

An Analysis on the Organization System and Operation Mechanism of Teaching Supervision in Military Academies

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ABSTRACT

It is proposed to build an organization structure of teaching supervision that the three levels of supervision and management organizations of colleges, departments, teaching and research offices, and the dual-track supervision system of administrative leaders and peer experts, focusing on the supervision work in an all-round way and covering the whole process. According to the position and function of different subjects in the teaching quality assurance system, the functions of teaching supervision and service, teaching supervision and implementation, as well as supervision, inspection, guidance and consultation are clearly defined. And surrounding the process of the teaching supervision, the paper improve the input mechanism, operation mechanism, output feedback mechanism, etc. other operation mechanism and relevant work system.

Keywords: *Teaching supervision, organization system, supervision mode, operation mechanism*

1. INTRODUCTION

Teaching supervision is the general term of a series of supervision, control, evaluation and guidance activities carried out by military academies in order to achieve teaching objectives, ensure teaching quality and promote the overall development of academies. [1] As a normal teaching management activity, teaching supervision plays a very important role in standardizing teaching order, improving teaching quality and promoting teaching reform. In recent years, military academies have carried out teaching supervision activities. However, due to imperfect organization system of teaching supervision, unclear division of responsibilities and imperfect operating mechanism in the teaching management practice, the problems still exist that the role of teaching supervision is not fully played and the effect is not obvious. Therefore, establishing the sound organization system and operation mechanism of teaching supervision with complete elements, reasonable structure and clear responsibility remains an important content of strengthening the construction of teaching quality assurance system in colleges and universities at present and in the future, and is also a prerequisite for effective teaching supervision.

2. CONSTRUCT “THREE-LEVEL DOUBLE-TRACK” TEACHING SUPERVISION ORGANIZATION SYSTEM

Teaching supervision involves all levels and all kinds of personnel in colleges and universities, covering all kinds of teaching activities and teaching places. There are many objects to be supervised and heavy its tasks. It is undoubtedly a complex and arduous work to comprehensively, accurately and efficiently understand and master the working status of all aspects and links, collect authentic supervision information, truly identify existing problems and sum up advanced experience. [2] The organization system of teaching supervision is the organizational guarantee to accomplish the task. To this end, it is necessary to establish a network “three-level double-track” teaching supervision organization system, based on the teaching management system of colleges and universities, as shown in Table 1.

The so-called “three-level” refers to the establishment of three levels of teaching supervision and management organizations at colleges, departments, and teaching and research offices. The teaching supervision and management organization at the level of colleges and universities may establish independent teaching supervision office or affiliated teaching evaluation centre. The teaching supervision and management personnel at the department level may be the deputy director or teaching staff in charge of teaching in the department. The teaching supervision and management personnel at the level of the teaching and research office may be the deputy leader of

the teaching and research office or the head of the teaching group.

The so-called “dual-track” refers to the establishment of administrative leadership supervision, peer expert supervision of two lines of teaching supervision system. The administrative leadership supervision system is mainly composed of leaders at all college levels, including

leaders of colleges, leaders of departments, and head of teaching and research office. The peer expert supervision system is mainly composed of experts and professors, including full-time or part-time supervision experts hired by colleges and department, teaching head of teaching and research office and teaching backbone and so on.

Table 1 Organization system of “three-level double-track” teaching supervision

Three-level / double-track	Administrative leadership supervision system	Peer experts supervision system
Institutions of teaching supervision and management	Colleges leaders	Institutional steering group
Department teaching supervision and management personnel	The department leaders	Department experts steering group
Teaching supervision and management personnel of the teaching and research office	Leader of teaching and research office	Head of Teaching group, backbone

At present, colleges and universities generally pay attention to the supervision of teachers' teaching quality and attach great importance to the construction of peer expert supervision system, while do not make an overall plan for the organization system of teaching supervision from the perspective of all-round and whole-process supervision. However, the formation of teaching quality requires the supervision of the work of teaching building, the implementation of teaching, teaching management and teaching assurance, and the teaching supervisor itself also needs a lot of coordination activities and conditions to support the "three-level dual-track" teaching supervision organization system is designed based on this consideration. In fact, the “three-level dual-track” teaching supervision organization construction has been established in many colleges and universities. And leader supervision and experts supervision have been established in parallel. The main problems of the current existence are the “three-level” teaching supervision and management organization (personnel) and “dual-track” teaching supervision system have not yet formed the overall force. The organization arrangement, the arrangement of personnel, and the division of responsibilities, the operation mechanism and the working system of the supervision and management of teaching of the various levels should be further improved. The self-supervision effort of teaching and research room level is not enough, etc.

