



**THE TEACHING QUALITY OF ADULT EDUCATION OF KUNMING
UNIVERSITY**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
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This Independent Study has been approved as a Partial Fulfillment of
the Requirements for the Degree of Master of Business Administration

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ABSTRACT

With the continuous growth of adult education courses in universities, the evaluation system of adult education courses in some colleges and universities does not match the talent needs of the urban rail industry and the practice of education and teaching reform. This study aimed to analyze the teaching quality of adult education and set three objectives: 1) To examine how the course content for adult education affects the teaching quality at Kunming University. 2) To examine how the course design goals affects the teaching quality at Kunming University. 3) To examine how the course design standards affects the teaching quality at Kunming University.

This study adopted the quantitative method and selected the critical factors of adult education courses design in colleges and universities. The Outcome-Based Education (OBE) theory and the Constructivism theory were taken as the theoretical support to comprehensively analyze the content and results of adult education courses in colleges and universities. The study found that course content for adult education, course design goals, and course design standards positively affect teaching quality. The analysis demonstrates strong interrelationships among course content for adult education, course design goals, and course design standards. This underscores the interconnected nature of these variables, suggesting that a comprehensive approach to improving course content can lead to better alignment and implementation of course design goals and standards, ultimately enhancing the overall quality of adult

education. For recommendations:1) Strengthen the construction of essential to the teaching quality; 2) Strengthen the construction of majors, courses, and teaching materials; 3) Strictly monitor teaching quality. The case study of adult education of Kunming University can provide reference for the teaching reform of adult education in other universities.

Keywords: Outcome-Based Education theory, adult education, teaching quality



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For me, this Independent Study combines my personal interest and focuses on the theoretical research direction I care about, which is worthy of in-depth research.

Secondly, I am very grateful to my supervisor, who gave me careful guidance and suggestions for revising the Independent Study. I have been living and studying to teach me tirelessly since I entered the graduate school, in the stage of selecting the topic of this Independent Study, I have been experiencing ups and downs, and I have been experiencing self-affirmation and denial. It is the mentor's encouragement and guidance that made my graduation Independent Study gradually on track.

Finally, I would like to thank the committee and previous researchers for their great help in my research.



DECLARATION

I, Zhang XiaoYuan, hereby certify that the work embodied in this independent study entitled “Teaching quality of Adult Education of Kunming University” is result of original research and has not been submitted for a higher degree to any other university or institution.



(Zhang XiaoYuan)

Aug. 28, 2024

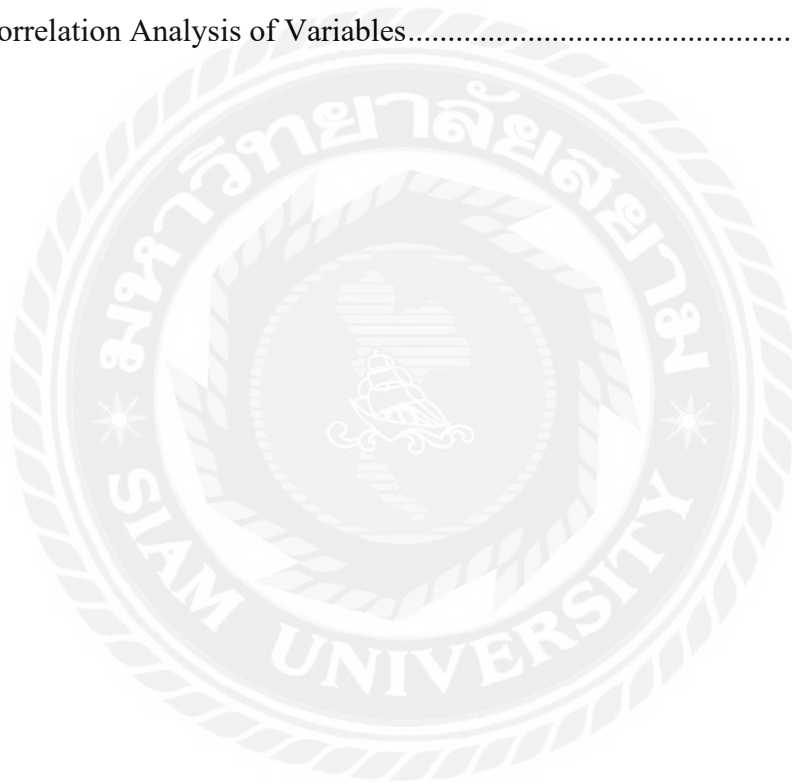
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Chapter 1 Introduction

1.1 Background of the Study

With the development of social economy, people's demand for lifelong learning and continuing education continues to increase (Bao & Zhu, 2021). Adult education is an important form of education that provides learning opportunities for adults who are unable to attend full-time study. With the rapid development of social economy and the transformation and upgrading of industrial structure, the demand for talents is increasing. Many practitioners need to constantly improve their knowledge and skills to adapt to the market demand, and adult education becomes their first choice. As a well-known university, Kunming University has great advantages in the background and actual situation of adult education. By continuously improving the education system, expanding the field of education and improving the teaching quality, the adult education of Kunming University will cultivate more high-quality talents for the society, and promote the local economic development and social progress (Abedi, 2018). It is hoped that Kunming University can further strengthen its adult education in the future development, and provide students with better learning experience and broader space for development. As a comprehensive university of a certain scale, Kunming University also has a certain influence in adult education. However, there are still few cases of systematic research on the teaching model of adult education in Kunming University. It is necessary to conduct an in-depth study of the teaching model of adult education at Kunming University to explore its strengths and weaknesses and make suggestions for improvement (Zhang et al., 2020). As a comprehensive university, Kunming University has made remarkable achievements in undergraduate education and graduate education, but it has also realized the importance of adult education and is actively exploring and expanding the field of adult education.

Since the late 1990s, the scale of higher education in China has been continuously expanding, and adult education has also grown rapidly with the expansion of enrollment in ordinary universities (Noaman et al., 2017). Various educational models and mechanisms have emerged, undoubtedly making significant contributions to improving the quality of China's population, developing human resources, and promoting local economic development. However, at the same time, adult education has also exposed many problems, among which the decline in the quality of education and teaching has become a widely discussed focus (Nafukoh et al., 2004). As an adult education and teaching worker, how to ensure the quality of adult education and teaching has become a topic that we should pay close attention to. Quality is the lifeline, and without quality education, there would be no foundation for survival and development. For over a decade, many employees in China have first entered society and then obtained corresponding degrees through adult education. This was originally a

measure formulated to solve the shortage of education resources at all levels and improve the quality of employees. However, due to the increasing number of people in society with higher education diplomas, coupled with the deep-rooted concept of "education first" in talent evaluation, employers adhere to the "education perspective" in hiring, rating, and promotion, using education and diplomas as the main evaluation indicators, and relying solely on formal education to judge a person's ability has led to artificially labeled social judgment standards, which inevitably leads to blind pursuit of diplomas by employees. The education level neglects the learning of practical skills, while keeping a close eye on "education level" and neglecting the practical needs of society, resulting in learners learning but finding it difficult to apply (Yang, 2019).

