Disadvantages and Main Problems of Teaching Quality Management System in Higher Vocational Colleges

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Abstract. Nowadays, the construction of higher vocational colleges has gone from the stage of scale development to the stage of connotative quality improvement. However, the teaching quality management system in most of the higher vocational colleges still follows the old system in the stage of scale development, it has not changed with the development of Higher Vocational colleges. This paper will diagnose the current teaching quality management system in Higher Vocational Colleges and find out the drawbacks and main problems.

Introduction

The construction of Higher Vocational Colleges in China has already entered the stage of connotative quality improvement from the stage of scale development. However, most of the internal teaching quality management system in higher vocational colleges still follows the old system of scale development stage, and has not changed with the change of the development stage of Higher Vocational colleges. Therefore, it is extremely urgent and important to diagnose and improve the teaching quality management system which has seriously hindered the development of Higher Vocational Colleges in China, and then to establish a more scientific teaching quality management system suitable for the new stage of development of Higher Vocational colleges.

The internal teaching quality management system of higher vocational colleges is an important part of the internal quality assurance system of Higher Vocational colleges, and also a key factor of the internal quality assurance system of Higher Vocational colleges.

As a teaching management and researcher who has been engaged in teaching quality management and monitoring in Higher Vocational Colleges for a long time, while rejoicing in the gratifying changes of national policies, I have also made a reflection and diagnosis on the current teaching quality management system in Higher Vocational colleges, and have drawn some preliminary conclusions.

Organization of the Text

The teaching quality management system currently implemented in most higher vocational colleges in China has seriously hindered the connotative development of Higher Vocational colleges. Its drawbacks and main problems lie in the following aspects:

2.1 Some higher vocational colleges have some prominent problems in teaching quality management, such as "imperfect system, non-standard operation and inadequate monitoring"[1], which seriously hinder the improvement of teaching quality in Higher Vocational colleges.

2.2 At present, the classroom teaching evaluation system matched with the teaching quality management system of higher vocational colleges is relatively old. Most of them have established the teaching evaluation system of "taking students as the main body, including teachers, leaders and colleagues directly involved in teaching, supervising and evaluating classes"[2]. This outdated evaluation system is mainly based on the school, lacking the evaluation of the quality of practical
classroom teaching by enterprises, and lacking the feedback of employers on the practical operation ability of graduates.

2.3 It is unreasonable and non-standard to formulate the teaching evaluation system matching the current internal teaching quality management system in Higher Vocational colleges.

At present, the teaching evaluation system of higher vocational colleges is formulated unilaterally by each higher vocational college. To a certain extent, there exists a phenomenon of disconnection with social needs, which seriously affects the quality of personnel training in Higher Vocational colleges, makes many graduates unemployed as soon as they graduate, and leads to the rise and spread of the new theory of uselessness of reading in Higher Vocational Colleges in China, and causes some people in society. There are some doubts and dissatisfaction about the quality of personnel training in Higher Vocational colleges.

2.4 At present, many vocational colleges lack effective management and tracking of the teaching quality of graduates. Many higher vocational colleges often have the situation that graduates are no longer tracked when they are pushed to the market. They are very passive to receive feedback from employers, rather than actively collecting all kinds of information from graduates to improve their practical teaching quality.

The rapid development of modern society requires a large number of high-quality skilled personnel. However, the existing outdated teaching quality management system can not guarantee that our higher vocational colleges can cultivate enough high-quality skilled personnel to meet the needs of the society[3], which strongly requires the diagnosis and reform of the outdated teaching quality management system in Higher Vocational colleges, re-endow the teaching quality management system in Higher Vocational Colleges with a new value orientation, and form a whole-process teaching quality monitoring system under the mode of combining work with study. It is a system of evaluation and a benign mechanism of operation[4].

The teaching quality management system in higher vocational colleges is closely related to the evaluation system. While reforming the teaching quality management system in Higher Vocational colleges, we must reform the basis, principles and process of the formulation of its teaching evaluation system, so that the national education authorities, local governments where higher vocational colleges are located, experts in industry and enterprises, celebrities and parents of students, students and higher vocational colleges can participate in the formulation of the teaching evaluation system in Higher Vocational colleges. Only in this way can we ensure the quality of personnel training in Higher Vocational colleges, meet the diversified choice and multi-path talent demand of students in Higher Vocational colleges, and make important contributions to improving the quality of our workers, promoting economic and social development and promoting employment.

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