

# Construction and optimization of teaching evaluation and quality assurance mechanism of elective courses in art universities in Northeast China

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**Abstract:** This paper discusses the construction and optimization of teaching evaluation and quality assurance mechanism of elective courses in art colleges in Northeast China. Elective courses play an important role in the education system of art colleges, which cannot only broaden students' knowledge horizon, but also meet students' needs for personalized development. The Cooper four-dimensional policy analysis model is used to analyze the specific performance of the current art universities in Northeast China in the setting and management of elective courses. This paper takes the public elective courses of Dalian Art College and Jilin University of Arts as the research object. Through in-depth analysis of the current situation, this paper tries to put forward a set of perfect teaching evaluation and quality assurance mechanism to ensure the teaching quality and the improvement of student satisfaction.

**Key words:** art university elective courses; teaching evaluation; quality assurance; optimization mechanism

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## 1 Introduction

In today's world, with the rapid development of economic globalization, the social demand for compound talents is becoming increasingly fierce. In April 1998, the Department of Higher Education of the Ministry of Education issued several Opinions on Strengthening the Cultural Quality Education of College Students, which pointed out that the basic qualities of college students include ideological and moral quality, cultural quality, professional quality and physical and psychological quality. Among them, cultural quality is the foundation (The Ministry of Education of China, 1998). However, how to construct and continuously optimize the teaching evaluation and quality assurance mechanism has always been a challenge facing the education community.

## 2 A review of theoretical literature

### 2.1 Public electives

Public elective courses refer to the courses selected by students themselves as stipulated in the teaching plans of various disciplines and majors in institutions of higher learning. In contrast to the "compulsory courses", all students in the school can choose the public elective courses they are interested in, which are not restricted by majors, and the requirements for students are also relatively low.

## 2.2 Teaching evaluation and quality assurance

In the process of teaching evaluation and scientific research in colleges and universities, educational management institutions evaluate the teaching level and scientific research ability of different colleges and universities through the evaluation form of "teaching evaluation and quality assurance", to promote construction, management, teaching and learning through evaluation. In this context, different scholars have studied and defined the concept of "teaching evaluation and quality assurance". Using the optimal evaluation standard of symbiosis theory, it is found that the teaching evaluation system of colleges and universities has problems such as the absence of teaching subjects, alienation of teaching functions, asymmetry of teaching relationship and non-reciprocity of teaching effects [1]. The construction of quality assurance system needs to adhere to three concepts, one is student-centered, the second is output-oriented, and the third is continuous improvement [2].

## 2.3 Cooper's four-dimensional policy analysis model

In their book "Better Policies, Better Schools: Theories and Applications" (2004), Cooper, Fusarelli, and Randall outline the main core theory of educational policy analysis, which encompasses several important aspects. Specifically, the system theory discusses the rules and organizational structure within the educational system, while the alliance and interest group theory delves into the collection of supporters and their influence on policy. This comprehensive analysis framework is divided into four dimensions for all educational policies: the normative dimension focuses on the value orientation and ethical principles of policy; the structural dimension analyzes the power structure and organizational form behind policies; the component dimension reveals the policy participants and their interactions; and the technical dimension involves the specific methods and tools of policy implementation.

The following, analyzed by using this model, is the specific performance and results of the management and implementation of elective courses in Chinese universities.

### 2.3.1 Policy and normative dimensions

The elective course management policy in Chinese universities aims to provide diversified course selection through the credit system, promote students' personalized development, and enhance students' independent learning ability and interdisciplinary learning ability. The policy usually includes course selection system, curriculum principles, teaching quality standards, credit recognition rules, etc. In the Opinions of the Ministry of Education on Strengthening the Aesthetic Education in Colleges and Universities in the New Era, it is clearly pointed out that the support for the construction of art education venues in colleges and universities should be further improved, and more cultural construction projects should be distributed in colleges and universities. Develop the construction plan for aesthetic education site equipment in colleges and universities, strengthen the construction of university theaters, concert halls, museums, art galleries and other art venues, and establish a supplementary mechanism for aesthetic education equipment in colleges and universities (Ministry of Education, 2019). At the same time, it is pointed out that it should promote the integration of aesthetic education with moral education, intellectual education, physical education and labor education, and combine with the teaching of various disciplines, social practice and innovation and entrepreneurship education. (Ministry of Education, 2019). In this way, the standard of college elective courses is strengthened [3].

