

## Construction of Participatory Teaching Quality Assurance System

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Since the 1980s, as the awakening of subjectivity and the widely implementation of subjectivity education, university stakeholders as subject participation has becomes the core of improving the education quality in modern society, teaching Quality Assurance (QA) System. However, by contrast, the concepts such as university stakeholders don't have the abilities to participate in university management, still prevail in the field of QA System in university. Participatory management advocates that university stakeholders participate in quality control and management. Introduced the establishment of teaching QA system one of the core contents in meticulous management -- participation of all members through the entire process by overall conversion in order to explore the construction of teaching QA system designed by all college stakeholders who also take part in the system, to reform education and teaching in the interdependent world, to strengthen the construction of the QA system. Participation is certain to be fruitful in cultivating talents with assurance. Through the establishment of the participatory teaching QA system, the college personnel training has been enhanced with significant economic and social benefits. According to the statistics from National Examination Center, in recent years, the pass rate of qualification examination by our clinical majors, stomatology students, preventive medicine majors, and nurse major graduates is several points percent higher than national average pass rate and the one-time pass rate of National Judicial Examination for a certificate by our law (medical law) major students is much higher than the national average pass rate. Construction of participatory teaching QA system is a useful tool to form a long-term mechanism for participatory teaching QA system and to achieve the maximized operation efficiency of educational resources and continuous improvement of the teaching quality.

Keywords: Participation, university stakeholders, participatory teaching, QA system

### Background

After the last round of evaluation for undergraduate teaching, quality assurance system (QA system) has been established among most colleges and universities in China and also played an important role in the process of personnel training. However, from a certain point of view, the establishment of teaching QA system in many colleges is the result of motivation by external forces. Therefore, the higher education quality assurance activities inevitably manifest themselves as single body and convergence in form. In view of this, Luzhou Medical College has introduced into the establishment of teaching QA system one of the core contents in meticulous management --- participation of all members through the entire process by overall conversion in order to explore the construction of teaching QA system designed by all college stakeholders who also take part in the system, to reform education and teaching in the interdependent world, to strengthen the construction of the QA system

and form a long-term mechanism for participatory teaching QA system and to achieve the maximized operation efficiency of educational resources and continuous improvement of the teaching quality.

### Introduction

#### *Introduction of QA system for participatory teaching*

Participation involves participation of specific objects from three aspects--- behavior, cognition and emotion through effective experience, exploration, cooperation, expression and communication. And finally quality outcomes are produced. As regards the levels, participation includes explicit participation presented by behaviors and implicit participation by cognition and emotion.

QA system for participatory teaching refers to a system, which is guided by the value of people-oriented, collaborative participation to achieve the common development of teachers, students, society and colleges, establish the educational philosophy

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that teaching quality is everyone's responsibility, set quality objectives according to the development of higher education and the teaching quality stakeholders' common demands, and provide a platform for stakeholders to participate in the construction and operation of the teaching QA system so as to show the relationship between their own interests and organizational development, stimulate their strong sense of responsibility, form an internally-driven force and systemic co-operative force and incorporate quality assurance into the teachers and students' conscious awareness and conscious pursuit to achieve the predetermined quality objectives and continuous improvement of the system. Construction of QA system for participatory teaching is favorable to the realization of the following three changes: the quality management department changes from the system designers to facilitators; the QA main subjects change from a single institution to stakeholders union; educational systems turn into a harmonious system instead of being independent of each other.

There are six characteristics for participatory teaching QA system. Firstly, the system is built on the basis of democratic decision-making after the consent of the participators rather than on the basis of command. Secondly, participation involves not only behavior but also cognition and emotion in the activities. Thirdly, construction and operation of the system is characterized by its wholeness composed of full willingness of the participators, thorough fineness of the process and overall conversion of the system. Fourthly, the system allows no defect in management, which means the accuracy of work shall be ensured, including information collection, statistics, data analysis, feedback, etc. Fifthly, QA system is jointly laid down in consultation by the relevant parties, and it reflects the bottom-up democratic management, which can promote all parties to make efforts for the common goal. Lastly, system makers work together to learn lessons from the best practices and always put continuous improvement in priority to make the system not only adapt to the future but also change the future to a certain extent.