Secondly, with the continuous deepening of education reform in our country, the investment in education funds as a supporting investment for educational institutions has not been truly in place, resulting in a considerable number of educational institutions having to rely on snatching students to maintain their "survival". This "profit-oriented" tendency makes the teaching quality of adult education less and less guaranteed, deviating from the original intention of education reform to improve the overall quality of the nation (Abedi, 2018). At the same time, the learning and values of the general public are gradually distorted, and many people come to receive education just for a diploma. They just go through the motions, and adult education has been formalized by this kind of education, so the quality of education and teaching goes without saying. The overall quality of students continues to decline. Although the adult education market in our country is very large, with the increase of educational institutions, competition is becoming increasingly fierce (Moore et al., 2002). Especially, ordinary universities use their advantages in education and teaching resources to participate in adult education, using adult education as a tool for generating income for units. This makes the originally fierce competition in the adult education market even more intense.

However, enrollment in adult universities is becoming increasingly difficult, and the student source war is intensifying. Some adult universities, to survive, have no choice but to lower their requirements, such as junior high school can attend junior college, senior high school can attending undergraduate, etc (Yang, 2019). The recruited students not only affect their normal teaching, but also affect the enrollment of other adult universities, and force other adult universities to lower the admission threshold, thereby making the entire adult education system more difficult. The quality of teaching has declined. Some students come to participate in adult education, not to learn knowledge or improve their abilities through learning, but to obtain a diploma. Coupled with the contradiction between work and study time, students often skip classes for various reasons (Lv et al. 2021). Even though schools use various methods to limit skipping classes, such as implementing a signature system and attendance rate as part of the assessment, students will come up with various solutions or still go their way (Abedi, 2018). It is difficult to imagine that their learning attitude can achieve good learning results, which will lead to a negative impact on exam style and discipline (Abedi, 2018). In this situation, schools that strictly adhere to the examination style will affect enrollment, but not adhering to the examination style and discipline will seriously

affect the quality of education.

At present, Kunming University has successively opened different levels of adult education courses at Kunming College. The national reform of higher education has been continuously deepened, advocating lifelong learning and vocational training (Chotigo & Kadono, 2021). Adult education has become an important part of the transformation and development of colleges and universities. The job of colleges and universities is to cultivate talents, and undergraduate education is also the meaning of the existence of universities (Altinay & Arici, 2022). To build high-level undergraduate education, we must firmly grasp the core of comprehensively improving the ability to cultivate talents (Peprah, 2018). Looking at the research conclusions of experts in the education field, the factors affecting the teaching quality of adult education mainly have the following three categories: one is the macroscopic background of society (external causes), the second is the students' own quality (internal causes), and the third is the running units or adult universities (external causes).

For a long time, colleges and universities have insisted on cultivating people by building morality, insisting on reforming undergraduate education, and actively exploring the construction of a high-level talent training system (Yang, 2019). Under this circumstance, it is necessary to continuously reform and optimize the high-quality teaching of adult education at Kunming University, promote the update of course content, and promptly integrate new research progress, new experiences in practical development, and new changes in social needs into teaching. Kunming University has established a mechanism for timely updating of course content. Promoting the improvement of the quality of adult education at Kunming University is a need for higher education reform, a need for the healthy development of students, and a need for social development (Abedi, 2018).

Whether adult education can achieve sustainable development depends on whether the quality of education and teaching can be steadily improved in all aspects. To improve the quality of education and teaching, it is necessary to reflect on the problems existing in the entire process of education and teaching, and continuously reform and innovate. Based on this, this paper analyzes the factors that affect the quality of adult education and teaching and explores how to improve the quality of adult education and teaching (Abedi, 2018). Therefore, this case analysis is a case study of the adult education teaching course design of Kunming University, which can provide reference for the teaching reform of adult education in other universities. At the same time, in-depth research on the teaching model of adult education at Kunming University will help improve the teaching quality of adult education and promote the popularization and development of adult learning. In addition, adult education teaching course designs based on modern information technology can be further explored to improve the convenience and effectiveness of adult learning. The study of adult education teaching course designs has important research value for improving adult learning effects and teaching quality.

1.2 Questions of the Study

Since the end of the 1990s, the scale of Chinese higher education has continued to expand. Adult degree education has also multiplied along with the expansion of regular colleges and universities, and various school-running models and mechanisms have emerged as the times require. This has undoubtedly contributed significantly to improving the quality of China's population, developing human resources, and local economic development. But at the same time, adult education model has also exposed many problems, among which the decline in education and teaching has become the focus of widespread discussion (Bao & Zhu, 2021).

The current situation of adult education in China mainly has the following points: first, the educational institutions are messy; second, the view of the supremacy of academic qualifications makes learning challenging to apply; third, the teaching process does not meet the requirements; fourth, the quality of teaching has declined significantly (Yang, 2019). How to ensure the teaching quality of adult education model has become a topic that we should pay great attention to improve the quality of education and teaching. It is necessary to reflect on the problems existing in the whole process of education and teaching and to carry out continuous reform and innovation.

The research questions are as follows.

1. How do the course content for adult education at Kunming University affects the teaching quality?
2. How do the course design goals at Kunming University affects the teaching quality?
3. To what extent do course design standards at Kunming University affects the teaching quality?

1.3 Objectives of the Study

Specifically, the research objectives were:

- 1.To examine how the course content for adult education affects the teaching quality at Kunming University.
- 2.To examine how the course design goals affects the teaching quality at Kunming University.
- 3.To examine how the course design standards affects the teaching quality at Kunming University.

1.4 Significance of the Study

1.4.1 Theoretical Significance

Theoretically, when reviewing relevant literature, there are many studies evaluating teaching quality, but few specific influencing factors. When it comes to improving teaching quality, almost everyone can talk about it. However, the specific connotation of teaching quality in colleges and universities and the difference between teaching quality and other disciplines are seldom studied. This study is mainly based on the OBE theory, the constructivism theory, the contingency management theory, and the new public management theory, and provides reference ideas for future development in colleges and universities.

1.4.2 Practical Significance

For a long time, the quality of education in Chinese colleges and universities still needs to be improved, and the overall quality of education is still not optimistic. The quality of teaching is related to the quality of college education and students' physical and mental development (Lv et al., 2021). By consulting the literature and through questionnaires and expert interviews, this study examines the current situation of the quality teaching of adult education at Kunming University, analyzes the influencing factors of the quality of adult education in Kunming University from the aspects of teaching process and course design objectives, and puts forward corresponding countermeasures to improve the quality of adult education in Kunming University.

1.5 Limitations of the Study

(1) The sample size is small. (2) Analysis dimensions and indicators are too single. This paper mainly explored the factors affecting the teaching quality of adult education at Kunming University from teaching elements and current teaching quality evaluation methods. Through analyzing these influencing factors, it proposes behaviors such as enrollment, finance, educational affairs, student status, examination affairs, grades, and teaching quality monitoring from the aspect of the teaching process. It considers the management level and work quality of managers. In addition, regarding government policies, organizing adult higher education and management personnel to conscientiously implement relevant national policies and strict implementation of management rules and regulations has not been fully considered (Yang, 2019), so in the future, we must pay attention to the limitations of this aspect.

