



Research on teaching supervision in colleges and universities in China

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Abstract

Teaching supervision system has a history of more than 100 years. In recent years, with the development of the teaching supervision system, many researchers have conducted a series of studies on the teaching supervision and the teaching supervision system. These researches have not only made the head of all kinds of school paid more attention to teaching supervision, but also promoted the reform of teaching supervision system. In this paper, I review and teas the research on teaching supervision in colleges and universities in recent years, summarize the problems and characteristics and put forward the prospect of further research in the future.

Keywords: teaching supervision, team building, the reform of teaching

1. Introduction

Teaching supervision is the supervision, evaluation and guidance of teaching activities in school (Guan, H. & Wang, L. & Zhang, H. Y., 2008) ^[1]. Teaching supervision plays an important role in the implementation of teaching requirements, which is the fundamental guarantee for the realization of teaching goals (Wei, J., 2008; Wang, S. F., 2004) ^[2, 3]. Therefore, colleges and universities at all levels attach great importance to daily teaching supervision. However, due to the wide range of teaching supervision and the complex working process, there are many problems in the current teaching supervision in colleges and universities. In order to solve this problems, there have been a number of relevant studies and a number of meaningful results. Therefore, I intend to summarize the existing research on teaching supervision in colleges and universities in this paper to further promote the smooth development of teaching supervision in colleges and universities.

2. Problems in teaching supervision in colleges and universities

2.1 The staff members of the supervisor team are composed of unreasonable structure, whose professional quality are to be improved

Li Hong and Guan Hong think that the problems existing in the team construction of teaching supervision at the present stage are as follows: the single composition of the staff in the supervision group and the unreasonable structure of the supervisor team (Guan, H. & Wang, L. & Zhang, H. Y., 2008; Li, H., 2009) ^[1,6]. Wu Zhongcheng and Tan Zejing think that the aging phenomenon of the teaching supervision team is serious (Wu, Z. C., 2008; Tan, Z. J., 2008) ^[4, 5], the professional structure is unreasonable, and it is difficult to cover all kinds of education. The knowledge structure of supervisors is unreasonable, and it is difficult to shoulder the heavy burden of teaching supervision for them. Besides, compared with the requirements of the times, the professional

quality, working level and working ability of the supervisors need to be further improved.

2.2 The way of teaching supervisor is biased and single

In the opinion of Guan Hong and Zhou Yang, the current teaching supervision work has the problem of biased content and narrow scope, and the supervision has become a single "check". Most of the supervision is "only supervised but not guided" or "heavy supervised but light guided", and there is no reasonable evaluation index and system (Guan, H. & Wang, L. & Zhang, H. Y., 2008; Zhou, Y. & Zhao, H., 2006) ^[1, 7]. In the actual operation process, Jiang Ping find that plenty of colleges and universities have a single supervision method, which only position the teaching supervision on supervision and inspection. Such a simple supervision method make teachers suffer a lot of psychological pressure, and they have fears and precautions for the supervisors (Jiang, P. & Chen, C. P. & Wei, B., 2007) ^[8], so it is difficult to play a positive role for the supervision work.

2.3 The work organization of teaching supervision lack of discipline

Li Hong believes that the decision-making system, execution system and supervision system in the current management system of colleges and universities are mixed together, which makes the organization setting of teaching supervision lack of standardization (Li, H., 2009) ^[6]. In addition, colleges and universities do not have a comprehensive and firm understanding of the function of teaching supervision, not have a clear definition of supervising power and not have corresponding institutional guarantee, leading to the chaos and disorder of teaching supervision.

2.4 The using of results of teaching supervision shall be unreasonable and inadequate

According to Zhou Yang and Zhao Hui, how to deal with the results of supervision is directly related to the effectiveness

and value of evaluation and how to make full use of the evaluation results to supervise and improve teachers' teaching level and maintain the normal operation of school teaching is a problem worth further research and solution by the teaching management departments (Zhou, Y., & Zhao, H., 2006) ^[7].

2.5 The contradictions in the construction of teaching supervision system

Feng Wenxiu points out that in the process of the construction of teaching supervision system, there are always some unavoidable contradictions and problems, which are mainly reflected in the contradictions between the supervisor and the supervised, the disconnection between the implementation of the supervised activities and the role of the supervised activities, and the difficulty in the coordination between the supervised activities and the supervised environment and so on (Feng, W. X., 2007) ^[9].