#### ***Quality view of participatory teaching QA system of higher education***

Colleges and universities often establish their teaching QA system with the theory confined to top-down model under the joint influence of the traditional culture and the inertia of thinking. However, as the focal point of sustainable development of higher education, these stakeholders have not yet come into the focus of attention.

Therefore, based on the stakeholder theory, there are multiple stakeholders in the quality "field" of higher education. And we should try to find a balance of different stakeholders' value appeals for participatory teaching QA system, know that the survival and development of the system depends on the satisfaction of various stakeholders with their interests instead of the traditional teaching quality control department such as the Office of Academic Affairs. To be specific, participatory teaching QA system includes the demands of the following five groups of people: 1) the demands of the students: they are searching for overall development; 2) the demands of the teachers: they care about their own career development; 3) the demands of the colleges: they seek their own development; 4) the government's demands: competitiveness; 5) the demands of the society: colleges should make contribution to the society. This shows that different stakeholders have different requirements or demands while different demands may have a different standard of value and internalization method. Therefore, only if all these stakeholders of interest are involved in participatory teaching can the teaching quality really be improved to realize the integration of various value orientations of higher education.

#### **Methodology**

Ideas and practices for the construction of participatory teaching QA system: Our college is trying to seek enrichment and development on the basis of original boutique normal teaching QA system and build up the basic framework of participatory teaching QA system from interdisciplinary perspectives based on the theory of pedagogy, philosophy, ecology, learning theory, science of organization and management and meticulous management, etc.

#### ***The sub-system of top-level design assurance***

First of all, "people-oriented" idea should be established and carried forward as the value-orientation of participatory teaching QA system. We should keep in mind "for whom" and "whom to rely on" before the construction of this system, take the overall development of the students as the first prerequisite and fundamental purpose and consider teachers as the main resources and core strength so as to highlight the core status and decisive role of humans. Therefore, we organize a design team composed of the chief designer assumed by the principal leaders of the school and education specialists, experts of all subjects, representatives of

teachers and students, management staff and representatives from all departments. The teaching quality management department organizes and implements the teaching QA system by seeking good ideas from the experts, teachers and students in order to inspire them to participate in it actively.

Second, standardize and improve rules and regulations for the system to exist and develop. The top-level college leaders and leading officials from the Office of Academic Affairs guide other functional departments and sub-schools to design their own QA systems to complete successful connection between the sub-systems of each school and the general system of our college. On the basis of undergraduate teaching database, we aim to instruct our college to set appropriate personnel training goals and evaluation standards for the undergraduates according to its own orientation and mission and build a scientific, standardized and meticulous operational mechanism for teaching quality management. We make a public commitment of its mission and personnel training objectives to promote common understanding among the staff and invite their support of the schools' mission so as to upgrade the standardization and operability of the QA system. Finally, advocate and highlight the quality culture embodied in teaching QA system. Participatory teaching QA system is derivatives of the meticulous management concept in the field of teaching quality controlling and filled with a rich culture of meticulous management. Teaching quality controlling system centers on quality on the basis of staff management and emphasizes quality controlling while advocating standardizing the system and strengthening the responsibility to be implemented to form an excellent culture of collaborated execution. Our purpose is to make profit for all stakeholders so as to ensure long-term sustainable and successful operation of the teaching QA system. At the same time, meticulous management inherits the concept of never being satisfied which provides inexhaustible driving force for teaching QA system to be improved in a spiral way.