Chapter 2 Literature Review

2.1 Introduction

This chapter provides a comprehensive overview of the relevant literature, beginning with an introduction that outlines the scope and purpose of the review. It establishes the importance of the Outcome-Based Education (OBE) in educational research, setting the stage for a deeper exploration of its implications. The review then delves into existing research on the OBE, summarizing key studies and findings related to its implementation, effectiveness, and associated challenges. This section also analyzes how the OBE impacts student outcomes across various educational contexts. Following this, the focus shifts to course improvement, exploring how the OBE and other educational theories contribute to enhancing course design and delivery. This includes methodologies and strategies for refining curriculum and instructional practices.

Further, the chapter examines education teaching quality within the OBE framework and related theories, addressing factors that influence teaching effectiveness such as teacher preparation, assessment methods, and student feedback. Theoretical perspectives are reviewed in depth, with a focus on the OBE theory and constructivism theory. The OBE theory is explored through its principles, objectives, and application, while constructivism theory is discussed in terms of how it supports learners in constructing knowledge through experience. The chapter concludes by identifying research studies relevant to these topics and presenting the theoretical framework that integrates the OBE theory and the constructivism theory to guide the study's analysis and methodology.

2.2 OBE Related Research

Out-of-body experiences (OBEs) have been a topic of interest for researchers in the fields of psychology, neurology, and parapsychology for many years. Here are some literature reviews summarizing research on OBEs: Wu (2021) expounded the foreign OBE theory earlier and explained in detail the relevant models of OBE courses and how to apply them in domestic courses. While studying OBE theory, Oketcho et al. (2020) analyzed the potential problem of insufficient learning outcomes in my country's certification of engineering education-related majors and proposed a method path for solving this problem with a result-oriented evaluation goal. Zhang et al. (2020) compared the quality of courses in China and New Zealand based on his work experience and OBE theory and built a vocational professional course evaluation system based on the comparative evaluation results. They analyzed the various explanations for OBEs, such as psychological factors, cultural influences, and paranormal explanations. Lv et al. (2021) elaborated on the following issues in studying OBE theory: course design elements, teaching environment, and talent

training effects in the course design quality evaluation system. More discusses the different theories of OBEs, including physiological explanations, psychological theories, and parapsychological perspectives. She also examines the methods used in OBE research and the evidence supporting the existence of these experiences. Bao & Zhu (2021) believes that when learning the principles and applications of single-chip microcomputers, a course quality evaluation system should be established from learning, teaching, and implementation effects. They also provide relevant explanations based on actual research studies.

In conclusion, these literature reviews provide valuable insights into the current state of research on out-of-body experiences, including the various theories, methods, findings, and controversies surrounding this intriguing phenomenon. Further research is needed to clarify the nature of OBEs and their implications for our understanding of consciousness and human experience.

2.3 Course Improvement

In terms of course design improvement research, Acharya et al.(2013) believed that vocational and technical course design diagnosis should be carried out mainly from five aspects: goal completion, course design resource reserve, student employment security, course design quality generation, and effective control of course design quality. Oketcho et al. (2020) researched the diagnosis and reform of vocational courses based on information platform construction and believed that a comprehensive course teaching process with course objectives, standards, and task systems as the core should be established. They also explore the implications of these experiences for our understanding of consciousness and the nature of reality, and examine the evidence for these experiences in both the laboratory and real-world settings and discuss the potential mechanisms underlying such phenomena. Course diagnosis and improvement refers to the process of evaluating a course to identify areas for improvement and implementing changes to enhance the quality of the course. This process typically involves assessing course content, instructional methods, student engagement, assessment strategies, and overall learning outcomes.

Wu (2021) believed that when researching course design diagnosis and improvement topics, the diagnosis and improvement work should mainly focus on students' comprehensive training and growth and development goals. One way to diagnose a course is to gather feedback from students through surveys, course evaluations, and other assessment tools. This feedback can provide valuable insights into what aspects of the course are working well and what areas need improvement. Additionally, instructors can reflect on their own teaching practices and seek input from colleagues or instructional designers. After identifying areas for improvement, instructors can make changes to the course structure, content, assessments, or instructional methods. This may involve revising course materials, incorporating active learning strategies, providing additional resources, or adjusting the pace or focus of the course.

It is important to continuously evaluate the effectiveness of these changes and gather feedback from students to ensure that the course is meeting learning objectives and student needs. By regularly diagnosing and improving their courses, instructors can create engaging and effective learning experiences for their students. Lv et al. (2021) believed that in the process of course research in foundation and foundation engineering construction and quality inspection, it is necessary to diagnose course construction based on course development, implementation, and teaching situations and propose improvement measures based on actual data.

2.4 Teaching Quality

Education and teaching quality are important factors in determining the success and effectiveness of educational systems. High-quality education and teaching are essential for equipping students with the knowledge, skills, and capabilities they need to succeed in the workforce and in society. Quality education involves having well-trained and skilled teachers who are able to effectively convey information and support student learning. It also includes having rigorous and up-to-date course design that is aligned with academic standards and expectations. Although the issue of the impact of the above situation has attracted the attention of some scholars at home and abroad, the relevant empirical research is still relatively lacking, which is not commensurate with the actual needs (Lim, 2021). Additionally, quality education requires having access to resources and support services that help students succeed, such as technology, learning materials, and extracurricular activities.

As far as higher vocational education is concerned, quality education model is the key to students' satisfaction, which is reflected in the fact that education is responsible for the overall development of students. Student satisfaction is the satisfaction of students' needs for education. Abu-Hasan et al. (2008) believed that teaching quality, as the core part of the quality of higher vocational education, determines the quality of talent cultivation to a certain extent, and the level of teaching quality also affects students' satisfaction to a certain extent. There are several ways to measure education and teaching quality, including student academic performance, graduation rates, teacher qualifications, and student engagement. Schools and educational systems can also assess quality through surveys and evaluations from students, parents, and other stakeholders.

Overall, ensuring high-quality education and teaching is crucial for creating a strong foundation for students to succeed in their academic and professional pursuits. By investing in education and prioritizing teaching quality, we can help create a more educated and skilled workforce, leading to a more prosperous and equitable society.

2.5 Theory Review

2.5.1 Outcome-Based Education (OBE) Theory

Outcome-based Education (OBE), is an advanced educational concept developed

in North America at the end of the 20th century. It was first proposed by Yang (2019) and was soon recognized by various countries. In 2016, China officially became a member of the "Washington Agreement," which marks that my country's higher engineering education aligns with the advanced concepts and quality standards of international higher engineering education.