3. Basic requirements for teaching supervision in colleges and universities

3.1 Defining the service objects of the teaching supervision team

Sun Guangdong believes that students are the customers of the school and the objects served by the school, while those who directly serve students are the front-line teaching staff. Therefore, leaders at all levels of the school must provide better services for teachers to better serve students (Sun, G. D., 2004) ^[10]. Therefore, the service objects of the teaching supervision team should be students and teachers.

3.2 Strengthening the construction of teaching supervision system

Fu Changde and others point out that to do a good job in teaching supervision, it is necessary to innovate the supervision mode and mechanism and establish a teaching supervision organization parallel to the teaching management function department (Fu, C. D., 2008) ^[11]. We should strengthen the system construction and establish the "people-oriented" teaching supervision system. We should issue programmatic documents on teaching supervision in colleges and universities, and establish national or regional collaborative institutions for teaching supervision in colleges and universities. We should establish and improve the re-evaluation mechanism and the organizational mechanism of teaching supervision.

3.3 Strengthening the construction of teaching supervision team

Wei Jie, Tan Zejing and others believe that to do a good job in teaching supervision, a teaching team with reasonable structure, good ideological quality, high theoretical level, rich teaching experience and familiar with teaching management should be established. It is necessary to strengthen the training of teaching supervision, improve the comprehensive quality of teaching supervision teams in colleges and universities, and improve the structure of teaching supervision teachers (Wei, J., 2008; Tan, Z. J., 2008) ^[2, 5], so as to establish a competent, authoritative and powerful teaching supervision team.

3.4 Promoting the innovation of teaching supervision concept and consciousness

Li Hong, Li Beiqun and others believe that to do a good job in teaching supervision, we should change our consciousness, strengthen service, update our ideas and keep pace with the times. First of all, teaching supervision should establish the people-oriented supervision concept, establish the supervision concept of comprehensively implementing quality education, establish the correct talent view, comprehensive development of student view, comprehensive development of teaching quality view, scientific education teaching view, with the scientific development view, strengthen the perfection and innovation of teaching supervision system (Li, B. Q. & Zhang, X. C., 2007) ^[12]. Secondly, teaching supervision should take improving teaching quality as the goal, take teachers and students as the basis, mobilize the positive factors in teaching, conduct guidance in supervision and evaluation, conduct consultation in investigation and research, and promote the implementation of teaching quality assurance system and teaching quality monitoring system. Thirdly, the teaching supervision should combine the conventional supervision with the key supervision to strengthen the innovative consciousness of the supervision. Finally, teaching supervision should strengthen the awareness of "guidance" and give full play to the guiding function of supervision on teachers, which can neither be heavily supervised and lightly guided nor supervised only.

3.5 Promoting the reform of teaching supervision

To do a good job in teaching supervision, we should proceed from the supervision system, supervision method, supervision mode, supervision concept and supervision environment to promote the reform of teaching supervision to move forward steadily. Zhou Yang, Zhao Hui and others believe that to promote the reform of teaching supervision, leaders should attach importance to it and clarify the leadership system of teaching supervision in colleges and universities (Zhou, Y. & Zhao, H., 2006) ^[7]. To promote the reform of teaching supervision, it is necessary to determine the function orientation of teaching supervision institutions and pay attention to the guiding function of teaching supervision. It is necessary to strengthen the supervision, enhance the coordination and impartiality of the supervision team, improve the supervision authority and teaching quality; It is necessary to deepening the reform of teaching supervision method, focus on thematic supervision and research and improving the comprehensive quality of teachers, and improve the education theoretical accomplishment of teaching supervision team as a guarantee, so that it requires college teachers to have professional consciousness, cast "teacher soul" and solve teaching problems in practice (Liu, L. J., 2005) ^[22]. It is necessary to strengthen the scientific and reasonable of the supervision work and put the classroom teaching as the starting point. Then the supervision team takes the lead to discuss the effectiveness of the new teaching mode and the definition of classroom teaching effect, and reform the teaching content to better guide teachers' classroom teaching practice. It is necessary to improve the level of theoretical