3. CLARIFY THE DIVISION OF RESPONSIBILITIES AND INTERRELATION OF THE “THREE-LEVEL DUAL-TRACK” TEACHING SUPERVISION

Teaching supervision is an important part of the teaching quality monitoring system of military academies. [3] The performance of its functions depends on the close

cooperation between the teaching supervision and management organization and the teaching supervision system. The prerequisite for doing this is to rationally distinguish their responsibilities, clarify the focus of work, and form a good working relationship with both division of labor and cooperation based on their respective roles in the teaching quality assurance system of colleges and universities.

3.1. The “three-level” Teaching Supervision and Management

The main functions of teaching supervision and management institutions at all levels are to organize and coordinate teaching supervision and provide service guarantees for the teaching supervision system. Based on this, its responsibilities mainly include organization of the formulation of teaching supervision rules and regulations, evaluation standards and implementation rules; draft of teaching supervision work plans, and organizing their implementation; and undertaking related matters concerning the construction of teaching supervision expert teams; collection of statistics and transmission of feedback teaching supervision information, etc.

3.2. The “dual-track” Teaching Supervision System

The administrative leadership supervision system and the peer expert supervision system are both the main body of teaching supervision. Both focus on improving the quality of teaching and conduct supervision around all aspects of teaching. However, the identity attributes and status functions of the two objectively determine their work functions are different, and their work focuses on implementing supervision. The main function of administrative leaders is teaching decision-making and

management. On the basis of comprehensive supervision, they should focus on discovering universal and tendentious problems in all aspects of teaching work and lay the foundation for improving decision-making and management. Therefore, the focus of administrative leader supervision work is on teaching construction, teaching management, teaching guarantee, etc., and more emphasis is placed on the supervision, inspection, and evaluation of teaching work, highlighting “supervision as the mainstay and guidance as the supplement”. The main function of peer experts is to provide consultation and advice. On the basis of comprehensive supervision, they should focus on evaluating and diagnosing all aspects of teaching, especially course teaching, and then put forward effective opinions and suggestions. Therefore, the focus of peer experts’ supervision is on discipline construction, curriculum teaching implementation, new teacher training, etc., and more emphasis is placed on the responsibilities of guidance, advice, and seminars for teaching work, emphasizing “direction as the mainstay and supervision as the supplement”.

3.3. Mutual Relationship

In the “three-level dual-track” teaching supervision organization system, subjects at all levels and categories focus on improving teaching quality and doing teaching supervise according to their respective responsibilities, forming a working relationship that is both division of labor and cooperation, as shown in Figure 1.

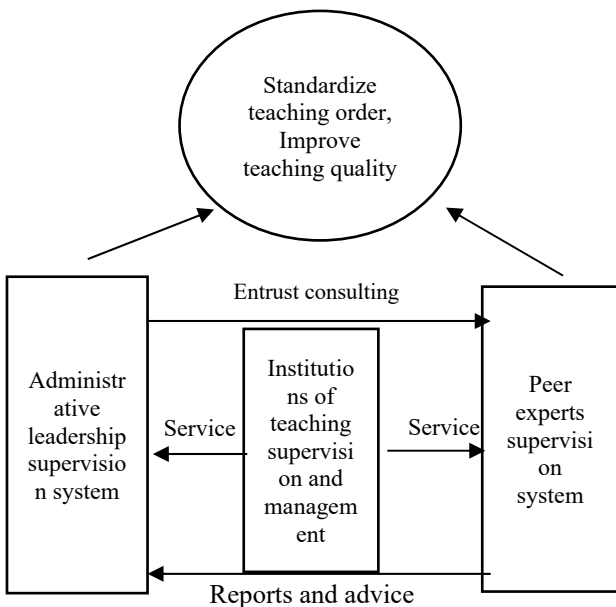


Figure 1 Schematic diagram of the working relationship of each subject in the teaching supervision system

The relationship between teaching supervision and management institutions at all levels and teaching

supervision staff at the same level is guarantee and being guaranteed. The basic function of the teaching supervision and management organization is to provide service, which is to provide support and convenience for the supervision of leaders and experts, maintain the supervision order, and avoid the supervision work from falling into chaos. In this pair of relationships, the teaching supervisor is the leader, leading the teaching supervisory management organization to start work, not the other way around. There is a parallel relationship between the executive leadership supervision system and the peer expert supervision system. Administrative leaders at all levels and supervisory experts at the same level are not the relationship between the leader and the led in terms of supervisory work. The administrative leader can entrust supervisory experts to supervise the teaching issues of key concern, and the supervisory expert group independently conducts supervisory work, and according to understanding and observation circumstances and collected information to make suggestions and write consultation reports. In this relationship, it is very important to maintain the independence of the expert supervision system. This is an important guarantee for the implementation of third-party supervision. Otherwise, it is easy to use expert supervision as an extension of the teaching management function and lose the supervision of teaching management and guarantee. Of course, the expert supervision system should also pay attention to avoiding administrative tendencies, and cannot interfere or replace the business work of the management functional department, so as to be “in place and not offside”.

