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Discussion on the Performance Evaluation Index System of Basic Course Teaching Team in Colleges and Universities

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Abstract Teaching team plays an important role in integrating teaching resources, improving the quality of teachers and the quality of education and teaching. This paper studies the characteristics of the basic course teaching team, and gives the principles of building the basic course teaching team performance evaluation index system and the specific performance evaluation index system, in order to provide a direction for the high-level construction of the teaching team.

Key words Basic courses, Teaching team, Performance evaluation

1 Introduction

The Opinions of the Ministry of Education on the Implementation of First-Class Undergraduate Curriculum Construction points out that curriculum is the combination of core competence and quality of talent training. The basic courses set up by agricultural colleges and universities carry the function of cultivating professional thinking and methods. It is the most valuable part of university learning and the basic course to promote quality education. Its purpose is to promote the all-round development of students and to improve the quality of education and teaching. Teaching team in colleges and universities, as a new type of teaching organization carrier to improve higher education, has become an important way for colleges and universities to improve the quality of teachers and the quality of education and teaching. The teaching team of basic courses refers to a formal group composed of a certain number of teachers with a certain professional ability, a reasonable age structure, clear division of labor, mutual cooperation and shared responsibility, relying on a certain platform, led by the team leader. As a teaching team imparting basic knowledge, it aims to improve the quality of education and teaching and improve the level of talent training. It constantly develops teaching resources, pays attention to the construction of teaching material system, and regularly carries out teaching discussions and experience exchange. It helps young teachers to improve their teaching level, promotes the reform of teaching contents and teaching methods, and the ultimate task is to improve the quality of talent training. The teaching team of basic courses is different from the teaching and research department, it pays more attention to team goals and teamwork^[2]. For the performance evaluation of teaching teams, we should not simply add up the performance of members, but should develop a set of perfect performance evaluation system of teaching teams and

choose appropriate indexes for different types of teaching teams to evaluate their performance. This helps to improve the overall performance of the teaching team. This paper discusses the performance evaluation method of basic course teaching team.

2 The construction principle of the performance evaluation index system of the teaching team of basic courses in colleges and universities

The construction of performance evaluation index system is to design an objective and scientific evaluation index system around certain evaluation objectives. The following principles should be followed. (i) Scientificity principle. The teaching team of basic courses in colleges and universities is mainly to impart basic knowledge, involving a large number of classes and a large number of students. Performance evaluation indexes must be selected scientifically according to these characteristics and regularities. (ii) Systematicity principle. The selection and design of performance evaluation indexes should include the main factors that affect the performance of the teaching team of basic courses in colleges and universities. The established index system must be hierarchical, and it should not be a simple stacking of various indexes. (iii) Operability principle. The selected performance evaluation indexes should not be too detailed and should be practical and operable. The combination of qualitative evaluation and quantitative evaluation can be used for the selected indexes. The qualitative evaluation index can be transformed into data index by expert scoring and other methods. (iv) Objectivity principle. Performance evaluation indexes should be able to objectively reflect team performance, avoid being affected by subjective factors, and the definition of various indexes should be clear and definite.

3 The construction of the performance evaluation index system of the teaching team of basic courses in colleges and universities

The construction of evaluation index system is a dynamic process^[3]. Due to the different objectives, tasks and performance

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characteristics of teaching teams in different types and different stages of development, in the process of establishing the performance evaluation index system of teaching teams, the evaluation index and its weight value should be revised according to its work objectives in different construction periods.

3.1 Determination of performance evaluation index system

With reference to the declaration requirements of the national teaching team, this paper analyzes the current situation of the construction of the teaching team and the factors affecting the performance of the teaching team. According to the characteristics of the teaching team of basic courses, four first-level indexes are selected: team composition (A1); team teaching work (A2); team teaching research (A3); team operation and management (A4)^[4].