There are many definitions of OBE. Zhu et al. (2020) defined OBE in the book "Output-Based Education Model: Controversy and Answers" as "clear focus and organization of the education system, so that it revolves around ensuring students to obtain substantial success in future life experience." But no matter how it is defined, in the OBE system, educators must have a clear vision of the abilities and levels that students should achieve when they graduate and then seek to design a reasonable educational structure to ensure that students achieve these expected goals (Zhang et al., 2020). OBE drives the operation of the education system with the ultimate goal of student production rather than textbooks or teacher experience, so it can be regarded as an innovation in the education model. The implementation of OBE needs to meet three premises or assumptions: (1) It is necessary to realize that all students can succeed, but there are specific differences in the time and way of achieving success; (2) Good learning methods will motivate students to achieve more tremendous success; (3) Teachers play a crucial role in the teaching process, and teachers determine whether students can succeed to a certain extent. OBE covers many aspects of education and has attracted widespread attention in the education field. One way to evaluate student satisfaction is to include their education experience into the overall satisfaction score through student surveys (Abu-Hasan et al., 2008). This article will start from the undergraduate education of engineering colleges and universities and introduce the concept of OBE into the course evaluation so as to realize the exploration and reform of the management system of examination methods, methods, and examination organization.

2.5.2 Constructivism Theory

The theory of Constructivism generally refers to the theory and practice of Constructivism. "Theory and Practice of Constructivism" was published by Knowledge Publishing House in 1998. Quality-oriented education is a hot topic in my country's education at present. It is an educational model that is produced relative to exam-oriented education. Constructivism theory emphasizes the importance of students' active participation and individual differences in the learning process, and believes that students should construct their own knowledge system by reflecting on and rebuilding the real world experience and knowledge. In teaching management, constructivism theory emphasizes that teachers should provide students with positive, interactive and cooperative learning environment, to promote their learning and development, on the basis of teaching management should create a positive, interactive and cooperative learning environment, allowing students to freely express their ideas and views, through communication and cooperation with others to build knowledge, and constructivism theory that each student is the only individual, has their own unique

learning style and needs. Quality-oriented education focuses on the education of talent quality (Zhang et al., 2020).

Teaching management should provide personalized learning support according to students' individual differences, and guide them to build knowledge through independent exploration and discovery. Students should actively participate in and actively explore in the learning process. Teaching management should encourage students to deepen their understanding and application of knowledge through independent learning and practice. Constructivism theory holds that learning is a social activity, and teaching management should promote the cooperation and interaction between students, so that they can jointly build knowledge through the communication and cooperation with others. To sum up, the importance of constructivism theory to the quality of teaching management lies in the emphasis on creating a positive learning environment, providing personalized learning support, encouraging active learning and promoting cooperative and social learning, so as to improve students' learning effect and development level. In practice, teachers should carefully design and manage the teaching process according to the requirements of constructivism theory, so as to create good learning conditions and opportunities for students and stimulate their learning motivation and creativity (Zhu et al., 2020). It is an education that adapts to the development of the current era and is very different from the current exam-oriented education. The basic concept of Constructivism is to comprehensively improve people's essential quality as the fundamental purpose, to respect people's subjectivity and initiative based on man-made character, focus on developing people's wisdom potential, and pay attention to the formation of people's sound personality as the essential characteristics of education. Since the reform and opening up, the party and the state have always regarded improving the quality of the whole nation as a fundamental task related to the overall situation of socialist modernization (Lim et al., 2021). Establish a hierarchical and classified university physical education teaching system to properly handle the relationship between students' skills and hobbies, hobbies and specialties, and interests and specialties (Petruzzellis et al., 2006). The national development strategy in the new era puts forward new propositions for undergraduate education and provides new opportunities for building high-level undergraduate education.

After more than 30 years of development, the elective courses in adult quality education established by Kunming College have significantly impacted college students. These courses have enhanced students' physical adaptability, psychological acceptance, and ideological understanding, while also shaping the role of Kunming in this educational model. The impact of the quality of adult education model in colleges on people's art appreciation levels deserves further exploration and discussion. Kunming College of University Physical Education offers high-quality adult education model courses, which can improve college students' physical fitness, advocate scientific learning and happy learning, increase artistic accomplishment, and expand artistic connotation. Constructivism is based on comprehensively improving people's essential qualities, respecting people's subjectivity and initiative based on man-made character, developing people's wisdom potential, and forming people's sound personalities (Chaiyasoonthorn et al., 2019). Constructivism is the actual need of social

development to make people correctly face and deal with all things and phenomena in their social environment. Handle the result, process well, and the relationship between class and extracurricular.

At present, institutional education focuses on the results rather than the process. To guide education, enterprises should not focus on the results rather than the process because their products are different (Zhu et al., 2020). The product of education is talent, and the quality of talent determines everything. To improve the quality of talent, we must pay attention to the process. In addition, the knowledge learned in class is generally the exam's content. Students attach great importance to it and ignore extracurricular knowledge. They don't know that sometimes extracurricular knowledge is more valuable than in-class knowledge. Handle the relationship between all-round development and giving full play to individual strengths (Lee et al., 2019). Students develop in an all-round way, and their grades in all subjects are good, so the quality of students is high. However, the current education has a wrong understanding of all-round development. The most significant difference between higher vocational colleges and ordinary colleges and universities is to cultivate technical and practical talents serving the production line and pay attention to the cultivation of practical operation ability and innovation abilities (Peprah, 2018). They think that if students do not develop in an all-round way, they will not get high scores in the exams and cannot enter the university. Therefore, institutions should give full attention to developing students' personalities.

2.6 Research Relevant

Mohammed et al. (2022) agreed that defining what education is for was the first step, cautioning that identifying those purposes is subjective and that a comprehensive philosophy of education is necessary to guide making those judgments. However, it was Piaget who is credited with coining the term 'constructivism' in the early twentieth century; at the same time, quality education model (which also views learning as an active and constructive process) was gaining traction in Psychology.

A good teaching system aligns teaching method and assessment to the learning activities stated in the objectives, so that all aspects of the system are in accord in supporting appropriate student learning. This system is called constructive alignment, based on the twin principles of quality education model in learning and alignment in teaching. The significant steps that made over his predecessors were to explicitly embed a theory of learning, quality education model into a model for teaching design concerning the course design and to articulate the connection and direction of travel between learning activities and assessment: alignment. Altuntas et al. (2011) developed the HEPERF scale as a measuring tool for the quality of teaching services in the higher education sector. Foreign researcher Mohammed et al. (2022) proposed the measurement standard as a performance-based comprehensive teaching service quality model applicable to higher education institutions. A critical difference between OBE used as an educational tool and its institutional use for validation and accountability

purposes is the shift in focus and language from that of student-centered activities (what the student does) to that of table alignment (what the teacher does to defend their teaching in institutional documentation). It is to this shift in emphasis that we now turn.