Within the administrative leadership supervision system, from top to bottom is the subordination relationship between the leader and the led. Inside the peer expert supervision system, from top to bottom is the business relationship between the guidance and the instructed. This is determined by the respective nature of the administrative management system and the team of supervisory experts. Because of administrative management, superiors exercise control over subordinates, while supervisory experts at all levels are appointed by administrative leaders at the same level and are responsible to the same level of administrative leadership. There is no subordinate relationship between superiors and superiors.

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4. IMPROVE THE OPERATION MECHANISM OF “THREE-LEVEL DUAL-TRACK” TEACHING SUPERVISION

After the teaching supervision organization system is established and its responsibilities are clearly defined, its functions depend on a good operation mechanism. The operation mechanism of teaching supervision refers to the process and method of interaction between the various components of the teaching supervision system, which is the sum of various work norms that maintain operation. [4] Usually, the normal operation of a system includes closely related activities such as input, operation, output and feedback, and the teaching supervision system is no exception. To ensure that the “three-level dual-track” teaching supervision operation model is scientific, institutionalized and standardized, it is necessary to establish and improve related working mechanisms around the system operation process.

4.1. Input Mechanism

In the input link of teaching supervision, it is mainly to do a good job in the selection and training of teaching supervision experts, and to determine the basic norms and evaluation standards of teaching supervision. In terms of the construction of the teaching supervision expert team, it is necessary to formulate methods for the selection of teaching supervision experts, establish a supervision expert appointment system, training system, learning exchange and seminar system; in terms of teaching supervision work norms and standard construction, it is necessary to formulate teaching supervision work implementation methods and establish a series of index systems related to teaching supervision, such as the evaluation of discipline construction, curriculum design, teaching plan, classroom teaching, experimental teaching, graduation design (thesis) evaluation, etc., to ensure that the teaching supervision work has rules and laws to follow .

4.2. Operation Mechanism

In the implementation of teaching supervision, the main body of teaching supervision is to go deep into the front line of teaching and teaching activities, flexibly adopt comprehensive supervision and special supervision, plan supervision and random supervision, etc., collect teaching operation information in time, grasp teaching work status, and follow relevant standards, to objectively and fairly evaluate the supervision object and the supervision content. To this end, it is necessary to establish a teaching supervision plan system, a teaching evaluation system, a class listening system, an inspection system, a research system, and a regular supervision meeting system to ensure that a good teaching supervision work order is formed.

4.3. Output and Feedback Mechanism

In the teaching supervision output and feedback link, each teaching supervision subject summarizes the supervision work and teaching supervision information, writes supervision consultation reports, puts forward supervision opinions and suggestions, and timely feedbacks to the supervision management agency, teaching management functional department, teaching management units, as well as teaching decision makers and teaching implementers. To this end, it is necessary to establish a teaching supervision summary report system, a teaching supervision data archiving system, a teaching supervision information collection and feedback system, and a teaching supervision opinion tracking and rectification system, etc., relying on the campus network to develop a teaching supervision work platform, and hold teaching supervision seminars, meeting and report meeting in a timely manner, and smooth the information communication channels between the teaching supervision system and the teaching decision-makers, between the relevant management departments, and the supervision objects.

5. CONCLUSION

In short, the operation of teaching supervision is an information processing process at the micro level. The first step is to collect information from teaching practice; the second step is to summarize and sort out the collected information, find out the problems and propose solutions; the third step, summarize the contents of the first two steps and output them to the relevant subjects. As shown in figure 2.

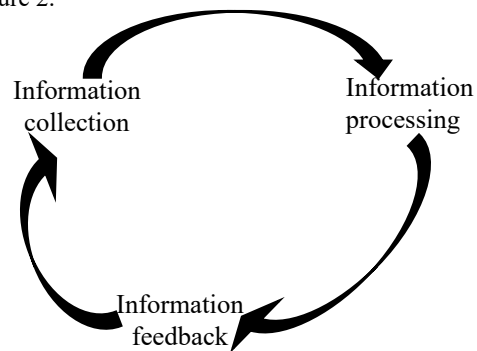


Figure 2 The micro-model of teaching supervision operation

Every time the above three steps are completed, it means that the supervision activities are completed once, which will have an impact on the teaching practice, and in turn, promote the continuous improvement of supervision activities. Moreover, the three steps together constitute a closed small system. And this small closed system repeatedly appeared that has together formed the process of macro-supervision practice. Therefore, the former process is improved under the promotion of the latter

continuously, while the former promotes the latter to improve the teaching quality continuously.

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