3.2 Connotation of performance evaluation indexes

3.2.1 Team composition (A1). Because of the large number of students and classes in the basic course teaching team, the number and composition of the teaching team members should have a reasonable structure, and there is a need to carry forward the role of senior members, and improve the education and teaching level of the team. Team leader is a key factor in building an excellent teaching team. Its leadership affects the achievement and performance of the teaching team in teaching, scientific research, talent training and so on. Based on this, two second-level indexes are selected in this paper: (i) team structure (B1), including age structure, education structure and professional title structure as performance evaluation indexes; (ii) team leader (B2), including teaching ability, scientific research ability and comprehensive ability as performance evaluation indexes.

3.2.2 Team teaching (A2). The main task of the basic course teaching team is to cultivate talents, and the team teaching is not only the focus of performance evaluation, but also the core goal of

the team. In this paper, four second-level indexes are selected: (i) teaching workload (B3); (ii) teaching effect (B4); (iii) teacher training (B5); (iv) student training (B6).

3.3.3 Team teaching research (A3). The teaching team of basic courses should actively carry out teaching research and reform, and make some innovations in teaching contents, teaching methods, curriculum construction and so on. In this paper, three second-level indexes are selected: (i) curriculum and textbook construction (B7); (ii) teaching reform project (B8); (iii) teaching and research papers (B9).

3.3.4 Team operation and management (A4). The common goal of the teaching team of basic courses is to improve the level of teachers and the quality of education and teaching. Only when the team grows into a self-managed teaching organization can it be built into a teaching team full of cooperative spirit^[5]. Therefore, a teaching team with perfect management system, common values and harmonious relationship among members can have more cooperation and higher long-term team performance. In this paper, two second-level indexes are selected: (i) team management system (B10); (ii) cultural atmosphere of the team (B11).

4 Construction of a hierarchical system of performance evaluation indexes

Using the performance evaluation index system of the basic course teaching team (Table 1) and using the improved analytic hierarchy process, the comprehensive performance of the team and the performance of sub-indexes at all levels can be evaluated. This can promote the excellent teaching team to stand out, provide the direction for the construction of the teaching team, and provide the basis for the establishment of a dynamic performance evaluation management system.

Table 1 Hierarchical system of performance evaluation indexes for teaching teams of basic courses

First-level indexes	Second-level indexes	Third-level indexes
Team composition (A1)	Team structure (B1)	Age structure (C1)
		Professional title structure (C2)
		Education structure (C3)
	Team leader (B2)	Teaching workload and teaching results (C4)
		Number of scientific research projects and papers at and above the provincial and ministerial level in the past three years (C5)
		Organization, coordination and communication skills in team work (C6)
Team teaching (A2)	Teaching workload (B3)	Number of courses and class hours undertaken by the team this year (C7)
		Number of courses and class hours per capita this year (C8)
	Teaching effect (B4)	Number of teaching honors at all levels in the past three years (C9)
		Excellence rate of students' evaluation of teaching this year (C10)
	Teacher training (B5)	Excellence rate of supervising lectures this year (C11)
		Number of times teachers have won prizes in lecture competitions in the past three years (C12)
Team teaching research (A3)	Curriculum and textbook construction (B7)	Number of times of participating in teaching seminars and exchanges this year (C13)
		Number of times students have won competitions at or above the provincial level (C14)
	Teaching reform project (B8)	Number of students' papers published (C15)
		Number of planned textbook compilations undertaken in the past three years (C16)
	Use of teaching platform and number of high-quality courses at all levels (C17)	
	Number of education reform projects at all levels in the past three years (C18)	

(To be continued)

(Continued)

First-level indexes	Second-level indexes	Third-level indexes
	Teaching and research papers (B9)	Number of papers on education reform published in the past three years (C19)
Team operation and management (A4)	Team management system (B10)	Establishment and perfection of member evaluation and reward system (C20) Establishment and perfection of the rules and regulations of the team (C21)
	Cultural atmosphere of the team (B11)	Common values of team members (C22) Harmony within team members (C23)

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