

Research on Online Teaching Supervision Mechanism for Effective Teaching of University

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Abstract: With the wide spread of the corona-virus pandemic, online teaching of university becomes an important means to meet the educational demand. As a part of the teaching quality assurance system, teaching supervision plays an important role in promoting effective teaching. However, in order to actively respond to the teaching reform during the epidemic and improve the effectiveness of online teaching, we must deal with the change of teaching psychology, teaching mode and class control. Accordingly, the functions of university teaching supervision system should be transformed and innovated. In this paper, we discuss how to build the teaching supervision mechanism for this special period. Through the analysis of the factors affecting the quality of teaching, we put forward the requirements of the transformation of supervision function from three aspects: Teachers' teaching psychology, teaching organization mode and teaching interaction, and then put forward the corresponding countermeasures for the construction of supervision mechanism.

Keywords: teaching supervision mechanism; online teaching; effective teaching

1. Background

Under the novel corona-virus pneumonia outbreak in 2020, in universities, teacher was forced to implement online teaching in an all-round way. Online teaching resources and course platform are fully used to carry out online teaching activities. In this process, how to ensure the quality of online and offline teaching to produce the same teaching effect has become a key problem for colleges and universities. As a monitoring system of teaching quality, teaching supervision is an indispensable part of university teaching system, which is closely related to the guarantee of teaching quality. However, compared with traditional teaching, online teaching has great differences in teaching environment, teaching mode and teaching method, which makes the original teaching supervision mechanism difficult to adapt. Therefore, it is necessary to speed up the construction of online teaching

supervision mechanism to ensure the quality of teaching and promote effective teaching.

At present, there is no unified definition of effective teaching. The more common view is that teachers follow the objective law of teaching activities, and use as little time, energy and material resources as possible to achieve the best teaching effect, so as to achieve specific teaching objectives and meet the teaching value needs of society and individuals [[1]]. There are also documents that suggest that the understanding of the connotation of effective teaching should be based on facts, values and historical standards [2]. In addition, other literature expresses the interpretation from the perspective of teaching philosophy or behavior management: the core connotation of effective teaching is effect, benefit and efficiency. In the narrow sense, effective teaching focuses on the effect of teaching action [0], while in the broad sense, it pays more attention to the effect, benefit and efficiency of long-term education [[4]].

When traditional teaching passively changes to online teaching. The quality requirement of "substantial equivalence" is actually to solve the problem of online teaching effectiveness and ensure the effect, benefit and efficiency of online teaching. However, to promote the effective teaching of online learning, we must deal with the following changes:

Psychological change of Teachers. Effective teaching requires teachers to have a good grasp of the objective laws of teaching activities. At present, most teachers have a strong sense of pressure for online teaching without experience. Because teachers are not yet proficient in online teaching tools and are not sure of the organization and control of online classroom. One of the results of pressure is that teachers will be too nervous, leading to some problems in the process of online teaching. For example, in the process of teaching live broadcast, teachers cannot express clearly and organize effective interaction. Another result is to produce slack psychology. Teachers will think that online teaching is nothing more than replacing offline teaching with online teaching, as long as the teaching task is completed through live or video, which will make them ignore the control of online classroom and the realization of teaching objectives.

Psychological pressure makes teachers more likely to feel frustrated in the teaching process, which affects their pursuit of effective teaching and eventually leads to the decline of online teaching quality.

Transformation of online teaching mode. The current online teaching is different from the previous MOOC teaching mode of students' autonomous learning, and more close to the communication led teaching mode. In this mode, the roles and behaviors of teachers and students have changed significantly. Teachers should change their role from traditional teaching to online teaching. Through the design and implementation of teaching activities, teachers should care about students' online learning behavior, encourage students to participate in the interaction in all aspects of online teaching, actively think, effectively internalize the absorbed knowledge, and improve the ability of analysis and application. At the same time, teachers are learners and researchers of the model. Teachers should constantly improve students' learning efficiency through learning, researching, designing and experiencing the leading process. In order to achieve effective teaching, the key is that teachers and students quickly change the corresponding teaching and learning concepts, and fully assume the roles and functions under the mode. However, in the absence of mode drills in this process, it may be difficult for both sides to quickly adapt to changes in the short term.