#### ***The sub-system of quality culture construction assurance***

The norms and standards on technical aspects can brew a multiplied effect only on the environment of good quality culture. Our college always adheres to the combination of "External Quality View" and "Internal Quality View", establishing the quality management culture of divided responsibilities, full participation by all faculty staff and harmonious development based on the six main carriers --- teachers' capability improvement for teaching,

students' learning capability enhancement, improvement of staff management skills, supervisors' capability training and research capability enhancement. Everyone is concerned in this system.

The "top-down" quality management style has been changed into the "bottom-up" way in which everyone is willing to carry out the system. In this way, the quality requirements of the college have been internalized as teachers and students' consciousness and conscious pursuit. Eventually the teachers and students are ready and used to pursuing quality. And finally, teaching and quality concept changes invisibly, as is the way the spring rain moistening things silently.

#### ***Special sub-system for participatory teaching quality assurance***

*Propaganda of Participatory Teaching Quality Assurance.* The release of the quality policy acts as signals for the beginning of the school teaching quality reform. And it is particularly important to choose when to release the policy. Our college has established six-in-one QA policy release system: annual meeting for undergraduate teaching, routine monthly meeting for teaching, policy advocacy system for information-collecting students, policy advocacy system for teaching-collecting teachers, policy advocacy system for teaching quality supervisors and quality policy release system for teaching bases, based on which we take flexible promotional strategies to highlight the authority and implementation force while advocating the policy information. Meanwhile, we have obtained the goal of informing the faculty and students of the teaching quality, shaping the culture of quality and establishing a quality image of the college.

#### ***Special responsibility sub-system***

Diversity of the main body requires clear responsibility system to be established for participatory QA system, i.e. everything shall be in the charge of a specific person; each one has his dedicated responsibility; standard shall be applied to daily implementation and reference shall be available for assessment. And thus a tight and effective participatory QA working system will be formed within the college. On the principle of establishing a new system with strict appraisal, our college has taken the following specific measures. Firstly, we have made clear definition of quality responsibilities and privileges for all departments and all positions and then have had an analysis of the task. The college's overall quality assurance objectives shall be divided into measurable quality functions for each

department and various positions. Secondly, we have clearly defined the interfaces and coordinated measures between the various functions and departments to reduce mutual buck-passing phenomenon caused by unclear work definition. Thirdly, we have clearly defined the scope, standard, time, method and incentive provisions for quality assessment and have established appropriate quality assessment system. Finally, we have set and issued job description for each position. Written description shall be provided for quality responsibility requirements of the staff and main reference and work method of quality assessment. Eventually, a good scene will be shown with the leading cadres taking the lead and paying much attention to the quality of teaching, teachers focusing on the quality of teaching, student learning diligently, functional departments and secondary schools working together and providing good service for teaching.

#### ***Special sub-system for college stakeholders***

First of all, establish the system for college stakeholders to participate in the QA system assessment and management. The college stakeholders include many institutions and personnel, like the educational experts, administrators, representatives of teachers and students, government departments, employers, educational institutions after graduation, etc., which reveals the diversity of QA system. It is of great significance to balance the benefits of all the stakeholders by analyzing the evaluation and feedback of the teaching quality management. In the process of student training, the college has established a system for the representatives of various stakeholders to be involved in discussion, auditing and decision-making of important teaching matters, which has fully mobilized the enthusiasm of the students and teachers to be involved in teaching management, teaching reform and research procedures. The Office of Academic Affairs shall revise curricula in various ways, such as seminars, workshops, issuing questionnaires, letters and so on, seeking suggestions and advice from stakeholders like educational experts, teachers, teaching staff, representatives of students, representatives of parents, and employers (mainly including affiliated hospitals, non-affiliated hospitals and community health service centers), organize relevant departments to conduct feasibility studies over the information aggregated and obtained, have the curriculum plans of all majors coordinated on a whole and form a curriculum and submit it to the School Teaching Committee for approval, which shall then be issued to staff, students and employers and also put in Educational Management System for teachers and students' reference. The curriculum is