research, choose a good working mode and method, carry out work independently under the deployment of the college and university, increase inter-school and even inter-provincial cooperation with similar colleges and universities to conduct comprehensive and systematic research. Then well-known universities or higher education associations at all levels lead to organize seminars on college teaching supervision. It is necessary to broaden the scope of teaching supervision and increase supervision over practical teaching, teachers' implementation of teaching plans and syllabuses, teaching research, students' learning, and improvement of students' quality and ability. It is necessary to strengthen the construction of supervision information database, collect, sort out and analyze a large amount of information and data generated during the work, and establish a fast and effective information feedback channel. Finally, it is necessary to shape a harmonious overall atmosphere, and solve conflicts harmoniously (Zuo, S. Q., 2007; Liu, L. J., 2005; Bao, S. S. & Yi, W. R., 2004; Su, Z. Y. & He, J., 2007) ^[21, 22, 23, 24].

4. Principles to be followed in teaching supervision in colleges and universities

To ensure the orderly progress of teaching supervision in colleges and universities, certain principles should be observed. Different researchers express different principles that should be followed in teaching supervision, but they have the same purpose of supervision: to promote students' learning and all-round development, and to improve teachers' teaching quality.

Tang Yaoping believes that the teaching supervisor should grasp the working principle of "positioning well, serving well, grasping teaching and research, and paying attention to research" in the teaching supervision work (Liu, L. J., 2008) ^[13]. First of all, to conduct the teaching of supervision has to follow their internal law, make a reasonable position of the job, pinpoint their role. Secondly, teaching supervision is a good reference for department managers. It should give more advice and suggestions for the reform of department teaching and teaching management to help teachers improve their teaching level, enhance their awareness of scientific research, and help students solve their learning difficulties. Put "personality service" as the starting point, then we should respect for teachers' personality, pay attention to lead teachers summarizing themselves, set up a good teaching method which fit for teachers' personality. According to the teachers' teaching evaluation, we should emphasize "sunshine services", base on "science, fair, open, fair", the principle of evaluation quality, give full play to the consciousness, initiative and enthusiasm of whom are supervised. In addition, to carry out the teaching supervision need to indirectly guide or directly take part in the teaching and researching activities of teaching and researching sections, support and assist the director of teaching and research office to grasp teaching method research, stipulate the project and plan and implement strictly. Gradually, it can form a set of effective scientific operation mechanism of teaching and research section, making the teaching and researching activities fully reflect its own role to improve teachers' level of teaching and research. Finally, the teaching supervisor should carry out regular study and discussion activities, accurately grasp the reform and

development trends of China's higher education, absorb the latest research results and information in the field of higher education, carry out special research combined with the supervision content, write research reports or research papers, carry out field investigation and research on some special problems in teaching management, such as the use of teaching materials, and provide information and suggestions for school management decisions (Tang, Y. P., 2008) ^[13].

Sun Zewen believes that teaching supervision should follow the following principles. First, the principle of goals. Apart from being contemporary and realistic, the goal should be phased. When a goal is achieved, the next goal should be stepped forward, so as to continuously improve the level of teaching supervision. Second, the principle of the whole process. Teaching supervision must involve and run through all aspects of teaching work. Third, the principle of academic. When supervisors are faced to many problems of academic management and subject construction in teaching supervision, they should make academic evaluation of teaching conditions, conduct objective and scientific research and put forward suggestions based on academic background and corresponding theories. Fourth, the principle of human nature. Teaching supervisors should properly handle the relationship with leaders, teachers and the functional departments of teaching management, and clarify their responsibilities and roles (Sun, Z. W., 2005) ^[14].

Yu Xingwu and others point out that the teaching supervision of colleges and universities should follow the direction principle, encouraging principle, scientific principle, independence principle and coordination and complementary principle. The the direction principle requires carrying out the teaching supervision work, taking Marxism-Leninism, MAO Zedong thought and the theory of building socialism with Chinese characteristics as the guidance, implementing various national education policies and regulations, and running through the education concept of keeping pace with the times. The encouraging principle requires that internal teaching supervision work must be beneficial to mobilizing teaching and teaching management departments, cadres' and teachers' work enthusiasm, enhancing their internal motivation and encouraging them to make unremitting efforts towards the set goals. The scientific principle requires that teaching supervision work should proceed from the reality and combine theory with practice. The independence principle requires that teaching supervision work is carried out independently with a purpose, plan and organization. In the process of carrying out the work according to the plan, no interference of any unit, department or individual on campus is accepted. Finally, the coordination and complementary principle requires that the teaching supervisors deal with the relationship between the teaching supervision work on campus and the teaching management work of the teaching affairs office, the teaching and research work of the higher education research office, and strive to support, cooperate and coordinate with each other (Yu, X. W. & Dong, Y. Y., 2004) ^[15].