Teaching organization control. From the details of the implementation of online teaching, the differences in teaching environment and methods are also one of the reasons why teachers cannot implement effective teaching. In the traditional teaching, teachers in the offline teaching space can control the classroom rhythm and deal with various out of control risks with the help of the implementation of different teaching links and the observation of students' feedback. But in online teaching, it is difficult for teachers to judge students' learning situation through the screen or camera. At the same time, it is difficult to observe the interaction, training and other links in online teaching, which makes teachers feel that the teaching control ability is greatly weakened. Some technical problems in online teaching, such as the delay of teaching in the process of live broadcast, the difficulty of students' online interaction and so on, are also the difficulties for teachers to implement effective teaching.

2. Responsibilities of Online Teaching Supervision

In order to meet the quality requirements of online effective teaching, it is urgent for university teaching supervisors to change and innovate their functions according to the actual situation. Therefore, the organizational mechanism and work-flow of online teaching supervision need to be further improved to achieve the goal of reasonable monitoring and promoting the effectiveness of online teaching.

First of all, the function of teaching supervision should pay attention to teachers' adaptation to online teaching and guide them to change their teaching psychology. In order to organize online teaching effectively, teachers

need to do a lot of teaching preparation before teaching, including redesigning teaching links, reorganizing teaching resources, fully learning and mastering online teaching platform, and other related functions related to each teaching stage. In the process of teaching, teachers must also pay attention to whether students can correctly access the online teaching platform, apply all kinds of teaching resources, keep up with the progress in teaching, and deal with all kinds of technical risks in time. Teaching supervision should not be the source of teachers' psychological pressure under a lot of workload, but try to help teachers quickly adapt to online teaching. Therefore, the function of online teaching supervision is the navigation of teachers' psychological change. In the process of supervision, supervisors can feel teachers' teaching experience seriously, communicate with them extensively, and understand their adaptation to online teaching, so as to grasp the psychological pressure and worries of teachers in the process of changing teaching methods. At the same time, we can use our own teaching experience or external assistance to help teachers relieve psychological pressure and quickly get through the maladjustment period of online teaching.

The second task of online teaching supervision is to guide the organization and implementation of online teaching, and put forward the standard of teaching mode. Due to the differences in teaching concepts, experience and habits, the models used by teachers in online teaching also tend to be diversified and personalized. Whether these trends can promote the effectiveness of teaching needs online supervision to play an important role through evaluation, feedback and guidance. As a monitoring system, on the one hand, teaching supervision should summarize the advantages and possible problems of online teaching mode through the review of online teaching resources, the observation of online classroom and the mastery of students' learning feedback. On the other hand, teaching supervision can also compare and study the characteristics of teaching activities, analyze the main behavior under different modes, evaluate the effectiveness of online teaching, establish the norms and reference of online teaching mode, and provide feedback and guidance for the continuous improvement of online teaching.

The third task of teaching supervision is to strengthen the connection between teachers and students and help solve teaching problems. The separation of time and space in online teaching may lead to the disconnection between teaching and learning. Although teachers can grasp certain learning dynamics through online teaching interaction, homework, testing and other links, it is difficult to obtain corresponding data for deeper learning feedback such as the expression of learning difficulties. Teaching supervisors can not only supervise and guide teachers' teaching work, but also grasp students' experience and requirements of online teaching from another perspective, so as to enhance the contact between teachers and students in online teaching. Supervision experts can point out the unreasonable places in the teaching process and give corresponding guidance or

suggestions. They can also give some suggestions on students' learning methods from the position of a third party to guide students to improve their learning methods and improve their learning efficiency.

3. Online Teaching Supervision Mechanism for Effective Teaching

In order to effectively complete the guidance and monitoring functions of online teaching and improve the teaching effect, it is necessary to establish a scientific and reasonable operation mechanism of online teaching supervision [[5]].

Basic principles. First of all, the main line of the working mechanism should be based on teaching guidance, and then implement supervision. The root of this principle is teachers' familiarity with online teaching. In the early stage, the supervision experts should guide the teachers' teaching activities, and in the middle and later stage, they should play the supervision function to study the problems together and improve the teaching effect. The second principle is that when there are many risk factors in online teaching, the construction of online supervision mechanism should focus on how to standardize the teaching order and help teachers solve problems as much as possible; at the same time, teachers should be encouraged to practice teaching reform and innovation in teaching activities and be given timely evaluation feedback. The third principle is how to achieve the ultimate goal of effective teaching with the help of supervision and innovation.

