Research on Strategies to Improve Service Quality of College Teacher Development Center in the Age of “Internet +”

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ABSTRACT. Against the backdrop of integration of big data and Internet technologies with higher education, higher education reforms have raised standards for teachers’ teaching ability and information literacy, hence higher standards for the service quality of college teacher development centers. In this context, this paper analyzes the service quality and problems of private college teacher development centers in the system of “Internet + training”, constructs the service quality gap model of the college teacher development center, and explores the causes for poor service quality in the training process. At last, according to the causes, this paper builds the data platform, develops the training teams (program development team and technical support team), relies the virtual community of “E-home of college teacher development”, optimizes the training mode to propose the strategies to improve private college teacher development center in the age of “Internet+”.

1. INTRODUCTION
With the integration of big data, cloud computing and mobile Internet technologies with higher education furthers, online education represented by MOOC and Micro Lecture has become the dominating trend of higher education reforms. The teaching mode, teaching process, teaching resources and student-teacher relationship has experienced tremendous changes. Such changes not only raised standards for teaching skills and information literacy of college teachers, but also raised standards for service quality and effect of college teacher development centers. Thus, as an organization devoted to improving teachers’ teaching skills, the teacher development center needs to follow the trend of the time “Internet+ higher education”, consider its mission, the positioning of professions and development plans, measures and strategies to improve teachers’ teaching skills to meet the requirement of higher education reforms and teacher development. Private colleges should refer to their actual conditions to monitor and improve the service quality of teacher development centers to solve the problems of loss of excellent teachers and irrational structure of teachers.

2. STATUS QUO OF SERVICE QUALITY OF TEACHER DEVELOPMENT CENTER IN THE “INTERNET +TRAINING” SYSTEM
In recent years, college teacher development centers have developed with the support of government policies. National-level and provincial-level teacher development centers are founded one after another, playing a crucial role in teachers’ development of professional skills and career development. Encouraged by the demonstration effect and policies, private colleges have founded teacher development centers of their own characteristics. However, in practice, construction of teacher development centers has faced some problems and stresses.
Surveys have shown that most teacher development centers of private colleges belong to the teaching affairs office and the HR Department, and are identified as the college’s administration department like public universities. The logic of the center is still up-to-down organization of teachers’ training by administrative measures. This measure in effect deviates from the actual role of the development center and places the center on the opposite side of teachers, hence unable to win recognition from the teachers. A survey of 54 college teacher development centers (including those of private schools) shows that the proportion of colleges where over 50% teachers take part in the center’s activities is above 68%, the proportion of colleges where over 75% teachers take part in the center’s activities is only 9.26% [1]. Obviously, most activities organized by teacher development centers have no appeal to the teachers, and thus they do not have much motivation to take part in. Teachers generally think that they just need to attend the training organized by teacher development centers, but there is no systematic or procedural support, unable to help teachers realize transformation [2]. Moreover, with the advent of the age of “Internet + training”, college teachers prefer online teaching and online training to improve their teaching skills. This raises standards for information service methods of college teacher development centers. Private college teacher development centers should how to realize transformation and upgrading to improve development of teachers’ skills.

3. SERVICE QUALITY GAP MODEL (SERVQUAL MODEL)

Current service of teacher development centers fails to meet people’s expectation. Thus, we need to face the problems and analyze the causes. The SERVEQUAL model was proposed jointly by Parasuraman, Zeithaml and Berry to evaluate service quality management of enterprises. The model aims to analyze the understanding gap, establish the standard gap, service performance gap, transmission gap and expectation, and cognitive gap, to identify the causes for problems in service quality and hence help managers make improvement strategies. This model has been widely used in evaluation of service quality of colleges. For instance, Wu Xuemei et al. used the SERVQUAL measuring scale and quality gap model to set up a new college education service quality assessment system with students as the assessment subject, and used this system to make empirical research on the educational service quality of colleges [3]. Therefore, on the basis of previous studies, this study used the service quality gap model to analyze the service quality of teacher development centers, and constructed the service quality gap model for private college teacher development centers by using the SERVEQUAL model [4] (as shown in Figure 1).

![Service quality gap model for private college teacher development centers](image)

Figure 1. Service quality gap model for private college teacher development centers.
Figure 1 shows that there are five gaps in the service quality model of private college teacher development centers. The five gaps influence the final service quality.

Gap 1: Understanding gap. This gap means that the administrators of the teacher development center fail to understand the expectation of teachers for training services. There are two major causes for this gap: one is that the administrators do not set great store by teachers’ training needs; the other is that administrators do not have effective measures or methods to grasp the teachers’ training needs.