Zhong Yihong believes that there are many principles of teaching supervision in colleges and universities, but the general principle is to regularly check, supervise and evaluate the whole process and aspects of school teaching through supervision and guidance, so as to strengthen the management

of teaching goals and process, ensure normal teaching order and constantly improve teaching quality (Zhong, Y. H. & Xu, T., 2006) ^[16].

5. Organization and construction of teaching supervision in colleges and universities

5.1 Organizational forms of teaching supervision in colleges and universities

Ma Wanmin, Zhang Juncheng and others believe that there is no mature and unified organizational system for teaching supervision mode. Currently, the supervision mode of teaching quality in colleges and universities mainly includes: functional office mode, affiliated teaching affairs office mode, relatively independent supervision and consultation mode, etc. The functional office mode is putting the school supervision department as a department-level unit of the school administration system. The affiliated teaching affairs office mode states that the function of the supervision team is to cooperate with the work of the teaching affairs office. As for the relatively independent supervision and consultation mode, the supervision committee is either directly responsible to the principal or directly under the leadership of the school. These three modes have both advantages and disadvantages. Compared with other two ways, Ma Wanmin and others think the teaching supervision institutions of the third mode, a non-authority that is not bound by the functional department of teaching management, which inspects, supervises, evaluates and guides the whole process of teaching and managing activities in colleges and universities under the direct command and leadership of the President and the teaching committee of the university, and give full play to the role of the self-supervision mechanism of teaching supervision ^[17-18]. In addition, since teaching quality management involves many departments and links, it will be better to organize and coordinate the work leading with the principal.

5.2 Organizational construction of teaching supervision in colleges and universities

Zhang Juncheng, Jin Taosheng and others make a special study on the organizational construction of teaching supervision in colleges and universities, and propose that organizational construction is the basic guarantee for the development of teaching supervision in colleges and universities. Organizational construction includes the following three aspects: one is the formal establishment of the school (department) two levels of teaching supervision committee; Second, handle the composition and staffing of the leading bodies of the supervision committee; Third, strengthen the construction of the supervision committee itself. According to the experience of some schools, employing a group of retired old teachers and experts who are highly respected and have profound academic attainments and rich experience in teaching and teaching management to form the teaching supervision committee plays a very good role in promoting the growth of teachers and improving the teaching quality. At the same time, a group of retired old professors and experts can play an important role in spreading, helping and leading the masses of young teachers and promoting the improvement of teaching quality (Zhang, J. C. & Jin, T. S. & Zhu, Z. B., 2003) ^[18]. Besides, the supervising organization

should constantly strengthen its own construction, constantly understand new situations, study new problems, absorb new ideas and nutrients, and keep pace with the times.

5.3 Rules and Regulations of Teaching Supervision in Colleges and Universities

Ma Wanmin and Sun Zewen point out that improving scientific rules and regulations is the fundamental guarantee for effective teaching supervision (Sun, Z. W., 2005; Ma, W. M., 2007) ^[14, 17]. Generally speaking, the rules and regulations of teaching supervision mainly include the basic system (stipulating the tasks, objectives and principles of teaching supervision), the work system (assessment procedures and inspection methods of teaching supervision) and the responsibility system (responsibilities of teaching supervision institutions and supervisors, etc) (Sun, Z. W., 2005; Ma, W. M., 2007) ^[14, 17]. A sound teaching supervision system must proceed from reality according to the characteristics of each university, reflect the principle of combining "responsibility, power and interests", and implement the systematization of teaching supervision, learning supervision and supervision. Besides, constructing a sound teaching supervision system must stick to the policy of "supervision and urge for reform, guidance and help for construction, supervision and simultaneous action, emphasis on guidance" to realize the organic combination of teaching supervision, teaching management and teaching reform, and promote each other.

5.4 Evaluation and feedback mechanism of teaching supervision in colleges and universities

The orderly operation of teaching supervision in colleges and universities is inseparable from the evaluation and feedback of the teaching supervision results. The evaluation and timely feedback of the teaching supervision results and the supervision and guidance of teachers and students with direction and purpose can promote the overall development of students and the improvement of teachers' teaching level with higher efficiency.