2.7 Theoretical Framework

Theoretical Framework is shown in Figure 2.1:

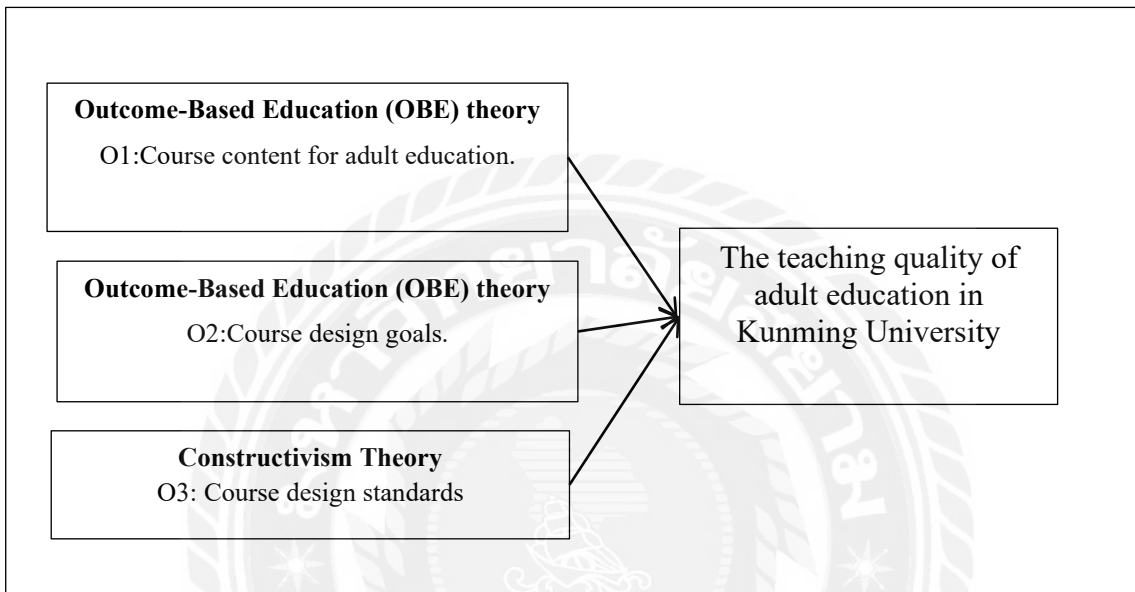


Figure 2.1 Theoretical Framework

2.8 Terms and Definition Used in This Study

Course content for adult education: Course content refers to the subject matter, topics, and material that are included in an educational program (Bao & Zhu, 2021). This includes lectures, readings, assignments, multimedia resources, and any other instructional materials provided to learners. Under the comprehensive definition of OBE theory, the scope of diagnosis and improvement of adult education courses in colleges and universities is defined. This theory holds that talent training should be based on meeting the needs of social development, local prosperity, school growth, and student employment, and cultivate students' knowledge, skills, and professionalism that can meet the needs of all parties (Altinay & Arici, 2022).

Course Design Goals: Course design goals are the intended outcomes and objectives that guide the development and structuring of a course. These goals focus on what learners are expected to achieve by the end of the course and how the course content and activities are aligned to meet these expectations.

Course Design Standards: Course design standards is necessary to provide students with conditions and guarantees for learning and employment according to the training objectives. And established criteria and guidelines that ensure the quality, effectiveness, and consistency of course development. These standards help ensure that courses are well-structured, engaging, and aligned with best practices in education.

Teaching quality: Teaching quality is an essential part of course design development in order to attune it with the needs of the times and of the learners and to help determine which objectives to stress. It should be a continuous part of on-going course design and teaching. It should be carried out mainly from five aspects: goal completion, course design resource reserve, student employment security, course design quality generation, and effective control of course design quality (Banerjee & Chaudhury, 2010).



Chapter 3 Research Methodology

3.1 Research Design

This study adopted quantitative method to analyze the impact of various factors on the quality of adult education at Kunming University. This study aims to explore the impact of specific factors on the quality of adult education at Kunming University, with a particular focus on enhancing teaching effectiveness through targeted interventions.

To achieve the research objectives, a structured questionnaire was developed, encompassing 24 questions across four key areas: course content, course design goals, course design standards, and teaching quality. Following this, this chapter explained the target population and the sampling method used to select participants, clarifying how the sample was chosen and its relevance to the research. The procedures for data collection are outlined, including how and when data was gathered, as well as any tools or techniques used. This questionnaire, designed based on expert reviews and literature, utilizes a 5-point Likert scale to assess perceptions of these variables' impact on teaching quality. Data were collected through an online survey distributed via WJX.cn and disseminated through WeChat and QQ, achieving a high response rate of 99.5% with 428 valid responses out of 430 distributed questionnaires. Finally, this chapter described the methods used for data analysis, including the statistical techniques applied to interpret the data and draw conclusions related to the research questions and hypotheses.

3.2 Hypothesis

This paper puts forward the following assumptions based on the actual situation:

H1: Improving the course content for adult education at Kunming University positively affects the teaching quality.

H2: Setting clear course design goals in adult education at Kunming University positively affects the teaching quality.

H3: Implementing more scientific course design standards in adult education at Kunming University positively affects the teaching quality.

3.3 Questionnaire Design

The questionnaire served as the primary data-gathering instrument for this study. It was designed to address the research problem by evaluating the positive and negative impacts of Oplan Rody, drawing on expert opinions and extensive literature (Abedi, 2018). The design process adhered to established principles (Chotigo & Kadono, 2021), and the questionnaire was developed based on a conceptual model for diagnosing and improving adult quality education in colleges and universities.

The questionnaire, which includes 24 questions, was distributed through online surveys and on-site interviews to professors, scholars, senior industry practitioners, and outstanding student representatives (Yang, 2019). Responses were measured using a 5-point Likert scale, where "1" indicates minimal impact and "5" indicates maximum impact on the diagnosis and improvement of the course. The questionnaire is shown in **Table 3.1**.

Table 3.1 Questionnaire Design

Independent variable	Item
Course content for adult	1-1. The selected textbooks and reference materials meet the teaching requirements of this course
	1-2. The teaching objectives are in line with the syllabus and the actual conditions of students
	1-3. The teaching content organized is correct and complete, reflecting the requirements of the teaching syllabus
	1-4. The course content is relevant to my professional or personal development needs.
	1-5. The teaching content of the organization can reflect the key points, difficulties and new progress of the basic theories, basic knowledge and basic skills
Course design goals	2-1. The course objectives are clearly stated and communicated.
	2-2. The activities and assignments align well with the learning objectives of the course.
	2-3. The learning objectives are achievable within the course duration.
	2-4. Appropriate organization or arrangement of preview, thinking, discussion, cultivate students' self-study spirit
	2-5. Language standard, the use of Mandarin, clear speech, pronunciation, intonation, moderate speed
	2-6. The breadth and depth of the teaching content shall meet the requirements of the teaching syllabus
	2-7. The concept elaboration is accurate and clear, with appropriate examples
	2-8. Highlight the key points and explain the difficulties thoroughly
Course design standards	3-1. Pay attention to professional ethics education in combination with teaching content
	3-2. Pay attention to the ideal and belief education in combination with the teaching content
	3-3. Pay attention to ideological and political education in combination with teaching content
	3-4. Train students' ability to solve practical problems with theory based on the teaching content
	3-5. Pay attention to the connection between old and new knowledge, and guide students to explore the unknown with their own knowledge

	3-6. Create problem situations and cultivate students' creative thinking
Teaching quality	4-1 The instructors demonstrate a high level of competence in delivering the course content.
	4-2 Feedback on assignments and assessments is provided in a timely manner.
	4-3 The support services (e.g., academic advising, technical support) are adequate and enhance my learning experience.