(1) Working mechanism. The construction of working mechanism should start from the needs of different levels, and be fully combined with the principles and requirements of teaching supervision and the characteristics of online teaching. The first is to construct the work organization method of online teaching supervision at the school level, so as to provide the basis for the development of supervision work in the new field, such as clarifying the organization, work procedures, supervision requirements of online supervision, supporting the supervision experts to enter the online teaching activities, and putting forward the principled opinions on the content of online teaching quality evaluation. Secondly, we should establish the contact and inspection mechanism between curriculum and supervision, and establish online supervision as a normal teaching quality assurance link. On the one hand, we can set up a daily inspection mechanism for the supervision experts according to the course setting situation, and define the inspection methods according to the characteristics of online teaching, such as checking the preparation of teaching resources as a teaching assistant, and experiencing teaching activities as a student. On the other hand, it is necessary to improve the communication mechanism between supervisors and teachers and students, so as to ensure that the feedback teaching information of supervisors can better reflect the direct problems of both sides of teaching, and is more conducive to guidance and improvement. The third is to establish the supervision and control mechanism of

online teaching information reporting. Reporting supervision information is one of the responsibilities of teaching supervision, and it is also an important means for schools and functional departments to master the teaching operation. However, the supervision information reporting of online teaching activities also carries a more important responsibility, that is, to feed back the problems that cannot be solved at the supervision level in online teaching, and seek more support or solutions. For example, to solve the technical problems of the online platform and the lack of important resources in the process of teaching implementation, we need to set up a rapid response mechanism according to the degree of urgency and difficulty to ensure that the response measures are timely and effective. The fourth is to build a supervision feedback promotion mechanism, that is, to establish a closed loop of supervision, feedback, rectification and evaluation, and form a virtuous circle of monitoring, improvement and promotion according to the objective laws of curriculum construction and teaching improvement.

(2) Organization mechanism. As a supervision organization to deal with special circumstances, it is necessary to build a hierarchical, classified and three-dimensional organizational structure oriented to curriculum, and clarify the division of labor and responsibilities of each organization role in the system. At the leadership level, the working group led by the school leaders or the Teaching Committee with the participation of the school leaders performs the leadership duties; at the overall planning level, the working group coordinates the participation of the teaching quality monitoring organization, the academic affairs office, the teacher development center, the teaching units and other relevant departments, such as the campus information organization, and establishes the responsible departments for different supervision affairs. At the implementation level, it is necessary to establish a hierarchical teaching supervision expert group, and carry out appropriate division of labor according to the course category or problem category, such as the establishment of online theoretical and experimental training teaching supervision group, online technology application auxiliary group, etc. Under the three-dimensional organization composed of working groups, functional departments and supervision experts, teams at all levels should fully cooperate to actively seek solutions to problems in various teaching links, provide supervision suggestions to improve teaching, and monitor the implementation and effect. In addition, it is necessary to strengthen or adjust the construction of supervision talent team. For example, by increasing the number of high-level part-time supervision experts or increasing the proportion of technical support personnel to solve the problem of insufficient human resources, or strengthening the training of supervision experts to improve the professional level of supervision team.

(3) Encouragement and guarantee mechanism. Supervision also has the responsibility of guiding the innovation and development of online teaching. On the

one hand, the incentive mechanism in the supervision mechanism can provide incentives for teachers, such as linking online teaching research results with teachers' personal development, expanding the investment in online teaching reform projects, guiding the research on online teaching reform and innovation, and promoting the application research of online teaching platform. On the other hand, it can also establish a work guarantee mechanism to connect with online platform suppliers, teaching resource suppliers and other external partners to ensure the normal development of teaching activities, teaching data security and application specification.

4. Conclusions and Suggestions

Under the background of novel corona-virus pneumonia, online teaching is an important teaching reform measure. But how to ensure teaching quality and promote effective teaching in this process has also received widespread attention. As an important part of the teaching quality assurance system, the application environment of teaching supervision has changed significantly. For the purpose of promoting effective teaching, online teaching supervision is to monitor, feedback, guide, motivate and help online teaching. The construction of supervision mechanism will promote the standardization of teaching activities, make teachers better improve online teaching ability, innovate teaching

mode and improve teaching quality, so as to ensure the realization of talent training objectives.

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