Zuo Shuqiang point out that to establish a good feedback mechanism, communication with superior leaders and teaching management departments should be strengthened (Zuo, S. Q., 2007) ^[21]. The school leader, the director of teaching affairs office and the vice President in charge of teaching should organize or participate in all kinds of regular meetings, symposium and working meetings sponsored by the supervising department in a timely manner, communicate well with the majority of teachers and students, and release the working dynamics and results of the teaching supervising work by using the "teaching information bulletin" of the school.

Sun Guangdong believes that the purpose of teaching evaluation is to promote teaching through evaluation and place emphasis on improvement. In the teaching evaluation, teachers should be informed of the evaluation results according to the evaluation standards, the evaluation details should be classified and made public, the existing problems in the teaching should be reported to the teachers themselves, and the supervisors and teachers should jointly discuss the favorable schemes for continuous improvement (Sun, G. D., 2004) ^[10].

5.5 Incentive Mechanism of Teaching Supervision in Colleges and Universities

Zuo Shuqiang believes that to establish the incentive mechanism of teaching supervision in colleges and universities, we should first strengthen the mutual connection between evaluation. For example, only members of the "school-level first-class course group" have the qualification of "applying for excellent teaching quality evaluation", etc. Second, take the results of the school selection as an important reference for participating in the corresponding provincial and national award evaluation activities, as an important reference basis for the school to recommend participating in the corresponding higher level teaching award evaluation activities in the future, or take the winning teachers as direct backup candidates to set up a model. Third, in terms of the promotion of professional titles for teachers, teachers who apply for promotion of higher professional titles must have the qualification certificate of teacher teaching quality evaluation, otherwise the school will exercise the veto power of teacher teaching quality. Fourth, in terms of the school (department) teaching work, for the teaching management department of the school or college (department) that fails to complete the task of teacher teaching quality assessment in time, the school leader in charge shall investigate the responsibility of his/her leader (Zuo, S. Q., 2007) [21].

6. Operation Mode of Teaching Supervision in Colleges and Universities

The orderly operation of teaching supervision in colleges and universities is a necessary prerequisite for the smooth development of teaching supervision, which requires the full cooperation between the supervision team and teachers to make continuous progress in the exploration.

Liu Wenkui believes that there are three operation modes of teaching supervision, and each with its own advantages. The first mode is the combination of conventional teaching supervision and special teaching supervision. In this mode, the supervisor to take random sampling way of the lectures, can truly understand the normal teaching present situation and meticulously observe and understand teacher's preparation before class, the basic structure of the teaching process, teaching methods, teaching ability, students learning atmosphere and teaching effect teaching link, so that they can have more true, accurate and comprehensive evaluation of the teaching quality. The second mode is the combination of planned supervision and flexible supervision. This mode is characterized by specific tasks, clear objectives, targeted and flexible. The third mode is the combination of decentralized supervision and centralized supervision. In this mode, decentralized supervision is flexible and rapid, which increases the coverage of supervision and improves the supervision work efficiency. Centralized supervision, combined with decentralized supervision, is flexible, rapid, centralized and efficient (Liu, W. K. & Wang, N., 2008) [20]. In addition, Sun Zewen also put forward the operation mode of combining qualitative supervision with quantitative supervision, the operation mode of combining teaching supervision and teaching evaluation, the operation mode of combining teaching and learning supervision. This mode makes evaluation subject get out of the rut of empiricism,

makes the evaluation scale get out of the singleness, improves the scientific and effective nature of supervision and evaluation and instructs teachers to improve teaching quality (Sun, Z. W., 2005) [14].

7. Team building of teaching supervision in colleges and universities

7.1 Having certain professional quality

Chen Wenkun believes that the quality of teaching supervisors is the key to the effectiveness of teaching supervision. Supervisors' professional quality includes ideological and moral quality, knowledge quality, ability quality and psychological quality (Chen, W. K., 2008) [19]. Among them, knowledge quality includes strong subject knowledge, strong modern education theory and skilled business knowledge; ability quality includes high level of policy theory, rich teaching experience and teaching skills, strong communication ability and good innovation ability.

