

The Construction Path of Teaching Quality Culture in The Colleges and Universities of China in The New Era

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Abstract

In recent years, China has introduced a series of higher education quality engineering policy measures, which have played a positive role in ensuring the quality of higher education. After the popularization and development of higher education in China, it began to pay attention to the quality era of connotation construction. However, there are still some key problems in the construction of quality culture in colleges and universities in the new era. It is mainly reflected in only paying attention to external quality evaluation indicators and neglecting the construction of internal quality culture; Most colleges and universities emphasize bureaucratic quality management and ignore the construction of quality culture awareness. In the process of the construction of teaching quality culture in colleges and universities, we should pay attention to the construction of an educational evaluation system that combines hardness and softness and is oriented by quality contribution. Besides, we should gradually form a quality view of talent training in colleges and universities centered on the growth of students, and establish an innovative, open and continuously improving learning organizational culture in long-term practice.

Keywords

Higher education; Teaching quality culture; Construction path; Colleges and universities.

1. Introduction

According to the statistical data released by the Ministry of education of China in 2022, there were 3012 institutions of higher learning in 2021, including 1238 ordinary undergraduate schools; 32 Vocational Schools at undergraduate level; 1486 higher vocational (junior college) schools; There are 256 adult colleges and universities. The total number of students in various forms of higher education is 44.3 million, and the gross enrollment rate of higher education is 57.8%. The steady development of higher education will enable Chinese youth to enjoy more equal and higher quality educational opportunities. However, compared with western developed countries, there is still a certain gap in China's higher education in terms of educational scale and scientific research strength. Among the top 200 universities in the Times Higher Education World University Rankings(2021), there are only 7 universities in Chinese Mainland, while 59 universities in the United States, 29 universities in Britain and 21 universities in Germany. Among the top 100 universities in the Academic Ranking of World Universities compiled by Shanghai Ranking Consultancy, only 7 universities in mainland China are on the list, while 40 universities in the United States are on the list.

In order to improve the quality of higher education, the state has issued a number of documents, such as "China's education modernization 2035" (2019), "Opinions on deepening undergraduate education and teaching reform and comprehensively improving the quality of talent training" (2019), and "Overall plan for deepening the reform of education evaluation in the new era" (2020), as well as the documents for the evaluation of undergraduate teaching

level of colleges and universities of the ministry of education. National and provincial higher education quality project and other policy measures at all levels are also carried out, which have undoubtedly played a positive role in ensuring the quality of higher education. After the popularization and development of higher education in China, it began to pay attention to the quality era of connotation construction.

2. The Connotation and Significance of the Development of Teaching Quality Culture in Colleges and Universities

Dr. Joseph M. Juran, a world-famous quality management expert, believes that quality culture is people's habits, beliefs and behavior patterns related to quality, and it is a kind of thinking background. Quality culture not only includes the contents of management system such as procedures, tools and means, but also involves spiritual and psychological factors such as value, commitment and attitude. In terms of enterprise management, it is the sum of quality management concepts, behavior patterns, legal systems and moral norms with self characteristics formed by an enterprise in the long-term quality management process and business process. It is a unique culture and a management concept, which not only has the general common characteristics of culture, that is, the culture of form, the comprehensiveness of content and the integration of function; It also has the characteristics of quality management, that is, the consistency of foundation, the consciousness of formation and the practicality of purpose.

Quality culture is not an endogenous characteristic of teaching quality in colleges and universities. It is based on the research of enterprise quality culture and promotes the connotative development of colleges and universities with scientific and technological forces; It is the sum of the quality cultural concept, quality system, quality organization and quality image logo formed in the long-term education and teaching activities of colleges and universities. It should be a campus culture with obvious personality based on the excellent Chinese traditional culture and the development experience of foreign excellent university culture, combined with its own quality management practice, and constantly summarized, innovated and improved.

The quality culture of colleges and universities plays a promoting role in leading the development of the school, shaping the brand image, refining the school culture, and meeting the needs of all parties. Quality culture is an intangible asset of colleges and universities. It can promote the continuous improvement of the endogenous mechanism of colleges and universities and enhance the core competitiveness of colleges and universities; It can gather teachers and students in colleges and universities and enhance the cohesion of the school; It can shape the social image of colleges and universities, enhancing the popularity and reputation of colleges and universities, and has extremely important practical significance and far-reaching historical significance for the high-quality development of colleges and universities.

3. Problems of Quality Culture in Colleges and Universities in the New Era

3.1. Attach Importance to External Quality Evaluation Indicators and Weaken Internal Quality Culture

At present, the construction of quality culture in colleges and universities is mainly guided by external quality evaluation indicators. In order to obtain better school running resources and convenience, colleges and universities introduce external normative and institutional quality evaluation standards by means of resource allocation and policy guidance to quantitatively evaluate the quality behavior of colleges and universities. Such an evaluation system emphasizes the hard evaluation of operation convenience and institution, so that colleges and

universities can carry out detailed and quantitative evaluation under the control of external quality assurance such as teaching evaluation, discipline evaluation, professional certification, etc. This kind of external quality culture aimed at adapting to external needs can develop the quality of higher education to a certain extent, especially the guarantee of hardware facilities and large-scale development. However, such a quality culture is utilitarian and purposeful, and lacks the internal awareness of the value, belief, expectation of quality itself, which cannot effectively stimulate the enthusiasm of faculty and students to participate in the construction of quality culture. It weakens the formation of cultural awareness of independent quality within the school.