thus made widely publicized which will allow teachers and students to have full understanding of it and get their timely feedback of evaluation results at the same time. Besides, we try to get stakeholders outside the college to be involved in quality assurance by study and analysis. We explore causes and propose counter-measures to solve the existent problems through the analysis of the annual college rankings, the satisfaction of the employer, teaching quality inspection and assessment by administrative departments such as the Ministry of Education, Ministry of Health, Department of Education, the department of Health and the Department of Science and Technology to maximize the benefits of stakeholders outside the college for their participation in the quality assurance. What is more, we establish a system to ensure the campus stakeholders to participate in the quality assurance systems. Regular teaching inspection shall be conducted to promote participation of leaders of all levels. The supervision-and-guidance chain shall be strengthened and attention shall be paid to both "supervision" and "guidance" with "guidance" as the main task to help teachers improve their teaching. Meanwhile, we will form a team to collect teaching information to fully inspire the interest of the undergraduates and teachers in the participation, discussion and research of teaching, which is sure to promote mutual improvement in teaching and learning.

#### ***The sub-system of internal assessment of participatory teaching QA system***

We have introduced a developmental evaluation, formative assessment and meticulous management method to form a comprehensive internal regulatory mechanism with such characteristics as preventive control, real-time monitoring and feedback regulation. Detailed strategies are as following. First of all, subjects to be assessed may participate in different ways by appropriately being guided to actively take part in the assessment. This can help teachers improve their teaching. Then, people to evaluate the teaching QA system participate in different ways. We advocate that the leading cadres should be the foremost important ones for quality monitoring who are to organize Party and administrative leaders at all levels of college to participate directly in the classroom teaching and thesis (graduation paper design) writing, expand the undergraduate information team and dynamically monitor the teaching process. Thirdly, evaluation activities of teaching quality shall run through the whole process. We implement "trial lecturing" for new teachers and teachers for new courses, "collective lesson planning system" for course group,

appraisal system for lesson plans and the courseware design, the appraisal system for developing teaching competition, etc., adhere to "multi-stage" quality checking for teaching procedures, track and value the construction of the teaching bases and manage the process of thesis (design) teaching and other aspects to ensure quality control to be implemented throughout the input, output and implementation of teaching. Finally, we have initial assessment, consideration and reflection for QA system implementation on a regular basis to be able to timely find the deviation existing in assessment, analyze the causes of the deviation and propose corresponding countermeasures and suggestions to promote their continuous improvement and long-lasting operation.

### Conclusion and Discussion

Participation is certain to be fruitful in cultivating talents with assurance. Through the establishment of the participatory teaching QA system, the college personnel training has been enhanced with significant economic and social benefits. Firstly, the overall level of personnel training has been affirmed by all walks of life. For example, high entry score has been maintained for both key major undergraduate and normal major undergraduate enrollment in 2011. On the mutual-selection conference, more than 800 hospitals or institutions provided 12,000 jobs for over 200 graduates. That is to say, we have a flourishing enrollment and joyful employment as well. Secondly, students have improved their ability to

apply knowledge and ability to compete with their rivals which could be proved by the fact that in the second national clinical skills competition held by the Ministry of Education among medical colleges --- which represents the highest level of today's medical students' competition, students from our college won the first prize in southwest and northwest area and the third prize of the national finals for their excellent performance. Meanwhile, according to the statistics from National Examination Center, in recent years, the pass rate of qualification examination by our clinical majors, stomatology students, preventive medicine majors, and nurse major graduates is several point percent higher than national average pass rate and the one-time pass rate of National Judicial Examination for A certificate by our law (medical law) major students is much higher than the national average pass rate.

### Note

This article is an initial result of "Study on medical colleges and teaching quality management mode under meticulous management philosophy" (Z11128), one of the key projects for personnel training quality and teaching reform for Sichuan Province Higher Education.

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