Therefore, this research model includes two types of variables:

(1) Independent variables: Course content for adult education, Course design goals, Course design standards;

(2) Dependent variable: Teaching Quality of Kunming University.

3.4 Population and Sampling

This study selected students from Kunming University as the research subjects. A total of 430 questionnaires were distributed in this survey, of which 428 were valid questionnaires, and the effective rate of questionnaires was 99.5%.

3.5 Data Collection

The data of this study were collected through online questionnaires. This survey was posted on the free online website commonly used in China: <https://www.wjx.cn/>. Then, the questionnaire link was sent through WeChat and QQ, popular applications in China.

3.6 Data Analysis

Based on the diagnosis and improvement of the teaching quality of adult education in Kunming University, this study constructed a structural equation model. Amos 22.0 software was used to estimate the parameters of each variable, and the internal relationship between variables was analyzed. The data analysis involved a comprehensive evaluation of the questionnaire's validity and reliability, description of statistical variables, and correlation analysis.

Validity and Reliability Analysis: The validity of the questionnaire was ensured through expert reviews and pilot testing, confirming that the questions effectively measure the constructs related to the teaching quality of impact on adult quality education. Content validity was verified by consulting experts, while construct validity was confirmed through factor analysis. Reliability was assessed using Cronbach's alpha, yielding a coefficient of 0.85, indicating high internal consistency. Test-retest reliability was also evaluated to ensure consistent responses over time.

Description of Statistical Variables: The analysis included both independent

variables (e.g., components of the adult quality education model and respondent demographics) and dependent variables (e.g., perceived effectiveness and impact of the teaching quality). Descriptive statistics such as means, standard deviations, and frequency distributions were calculated to summarize the data and provide an overview of the respondents' characteristics.

Correlation Analysis: Pearson's correlation coefficient was used to explore relationships between independent variables and dependent variables. Significant correlations were found, revealing how different factors are associated with the effectiveness of the teaching quality.



Chapter 4 Findings

4.1 Introduction

This chapter focused on the analysis of data and results, presents the analysis of the scale's validity and reliability, descriptive statistical analysis and correlation analysis, and a discussion of the results.

4.2 Validity and Reliability Analysis of the Scale

Validity analysis is an important part of the empirical analysis, usually researchers do not have enough time or resources to develop new measurement tools (Liu et al., 2022), The results are shown in Table 4.1.

Table 4.1 KMO and Bartlett's Test

Sample a sufficient Kaiser-Meyer-Olkin metric.	0.895
The sphericity test of the Bartlett	Approximate chi square
df	8432.735
Sig.	218
	0.000

In this study, the factor analysis in SPSS 22.0 software is used to analyze and test the relevant data of the questionnaire. The analysis results show that the KMO value of this questionnaire is 0.895, which is close to 1, indicating that the related variables of the questionnaire are well correlated for factor analysis. The Bartlett spherical test value of the questionnaire was 0.000, indicating a significant correlation among the variables in this study. At the same time, the test results also show that the questionnaire has good convergent validity. A measurement must be reliable first before it has a chance of being valid. After all, if you don't obtain consistent measurements for the same object or person under similar conditions, it can't be valid. If your scale displays a different weight every time you step on it, it's unreliable and invalid.

All researchers strive to deliver accurate results. Accurate results are both reliable and valid. Reliability means that the results obtained are consistent. Validity is the degree to which the researcher measures what he or she is trying to measure (Lv et al., 2021). This method is the reliability analysis of the attitude and opinion questionnaire (scale). The specific analysis is shown in Table Table 4.2 below.

Table 4.2 Reliability Convergence

Model reliability analysis

	Cronbach's Alpha	CR	AVE
Teaching quality	0.859	0.859	0.746

After the reliability analysis, The software also tested the reliability of the scale. The test results showed that the overall Cronbach's α value was 0.859, >0.6 , which has a high reliability coefficient, and the Cronbach's α value of each latent variable is above 0.6, indicating that the scale has high reliability and consistency, indicating that the scale has good internal consistency reliability.

4.3 Descriptive Statistical Analysis of Samples

The profile of the respondent is shown in Table 4.3 to Table 4.7.

Table 4.3 Sample Gender Analysis

	Frequency	Percentage
Female	193	45%
Male	235	55%
Total	428	100

According to Table 4.3, among the respondents of in this survey, women account for 45% and men account for 55%, and the distribution of gender samples is reasonable.

Table 4.4 Sample Age Analysis

	Frequency	Percentage
Under 30 years old	103	24%
30~40 years old	147	34%
41~50 years old	69	16%
51 to 60 years old	91	21%
61 years and above	18	4%
Total	428	100

According to Table 4.4, the highest age of the distribution was 30~40 years old, proportion of 34%. The second is under 30 years old, 24%. The demographic distribution of the respondents shows that 24% are under 30 years old, while 34% fall into the 30 - 40 years age group. Additionally, 16% are aged 41 - 50 years, 21% are between 51 and 60 years old, and 4% are 61 years old or older. In total, the survey included 428 respondents, representing a diverse age range. The majority of respondents are between 30 and 40 years old, making up 34% of the sample, while the smallest group is those aged 61 years and above, accounting for just 4%.

Table 4.5 Sample Education Level Analysis

	Frequency	Percentage
College or below	166	39%
University	142	33%
Master	87	20%
Dr	33	8%
Total	428	100

According to Table 4.5, 39% of the respondents in this survey completed college or below, 33% completed university degree, 20% of the respondents completed a master's degree, and 8% completed a Doctor's degree.

4.4 Correlation Analysis

Correlation analysis is an analysis method to analyze the relationship between two variables. The Correlation analysis result is shown in Table 4.7.

Table 4.6 Correlation Analysis of Variables

	Teaching quality	Course content for adult education	Course design goals	Course design standards	Mean	SD
Teaching quality	1				3.987	1.851
Course content for adult education	0.714**	1			4.869	1.762
Course design goals	0.703**	0.703**	1		3.964	1.802
Course design standards	0.719**	0.719**	0.703**	1	3.847	1.796

Note. * $p < 0.05$ ** $p < 0.01$

Table 4.6 presents the correlation analysis of the four variables related to adult

education at Kunming University: Teaching Quality, Course Content for Adult Education, Course Design Goals, and Course Design Standards, and includes mean and standard deviation (SD) values for each variable.

Correlation Coefficients:

Teaching Quality and Course Content for Adult Education: 0.714**

Teaching Quality and Course Design Goals: 0.703**

Teaching Quality and Course Design Standards: 0.719**

Course Content for Adult Education and Course Design Goals: 0.703**

Course Content for Adult Education and Course Design Standards: 0.719**

Course Design Goals and Course Design Standards: 0.703**

High Positive Correlations:

Teaching Quality shows strong positive correlations with Course Content for Adult Education (0.714), Course Design Goals (0.703), and Course Design Standards (0.719). This suggests that improvements in course content, course design goals, and course design standards are closely associated with higher teaching quality.

The correlation analysis indicates that improvements in course content, course design goals, and course design standards are all positively related to teaching quality. Strong correlations among these variables suggest that addressing one aspect can significantly impact the others, thereby improving the overall teaching quality in adult education at Kunming University.