### 2.3.2 Policy and structural dimensions

In the process of implementation, Dalian Art College and Jilin University of Arts have established a detailed course management process, including course application, approval, course scheduling, course selection, teaching implementation, course evaluation and other links. At the same time, the management of credit system is carried out. The reform of credit system increases the students' choice, but also brings management challenges. For example, the randomness and autonomy

of course arrangement may lead to the lack of some high-quality courses. The course content has a great influence on the optimization process of the elective courses, and promotes the creative transformation and innovative development of the excellent traditional Chinese culture. In the opinion put forward by the Ministry of Education on strengthening aesthetic education in colleges in the new era, Chinese excellent traditional culture education is regarded as the soul of the foundation. Colleges and universities should promote the spirit of Chinese aesthetic education, refine, transform, and fuse traditional culture and art. This will allow the collection of cultural relics and the display of cultural and artistic heritage to become school aesthetic resources. It will enable young students to understand, touch, and absorb the essence of Chinese culture and art in the process of artistic learning (Ministry of Education, 2019). This policy promotes the localization and standardization of the elective course content, enhances the cultural nature of the course, and improves the cultural connotation of teachers and students [4]. In addition, the concept of fuzzy course management, which emphasizes flexible responses to complexity and uncertainty, has also begun to be introduced, but may be inefficient at the practical level due to the lack of clear guidance.

### 2.3.3 Policy and the constituent dimensions

Policy output is reflected in the quantity, type, quality of courses and students' course selection behavior. At present, many colleges and universities provide abundant elective courses, but the uneven teaching level and the blindness of students' course selection have become problems. Some students tend to choose courses that are easy to get credits for, rather than courses that really meet their own interests or are conducive to their professional development, which affects the original intention of elective courses to promote students' all-round development.

### 2.3.4 Policy and technical dimensions

The long-term impact of the management and implementation of elective courses in colleges and universities involves students' learning effectiveness, innovation ability, employment competitiveness and social recognition of higher education. On the one hand, the flexibility and diversity of elective courses help to stimulate students' interest in learning and develop the ability to think across disciplines. In the aesthetic education document of the Ministry of Education, it is pointed out that it should make full use of modern information technology to explore the construction of network, digital, intelligent, online and offline course teaching mode, plan and build a series of high-quality aesthetic education MOOCs, and expand the coverage of high-quality courses (Ministry of Education, 2019) [5]. On the other hand, poor management may lead to a waste of educational resources, insufficient cultivation of students' professional core abilities, and even affect the fairness and quality of education. The "Ministry of Education and Other Five Departments on Strengthening the Teaching Management of Online Open Courses in Ordinary Institutions of Higher Learning" states that strict assessment, evaluation, and management measures should be implemented based on the reality of course teaching. Learning processes should be strictly monitored, and examination supervision should be strengthened through technical means such as face recognition and dual computers. Students who participate in the organization of "course brushing", "course-taking for others", "exam brushing" and "exam-taking for others" and constitute illegal acts will be investigated for legal responsibility by relevant departments according to the law (Ministry of Education, 2022).

To sum up, the management and implementation of elective courses in Chinese art universities not only provide diversified learning opportunities, but also face challenges such as course quality control, students' course selection orientation and effective allocation of resources. Optimizing the policy content, standardizing the policy process, improving the quality of policy output, and finally realizing positive policy influence are the direction for Chinese universities to make efforts in the management of elective courses.

### **3 Analysis of the teaching status of elective courses in art universities in Northeast China**

#### **3.1 Current status of public elective courses in Dalian Art College**

As a comprehensive art college, Dalian Art College recruits public elective courses according to the relevant requirements of national quality education and through course bidding. Teachers who apply for elective courses will conduct course project defense and provide supporting materials related to the course content to evaluate the course. The courses that pass the project approval will be opened, and the course construction will be carried out during the one-year construction period. Finally, the course conclusion will be evaluated according to the course construction and teaching evaluation, and the course construction funds will be given to the courses that pass through the evaluation. Undergraduate students need to take 8 credits (4 courses, not repeated public elective courses) before graduation. The public elective courses of Dalian Art College are divided into 6 categories: "comprehensive quality and skills of innovation and entrepreneurship education, public art, basic skills, whole-person education, art + ideological and political education, and humanistic quality". A total of 64 courses are opened (2 credits for each course) in the school.