7.2 Clearing the responsibility of teaching supervision

According to the new teaching supervision idea, "people-oriented", Sun Guangdong believes that the responsibility of the teaching supervision team is not only supervising the loopholes in school leadership teaching management, but also supervising the teaching situation of the teachers and the education situation of the students. Only in this way can we make up many loopholes in school leadership teaching management, guide students' learning situation and assist teachers to constantly improve their teaching level (Sun, G. D., 2004) [10]. Therefore, the team of teaching supervision should clear its responsibility.

7.3 The basic requirements of the teaching supervision team

Yu Xingwu and Dong Yuyan believe that supervisors should have rich teaching and management experience, strong analysis management ability, high moral quality, and be able to learn and update knowledge consciously to enrich themselves. The supervision team should be dynamic, pay attention to get rid of the stale and take in the fresh and constantly enrich the fresh blood (Yu, X. W. & Dong, Y. Y., 2004) [15]. Zhong Yihong, Xu Tao and others think that the professional title structure of the teaching supervision team should be reasonable, which mainly includes senior professional title staff but also intermediate professional title members, not only includes full-time supervisor but also part-time supervisors. The school's dominant subject is the main subject in teaching supervision, and other subjects are also involved. The working background of supervisors should be reasonable. They should be both front-line teachers and some teaching management cadres (Zhong, Y. H. & Xu, T., 2007) [16].

8. Comment on current studies

To sum up, the current research on teaching supervision in colleges and universities involves a wide range of research content mainly focusing on the principles of teaching supervision, team construction of teaching supervision, organization construction of teaching supervision, organization operation of teaching supervision, problems

existing in teaching supervision and research on teaching supervision reform. For the principle of teaching supervision in colleges and universities, different researchers have different expressions, but the fundamental purpose is the same. The construction of teaching supervision team runs through the organizational construction, organizational operation, supervision reform and other aspects, and has always been highly concerned by researchers, who have conducted in-depth research and put forward effective measures to build the supervision team. As for organization and construction of teaching supervision in colleges and universities, the researchers agree that the principal is the key to teaching supervision organization and construction, and give clear answer with supervision organization mode choice. Most researchers will pay attention to the construction of the system of teaching supervision, but they are not comprehensive. Some focus on the incentive mechanism, others focus on the evaluation and feedback mechanism, etc. In this paper, I have sorted out and elaborated some views of all these aspects. For the organization and operation mode of teaching supervision in colleges and universities, researchers have conducted in-depth research, put forward various reasonable operation modes, and deeply analyzed the advantages and disadvantages of various operation modes. As for the problems existing in teaching supervision, all researchers have the same opinions, and put forward effective solutions to different problems. For the reform of teaching supervision, researchers also put forward a variety of reasonable reform measures.

From the above analysis, it can be seen that the current research on teaching supervision in colleges and universities is relatively sufficient, but there are still the following two problems. First, the teaching supervision measures are not specific enough and lack special research on all kinds of colleges and universities. With the development of the times, the school structure is becoming more and more diverse, and the teaching supervision plays a very important role in each colleges and universities. But can different colleges and universities completely use the same teaching supervision mode and reform measures? The obvious answer is no. In recent years, various parties have emphasized the "people-oriented" education concept, and the teaching supervision should also be "people-oriented", of course, some researchers have realized this. The concept of "people-oriented" requires us to formulate specific teaching supervision reform measures for different school structures, different educators and the educated, so as to better adapt to schools, students and teachers, more effectively promote the development of students, improve teachers' teaching quality, better realize the role of teaching supervision, and provide experience for the teaching supervision work of schools with the same characteristics. Second, there is a lack of stage research on teaching supervision. Teaching supervision is a process from beginning to end. Since the establishment of a school, it is interdependent with the school. It plays an important role in all stages of school. Similarly, nothing can be accomplished overnight, but gradual progress is needed. Therefore, it is necessary to conduct periodic research on teaching supervision. In addition, the periodical research on the

teaching supervision in colleges and universities is helpful to set the periodical supervision goals and promote the realization of the final goals.

Therefore, future research should strengthen the specific research of teaching supervision measures and the stage research of teaching supervision. There are targeted measures to improve teaching supervision, improve the teaching supervision level of colleges and universities, and better play the role and function of teaching supervision. In addition, teaching supervision should keep pace with the times, make full use of various information technology means to promote the reform of teaching supervision, update education teaching concept, innovate the concept of teaching supervision, and make teaching supervision more innovative and contemporary.

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