4.5 Discussion

The hypotheses presented address different aspects of course design and their potential impact on teaching quality at Kunming University. Here's a detailed discussion of each hypothesis:

H1: Improving the course content for adult education at Kunming University positively affects the teaching quality.

Discussion:

Course Content for Adult Education: Mean: 4.869. Standard Deviation (SD): 1.762. This suggests that higher-quality course content is associated with more effective and well-aligned course design goals. So, high-quality content can have several positive effects on teaching quality. Up-to-date and relevant content can enhance student engagement and motivation. When students find the material pertinent to their goals and interests, they are more likely to participate actively and absorb the information effectively. Well-structured and current content enables instructors to provide more accurate, detailed, and insightful explanations. This can lead to a deeper understanding of the subject matter by students and improve the overall effectiveness of teaching. Improved content often comes with better assessments and learning resources,

which can provide instructors with more accurate feedback on student progress, allowing for timely and effective interventions. However, simply improving course content might not be sufficient if other aspects of teaching and learning are not addressed. The effectiveness of content improvement also depends on the implementation of supporting strategies such as professional development for instructors and adequate resources for students.

H2: Setting clear course design goals in adult education at Kunming University positively affects the teaching quality.

Discussion:

Setting clear and achievable course design goals is crucial for guiding both instructors and students. Clear goals help in creating a focused curriculum that aligns with desired learning outcomes. This clarity ensures that both instructors and students understand what is expected and can work towards achieving specific educational targets. Reasonable goals contribute to a structured approach in course design, including planning lectures, assignments, and assessments. Course Design Goals: Mean: 3.964. Standard Deviation (SD): 1.802. This indicates that improvements in course goals provide benchmarks for evaluating teaching effectiveness and student performance. By regularly assessing progress towards these goals, instructors can identify areas for improvement and adjust their teaching strategies accordingly. Setting goals requires careful consideration to ensure they are realistic and aligned with both institutional objectives and student needs. Overly ambitious goals can lead to frustration, while insufficient goals may result in inadequate educational outcomes.

H3: Implementing more scientific course design standards in adult education at Kunming University positively affects the teaching quality.

Discussion:

Adopting scientific course design standards involves applying research-based principles and methodologies to course development. Scientific standards are grounded in educational research and evidence, which can lead to more effective teaching strategies and learning outcomes. These practices are often tested and validated, offering a reliable foundation for course design. By implementing such standards, Kunming University can benefit from a systematic approach to refining course content and teaching methods based on empirical data. Adhering to established standards helps ensure consistency and quality across different courses and programs. This uniformity can contribute to a more predictable and equitable educational experience for students. Course Design Standards: Mean: 3.847. Standard Deviation (SD): 1.796. This suggests that setting effective course design goals is linked to higher adherence to design standards. Thus, adopting scientific standards requires a commitment to continuous professional development and an openness to change. Instructors and administrators must be willing to engage with new methodologies and integrate them into existing

practices.

Therefore, each of these hypotheses highlights a critical component of enhancing teaching quality in adult education. Improving course content, setting reasonable design goals, and adopting scientific course standards each play a role in creating a more effective educational environment. For the best outcomes, these approaches should be considered together and integrated into a comprehensive strategy for course design and teaching improvement at Kunming University.



Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study used the OBE theory as theoretical support to conduct a comprehensive study on university adult education. This study adopted the questionnaire survey, analyzed the data obtained from the questionnaire through SPSS, clarified the correlation and coupling of different dimensions in the Kunming University's adult education.

This chapter provides an in-depth analysis of how different factors influence teaching quality at Kunming University. The research objectives were to assess the impact of course content improvement, course goal-setting, and course design standards on teaching quality. Based on the analysis, the following hypotheses were proposed:

H1: Improving the course content for adult education positively affects the teaching quality.

H2: Setting clear course design goals positively affects the teaching quality.

H3: Implementing more scientific course design standards positively affects the teaching quality.

The findings support these hypotheses, indicating that enhancements in course content, design goals, and design standards contribute significantly to better teaching quality. This conclusion is helpful in forming strategies for improving adult education practices and outcomes at Kunming University.

5.2 Recommendation

(1) Strengthen the construction of essential to the teaching quality.

The focus of running a university is on the construction of teaching staff, which is an essential factor affecting the quality of a university. Forming a team of full-time teachers, supplemented by external teachers, with reasonable professional titles, educational background, age, and professional structure is necessary. Among them, the proportion of associate professors and professors should be appropriate. Most young and middle-aged teachers have master's degrees or doctoral degrees. Improve service awareness and optimize service quality, the 21st century is the century of holding high service, highlighting the concept of educational service is the essence of educational management and the inevitable trend of development, and adult education is no exception.

Throughout the actual situation of adult education, the school-running units and adult education, education workers can strengthen the sense of service from the following aspects, improve the quality of service (Yan et al., 2022). First, the indoor layout as far as possible to provide students with a comfortable adult teaching hardware environment, Such as the campus environment, the desks in the classroom, the water

dispenser, the examination room, the configuration of cold shelter facilities; second, the campus cultural soft environment can provide students with a new feeling, Such as the creation of learning atmosphere, teachers' words and deeds can make people easy to adapt to, Entering the school gate can feel that they are a real college students; Third, the service mode should be diversified, Such as the opening of various educational facilities in the school, the daily life of students, holiday birthday SMS greetings; Fourth, create a space for students to communicate, Such as the establishment of class QQ group, organize class activities. Possess solid basic theoretical knowledge, high teaching level, strong professional practical ability, and rich practical work experience; possess the quality of "double teachers." By introducing teachers from society or hiring part-time workers, we send teachers to the front lines of production to practice and conduct two-way exchanges between school and enterprise personnel and recruit high-quality teachers from each other. Establish a continuing education system for the teaching staff of adult higher education (Bao & Zhu, 2021). By organizing teachers to participate in various forms of advanced studies or specialized training, participating in relevant discipline research or social practice, etc., they can keep abreast of new trends, developments, achievements, and developments in these significant and related industries. Technology, master the latest educational theories, teaching methods, and teaching methods to continuously improve its teaching level and teaching effect.

(2) Strengthen the construction of majors, courses, and teaching materials.

Major and course design construction are key links in cultivating talents to actively and flexibly adapt to social needs. Establish and adjust majors and courses according to training objectives and regional, industry, economic, and social development needs. Through social surveys, employers are invited to formulate professional training plans for majors with a significant demand for talent in the market. The ultimate goal is to meet the needs of job post groups, and the main line is to cultivate professional and technical application capabilities (Altinay & Arici, 2022). Design a training program, hire professors and experts with rich teaching and practical experience as directors of adult higher education, and facilities and equipment is a platform or channel for teachers to pass on the teaching content and methods. The number and quality of facilities and equipment directly affect the teaching efficiency and quality. Therefore, school-running units should actively apply for funds, increase the investment in infrastructure, and improve the basic conditions of teaching targeted and focused way, not only constantly transform the existing office conditions, but also add modern and digital teaching facilities in combination with the actual situation to provide convenient conditions for teaching and management. Revise the teaching plan of adult colleges and universities, and the professional director is responsible for enrollment, significant introduction, significant formulation and implementation, recommendation of teachers, review of teaching materials, organization of graduation design, and defense.