3.2. Lay Emphasis on Hierarchical Quality Management and Ignore the Construction of Quality Culture Awareness

Bureaucratic management is the appeal of the expansion of the scale of universities and the complexity of internal affairs to the management mode of higher education. Its core and ideological basis is efficiency and rationality. Bureaucratic quality management effectively responds to the standardization demands of the external quality assurance system, but ignores the humanistic care and humanistic management in quality construction.

The unified and standardized quality assurance system emphasizes the evaluation of the implementation results, which is highly purposeful. In the process of implementation, colleges and universities are often linked with accountability, which makes the teachers, managers and students at the implementation end have a negative attitude, and cannot internally stimulate the enthusiasm of the relevant parties for the construction of quality culture. The construction of quality culture should not only take the results as the evaluation basis, but also pay more attention to the management of quality culture construction in the educational process. The educational process is a complex process, and its quality is formed by the joint action of teachers, students, external environment and other factors. Therefore, the construction of quality culture in colleges and universities should aim at the common value pursuit of teachers and students in colleges and universities, and transform it into the conscious behavior of teachers and students in colleges and universities. It should form the awareness of quality culture, so as to improve the internal driving force of quality.

4. The Construction Path of Teaching Quality Culture in Colleges and Universities

4.1. Build An Education Evaluation System That Combines Hardness with Softness and Is Oriented By Quality Contribution

To build a quality contribution oriented education evaluation system, we must first establish first-class standards. Learn from the successful experience of excellent universities in various countries in the world, combined with China's national conditions and the situation of colleges and universities, explore and build a new model to adapt to the quality culture construction of colleges and universities, and take the quality of talent training, the contribution to the national society, the recognition of domestic and foreign academic circles, and the influence as the criteria for evaluating the quality construction of colleges and universities. Reduce the rigid institutional constraints of the existing evaluation system (most of the constraints come from "rigid" rewards and punishments), strengthen the flexible constraints guided by value constraints, combine hardness and softness, guide and build culture with correct value, and gradually transform the quality assurance of colleges and universities from a passive and external regulation requirement to an active and endogenous motivation demand through the function and power of culture. This quality culture emphasizes the purpose of quality itself and the internal consciousness of quality subjects, changes the externality and technicality of higher

education security for a long time, and makes quality management and quality assurance truly become the internal growth needs of every quality subject such as the country, society, colleges and universities, teachers and students, and become the internal driving force of quality improvement. Awaken the quality consciousness, quality responsibility, quality attitude and quality morality of each subject.

4.2. Construct the Quality Concept of Talent Training in Colleges and Universities Centered on Students' Success and Growth

The construction of a student-centered view on the quality of talent training in colleges and universities is consistent with the trend of humanistic education. Specifically, colleges and universities must build a quality culture around the growth of students and the professional development of teachers. The fundamental task of colleges and universities is to cultivate senior professionals, which determines that all activities and functions of colleges and universities must serve talent training, such as establishing the integration and internal coordination mechanism of teaching and scientific research, establishing the "teaching factor" of scientific research evaluation in colleges and universities, and transforming scientific research achievements into resources for talent training as an important standard for evaluating teachers' scientific research. The high-quality, professional and innovative requirements of teachers in the new era need to establish an internal relationship with the happiness of teachers' posts, the sense of career achievement and the sense of professional honor.

Quality culture in colleges and universities is a developing culture, including innovative development and open development. The so-called innovative development is to promote the creative transformation and innovative development of the existing quality culture in colleges and universities, such as paying more attention to the cultivation of innovative talents in the quality standards of colleges and universities, paying more attention to the cultivation of people's thinking ability and learning ability, and paying more attention to the new requirements for talent cultivation in colleges and universities and the transformation of teachers' roles in the era of artificial intelligence. Open development is to define the quality cultural elements such as the concept, standard and mode of university quality from the closer relationship among universities, society and world.

4.3. Build An Innovative, Open and Continuously Improving Learning Organizational Culture

The establishment of learning organization is a systematic project, which needs the strong support of organizational culture, because organizational culture can stimulate the sense of mission, cohere the sense of belonging, strengthen the sense of responsibility and realize the sense of achievement of organization members. That is the spiritual foundation of creating learning organization. The culture of learning organization should be: Support and reward learning and innovation; Advocate exploration, duel, adventure and experiment; Tolerate mistakes and regard mistakes as a good opportunity to learn; Pay attention to the welfare of all teachers and students. Creating a common vision of the organization is the top priority of the learning organization culture. The common vision of the organization is the direction and driving force of the whole organization. The common vision gives the members of the organization a common goal and direction. If they work hard and think in one place in teaching activities, they will naturally gather the strength of teachers and students together. Such an organizational work is easier to achieve the expected achievements, and even achieve excellent results beyond the goals. Organizational culture can promote the construction of university quality culture of self-consciousness, self-examination, self-discipline, self-examination and self-correction, infiltrate and implement quality values and quality requirements into all links of education and teaching, and internalize them into the common value pursuit and conscious action of teachers and students.

5. Conclusion

Improving quality is the core task of future educational reform and development. Only by encouraging colleges and universities to adapt to local conditions, can we form a higher education quality culture with both Chinese characteristics and its own characteristics. First of all, every university should deeply understand the connotation and significance of the development of teaching quality culture, which is combined with its own quality management practice, and constantly summarized, innovated and improved. At present, it is common in China to attach importance to external quality evaluation indicators and neglect the construction of internal quality culture. At the same time, most colleges and universities pay more attention to bureaucratic quality management and ignore the construction of quality culture awareness. In the process of the construction of teaching quality culture in colleges and universities, we should pay attention to the construction of an educational evaluation system that combines hardness and softness and is oriented by quality contribution. We gradually form a quality view of talent training in colleges and universities centered on the growth of students, and establish an innovative, open and continuously improving learning organizational culture in long-term practice.

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