement.

3.6 Improve Management System

As a core component of the education quality assurance system, the soundness of management systems is particularly crucial. We should establish and continuously optimize a management mechanism for teaching quality, covering standardized processes such as teaching planning, implementation, and quality monitoring, to ensure that teaching activities can be carried out in an orderly manner and promote steady improvement in teaching quality. At the same time, promoting the transformation of teaching management towards informatization and utilizing information technology to build an efficient teaching management system can not only significantly improve work efficiency and transparency, but also make management work more scientific, reasonable, and easy to operate. Strengthen the supervision of teaching management work, strictly implement various rules and regulations, and prevent management omissions or inadequate implementation. In addition, it is necessary to encourage the exploration of innovative practices in the field of teaching management, actively seek new models that meet the needs of education in the new era,

and improve management levels through innovation driven approaches, thereby providing strong support for maintaining and enhancing teaching quality.

4. Conclusion

In summary, building and improving the internal guarantee system for teaching quality in universities is the key to enhancing the quality of education and cultivating high-quality talents. Universities should start from organizational structure, faculty, curriculum system, teaching methods, teaching quality evaluation system, and management system, continuously improve the internal guarantee system of teaching quality, and contribute to the sustainable development of higher education in China.

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