#### **3.2 Current status of public elective courses in Jilin University of Arts**

The public elective courses of Jilin University of Arts are divided into online courses and offline courses. Online courses require students to participate in the online courses on the official website to reach the corresponding class hours. Online courses are mainly quality education and general education, while offline courses are mainly art education and humanities education. The school encourages students to choose courses across majors and departments, so as to achieve the basic educational concept of comprehensive art quality education. Undergraduate students need to take 8 credits (4 courses, not repeated public elective courses) before graduation. The public elective courses of Jilin University of Arts are divided into four categories: "public art module, cultural literacy module, online course module, and innovation and entrepreneurship module". A total of 52 courses are offered (2 credits for each course) in the school.

#### **3.3 Common summary and analysis**

The setting of public elective courses in the two art universities fully reflects the diversity and interdisciplinary characteristics of art. The courses cover art and science, art and technology, and art and humanities, aiming to broaden students' knowledge horizon and improve their comprehensive quality. In addition, in order to meet the interests and needs of different students, the course also set up a variety of options, including music, dance, drama, film and television, art and other art categories.

In terms of humanistic quality, both universities pay attention to cultivating students' cultural deposits and moral cultivation. The course covers various fields such as literature, history, philosophy, art and ethics, aiming to improve students' humanistic quality and make them become artistic talents with extensive knowledge background and profound cultural heritage. At the same time, through the development of various cultural activities, such as literary creation, drama performance, art appreciation, etc., it can let the students feel the humanistic spirit in practice and cultivate their aesthetic taste.

In terms of growth and development, both institutions focus on students' personalized development and long-term planning. The course covers career planning, mental health, life values and other courses, aiming to guide students to correctly understand themselves and plan their own life path. At the same time, through the establishment of the tutorial system, personalized guidance and other ways, they provide students with personalized support and guidance, to help them achieve all-round development.

To sum up, Jilin University of Arts and Dalian Art College fully reflect the comprehensiveness and diversity of talent training in the public elective courses. Through the all-round training of innovation and entrepreneurship education,

humanistic quality, general skills and growth and development, it provides students with rich learning resources and broad space for development, and helps them to achieve higher achievements on the road of art.

### 3.4 Personality summary and analysis

The public elective courses of Dalian Art College are all offline education courses with wireless teaching. According to the characteristics of professional talent training, the college has integrated content related to students' comprehensive quality, formed teaching content that is gradually deepening, scientifically reasonable, and meets the needs of society and students, and integrated these contents into a jointly built and shared teaching resource system. At the same time, we should strengthen the construction of teachers, realize that "educators themselves must be educated", focus on mobilizing energetic and creative young teachers, promote the joint construction and sharing of curriculum teaching, vigorously improve the professional ability and level of public elective course teachers, and improve the quality and effectiveness of public elective courses.

By optimizing curriculum, improving teaching quality and paying attention to student development, Dalian Art College strives to achieve educational fairness and quality improvement, so as to cultivate more outstanding talents for China's cultural and artistic undertakings. In terms of public elective course system, Jilin University of Arts aims to improve students' practical teaching by establishing a collaborative mechanism for students' comprehensive quality and practical ability. In this system, the school gives full play to the characteristics of various disciplines in the school, carefully designs teaching resources, and realizes the organic integration of network self-study and offline learning.

## 4 Conclusion

The establishment and improvement of the teaching evaluation and quality assurance mechanism of elective courses in Northeast China is a systematic and long-term project. Educators and educational management institutions should make joint efforts to continuously optimize and improve this mechanism, so as to contribute to the development of art education in China.

This paper reveals the uniqueness and importance of this field by deeply analyzing the characteristics and teaching needs of elective courses in art colleges. At the same time, the Cooper thinking policy analysis model analyzes and summarizes the management and evaluation of elective courses in art universities from four dimensions of specification, structure, composition and technology. The elective courses of art colleges and universities in Northeast China not only cover a variety of art categories, but also pay attention to practice, creativity and personalization, providing students with a broad space for development. In the construction of teaching evaluation and quality assurance mechanism, these characteristics must be fully considered and adopt flexible and diverse evaluation methods to promote the all-round development of students.

In short, this paper provides a useful reference for the development of elective courses in China by studying the construction and optimization of elective courses in art colleges in Northeast China. In the future, relevant colleges and universities should continue to pay attention to the improvement of teaching evaluation and quality assurance mechanism, strive to improve the teaching quality of elective courses, and contribute to the cultivation of artistic talents with comprehensive quality and innovative ability.

## Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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