(3) Strictly monitor teaching quality.

Strengthening supervision of the entire teaching process and strict monitoring of

teaching quality are essential to strengthening teaching quality management. Construct a teaching quality monitoring and evaluation system, implement target management, and pay attention to process management. School leaders, teaching supervision experts, and educational administration personnel strengthen the implementation of teaching plans, teachers' teaching conditions, student attendance, and examination discipline (Liu et al., 2022). An excellent adult education teacher must be proficient in business, attractive class, teaching content is simple, students easy to understand, guide the method can be accepted and applied by students. Therefore, the teachers should strengthen the introduction of talents, and improve the establishment and titles of teachers and to improve the training of teachers, especially the teaching methods and skills. In addition, the quality of adult academic education and teaching management personnel is also in urgent need of improvement. From the point of internal environment, due to the adult education specific education object, plus adult, calendar education quasi separation between teachers and students, and communication and communication with students appear more, as necessary, this needs more our education teaching management personnel can handle, can appear all kinds of problems, avoid between teachers and students, the contradiction between schools and students is too big (Wei et al., 2021). As well as inspection and supervision of organizational management and other aspects. 1) Strengthen the review of course arrangement plans. Adhere to the seriousness of the teaching plan to ensure the smooth implementation of the plan. 2) Check the qualifications of teachers, select teachers, and ensure the quality of teaching work from the teachers' perspective. 3) Do a good job managing teachers' teaching and teaching inspection.

Make some leaders really put the quality consciousness throughout the education and teaching management; Second, to hold all levels of adult education quality publicity activities, Introduce the advanced teaching quality and management experience of adult education in the province, national and even international, Let the colleagues of adult education circle understand the new changes in the development of adult education; Third, to strengthen the quality awareness of adult students, Provide teaching quality courses for adult education, For students who did not attend the class, This step must be in place, It is the channel for all walks of life to understand the teaching quality of adult education, It is also an important way to publicize the determination and will of the party and the country to improve the teaching quality of adult academic education.

5.3 Further Study

For future research, it would be beneficial to explore additional factors that might impact teaching quality in adult education beyond course content, design goals, and design standards. Researchers could expanding the study to include multiple universities or educational institutions could provide a broader understanding of how these factors affect teaching quality across different settings. Another area for future research could involve longitudinal studies to assess how changes in course content,

goals, and standards impact teaching quality over time. This could provide insights into the long-term effectiveness of educational improvements.

Finally, conducting qualitative research through interviews or focus groups with both educators and students could offer deeper insights into the practical challenges and successes related to course content and design. This would help in developing more targeted strategies for enhancing adult education practices.

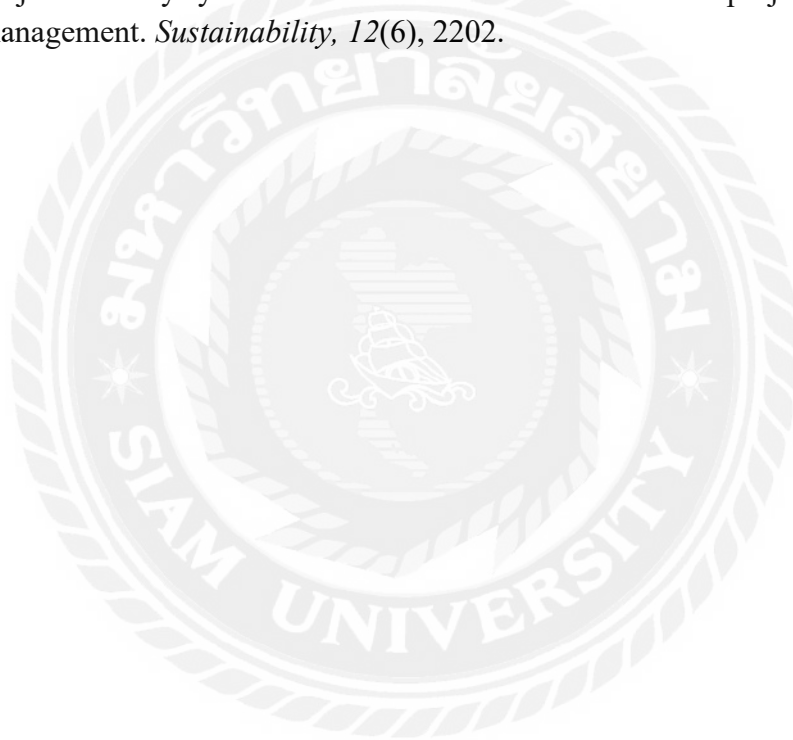


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Appendix

Questionnaire

Dear Sir/Madam,

Thank you very much for taking the time out of your busy schedule to participate in this questionnaire survey. This questionnaire is anonymously filled out based on your actual situation. This research is only for academic analysis and will not be used for other purposes. Thank you very much for your participation.

Part I: Basic information

1. Gender:

A. male B. female

2. Age:

A. under 30 years old B. 30~40 C. 41~50 D. From 51 to 60
E. > 61 years old

3. Education

A. college or below B. University C. Master D. Dr

Part two: Scale Design

	Item	1	2	3	4	5
Course content for adult	1-1. The selected textbooks and reference materials meet the teaching requirements of this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1-2. The teaching objectives are in line with the syllabus and the actual conditions of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1-3. The teaching content organized is correct and complete, reflecting the requirements of the teaching syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1-4. The course content is relevant to my professional or personal development needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1-5. The teaching content of the organization can reflect the key points, difficulties and new progress of the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	basic theories, basic knowledge and basic skills					
	1-6. The course content maintains my interest and keeps me engaged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course design goals	2-1. The course objectives are clearly stated and communicated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2-2. The activities and assignments align well with the learning objectives of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2-3. The learning objectives are achievable within the course duration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2-4. Appropriate organization or arrangement of preview, thinking, discussion, cultivate students' self-study spirit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2-5. Language standard, the use of Mandarin, clear speech, pronunciation, intonation, moderate speed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2-6. The breadth and depth of the teaching content shall meet the requirements of the teaching syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2-7. The concept elaboration is accurate and clear, with appropriate examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2-8. Highlight the key points and explain the difficulties thoroughly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2-9. Organically combines the new progress of the discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course design standards	3-1. Pay attention to professional ethics education in combination with teaching content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3-2. Pay attention to the ideal and belief education in combination with the teaching content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3-3. Pay attention to ideological and political education in combination with teaching content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3-4. Train students' ability to solve practical problems with theory based on the teaching content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3-5. Pay attention to the connection between old and new knowledge, and guide students to explore the unknown with their own knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3-6. Create problem situations and cultivate students' creative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education Teaching Quality	4-1 The instructors demonstrate a high level of competence in delivering the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4-2 Feedback on assignments and assessments is provided in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4-3 The support services (e.g., academic advising, technical support) are adequate and enhance my learning experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>