Gap 2: Service quality standard gap. This gap means the gap between the service standard established by the teacher development center and the teachers’ expectation. There are two major causes for this gap: one is that the administrator lack the abilities to analyze data and make judgments to make accurate analysis of the teachers’ training demand; the other is that the administrators deviate from the college’s actual conditions when establishing the service standards.

Gap 3: Service performance gap. This gap means the gap between the service standards established by the teacher development center and the actual service. In other words, the service provided by teacher development centers cannot meet the standards they have established. This is because the centers usually establish high service standards that are hard to meet in practice; besides, private colleges usually rely on experts outside the colleges to organize training, and as a result, it is difficult to meet these standards.

Gap 4: communication gap with the teachers. This gap means the gap between the actual training provided by teacher development centers and that in publicity. To attract more teachers to training programs, the centers usually overstate the training effect, leading to disappointment of the teachers after taking part in the training.

Gap 5: gap between expected service and understood service. This gap means inconsistency between service quality experienced by teachers that take part in training and that they expected. This gap is a result of the previous four gaps, and the previous four gaps are formed during the service of teacher development centers [5]. Therefore, the administrators can make full use of the gap model to identify the causes of problems in the training process and provide reference for subsequent strategies for improvement.

4. STRATEGIES TO IMPROVE SERVICE QUALITY OF TEACHER DEVELOPMENT CENTERS IN THE AGE OF “INTERNET+”

4.1. Platform Construction: Constructing Data Platform and Analyzing Teachers’ Training Demand

Against the backdrop of “Internet + training”, teacher development centers need to build hardware and software contexts to attract more teachers to take part in training. Private colleges should make full of the “newcomer” advantages, refer to experience of other colleges, and provide first-class hardware and software services for teachers with regard to training venue planning, function division, equipment techniques and software investment.

On the data platform, the center should cooperate with other departments of the college to build an integrated big data platform to track the teachers’ growth, and help make scientific decisions for teachers and administrators. More important, the center can use the data platform to carry out surveys on the teachers’ training demand, collect information on explicit training demands and the teachers’ self-evaluation and attitude on the platform, use big data analysis skills to collect information and realize matching, further identify “what types of teachers need what kinds of training” to develop rational training plans (as shown in Figure 2) [6]. In this way, the center can understand the teachers’ expectation for training services, reduce the understanding gap, and improve the service quality.

Figure 2. Training program implementation flow chart.
4.2. Teaching Faculty: To Create Training Program Development Team and Technical Support Team To Implement Service Standards Effectively

According to surveys, private college teacher development centers generally do not have a long history and show obvious drawbacks in team construction. To cut costs, the centers usually have few staff and lack professional members. As a result, the center does not have enough energy and conditions to design, develop and implement training programs, which will undermine the training effect. Thus, to improve training service quality, the center must organize a team for training program development, attract experienced and excellent teachers to the team, to develop training programs according to the university’s actual conditions. Moreover, the center needs to rely on existing technologies to build an information technology team, cooperate with the program development team to develop and manage a team to provide timely and convenient technical support for teachers. In this way, through cooperation of the training program development team and the technical team, the teacher development center can implement the service quality standards effectively.

4.3. Resource Integration: Relying On the Virtual Community of “College Teacher Development E-Home” To Realize Sharing Of Training Resources

Currently, colleges are building teacher development centers and organizing education training according to their actual conditions, but this has resulted in repetitive construction of similar training projects. To save the cost of training programs and improve efficiency of resource utilization, every province sets up an alliance of teacher development centers, and the national-level or provincial-level teacher development center takes the lead in developing and managing “college teacher development E-home”[7]. The alliance organize personnel to develop teacher development programs of different levels, and provide experience of “college teacher development E-home” development to other colleges to realize sharing and integration of quality training resources. Colleges can, on the basis of their own conditions, buy training resources from the “E-home”, provide online training or mobile training resources for their teachers, and expand their training space. On the other hand, colleges can integrate human resources and materials to develop targeted training programs. On the basis of mature operations, they can promote “college teacher development E-home” for other colleges to buy and select.

4.4. Training Mode: Online and Offline Hybrid Training Mode

In the age of “Internet+ training”, evaluation of service quality of teacher development centers should be made with the teachers’ experience as the standards. In other words, teacher development centers should set store by teachers’ diverse training demands, and extend training modes by using Internet technologies. Thus, teacher development centers can, on the basis of uniform training and centralized training, use Internet technologies to realize online and offline hybrid training to meet the teachers’ training needs of “elastic learning”. Granted, the center should make full use of the virtual community of “college teacher development E-home”, find online training programs that suit private colleges’ actual conditions, and recommend the programs to their own teachers. On the other hand, the centers should organize excellent and mainstay teachers of their own to develop training resources to provide powerful support for online and offline training.

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