



The research on instructional supervision in Colleges and Universities in China

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Abstract

Instructional supervision plays an important role in improving the teaching quality and is an important way to improve the teaching level, which has attracted the attention of many university administrators and educational researchers. In this paper, I sorted out the definition and role of instructional supervision in Colleges and Universities, the problems existing in instructional supervision in Colleges and Universities and the strategies, and put forward some opinions and suggestions.

Keywords: instructional supervision, colleges and universities, teaching, teachers

1. Introduction

Undoubtedly, the instructional supervision appeared in Colleges and Universities in the 1970s has brought many improvements to the teaching of universities. However, it is undeniable that many problems with instructional supervision in Colleges and Universities have followed. Therefore, it attracted the attention of many educational researchers and school managers and has made considerable research findings in the past 30 years. In order to intensively study this way assisting teaching, we summarized the existing academic researched and put forward some the topics which should be researched in the future.

2. The Definition and significance of instructional supervision

As early as 1922, American scholar Burton wrote in his book *Supervision and Improvement of Teaching* that instructional supervision is an organized activity to improve the quality of teaching. Its task is to improve the quality of teaching, select and organize teaching materials, examine the effectiveness of teaching, improve the level of in-service teachers, and evaluate teachers. Wang Yandong believes that instructional supervision is the supervision of expert team behavior. In the new period, instructional supervision is not only limited to the guidance of teachers' teaching, professional level, teaching results, but also to promote the teachers' personal quality. The work is gradually expanding towards the all-round inspection, consultation, guidance and supervision of the school. The improvement of the school spirit and style of study will enable school leaders and relevant departments to effectively understand the current situation of school teaching and teachers, promote the quality of education and the reform of teaching system in Colleges and Universities. The reform of the academic system has made the teaching in Colleges and universities more scientific, democratic, planned, purposeful and targeted (Wang, Y. D., 2014) ^[1]. Shen Jinxia pointed out that the main function of instructional supervision is to provide the basis for teaching decision-making, evaluate and

improve teacher's teaching ability and improve the level of school teaching management (Shen, J. X., 2012) ^[2]. Zhang Ning also believes that the essence of supervision is to help schools to improve the school education levels and teachers to improve the level of teaching. In addition, he believes that the value of instructional supervision to students and managers is to identify problems, analyze problems and give timely feedback as "observers" (Zhang, N. & Chen, X. G., 2013) ^[3].

3. Problems in instructional supervision in colleges and universities

3.1 Lack of system

Xue Guofeng found that, on the one hand, at the national level, there is no guiding policy document or legal text on instructional supervision in Colleges and universities, lacking top-level design and norms; on the other hand, although most colleges and universities in China have established some instructional supervision system according to their own conditions, on the whole, there are universal problems of missing system or imperfect (Xue, G. F., 2014) ^[4]. Zhang Shuang also found that, first of all, the national education authorities have not promulgated relevant regulations to regulate the purpose, nature, responsibilities, organizational forms, personnel appointment of instructional supervision in Colleges and universities, resulting in the lack of authority of its basic system. Although some colleges and universities have formulated their own basic system of instructional supervision, most of them lack the quality standards of instructional supervision and related supporting systems such as the two-level instructional supervision mechanism of colleges and departments. Secondly, due to the different understanding of the nature and status of instructional supervision, the names and systems of instructional supervision institutions in Colleges and universities are not uniform. Most of the instructional supervision departments in Colleges and universities are subordinate to the teaching management departments, lacking the corresponding independence (Zhang, S., 2011) ^[6]. Liu Wenjin also found that

the secondary instructional supervision work in most schools only stays in the routine classroom teaching and inspection, and does not participate in the teaching reform, curriculum construction, professional construction, teacher team construction and other work, it is difficult to realize the inspection and supervision of many factors affecting the quality of teaching. The emergence of these situations, to a certain extent, reflects that the current local colleges and universities in the secondary instructional supervision system has not been established and improved, the lack of necessary institutional protection (Liu, W. J., 2012) ^[5]. Shen Jinxia believes that the establishment of supervision system mainly includes the basic system (work tasks, objectives, principles), work system (assessment methods, reward regulations, inspection methods), responsibility system (institutional responsibility system, personnel responsibilities and assessment). The previous supervision work of many colleges and universities lacks effective system guarantee, such as the accurate orientation of the supervisory organization, the scope of the supervisory experts work responsibilities, the financial guarantee of supervision, etc., resulting in many colleges and universities instructional supervision work cannot be effectively performed, or even appear in a virtual situation (Shen, J. X., 2012) ^[2]. Kou Shangquan pointed out that from the point of view of management system, there is no unified regulation on instructional supervision in Colleges and universities in China at present. Universities have established instructional supervision system and norms by referring to the work system of national education supervision and combining with their own actual situation, but there is a general lack of or imperfect instructional supervision system (Kou, S. Q., 2011) ^[7]. Chen Tieshan and Yang Xue found that many colleges and universities still lack effective basic system guarantee for instructional supervision. The positioning of instructional supervision institutions and the "responsibility and power" of instructional supervision directly related to the work effect can not be well solved, resulting in instructional supervision work or marginalization, lack of independence and creativity. Sex, or limited to classroom teaching inspection, and the quality of teaching related to other aspects can not carry out the work in all-round way (Chen, T. S. & Yang, X., 2011) ^[9].

3.2 Unreasonable structure of supervision team

Xue Guofeng found that there is still a prominent problem in the instructional supervision team of colleges and universities on the whole, that is, the low degree of specialization of the supervisors, especially the lack of professional knowledge of pedagogy and psychology required for instructional supervision, and the knowledge and professional structure can not constitute a strong collaborative whole (Xue, G. F., 2014) ^[4]. Zhang Shuang believes that teaching supervisors are often composed of retired teachers, and their structure is too single. This kind of personnel structure often causes the difference between supervisor's teaching ideas and methods and young teachers. At the same time, because of the small number of supervisors, there are many mismatches between supervisors and supervised teachers in disciplines and specialties, which can easily arouse the disgust of supervised teachers (Zhang, S., 2011) ^[6]. Chen Tieshan and Yang Xue also believe that at

present, most colleges and universities in the selection of supervisors in the selection of retired professors and office-level leadership in the school. This composition is not an ideal structure (Chen, T. S. & Yang, X., 2011) ^[9]. Kou Shang Qian also thought that the professionalization of the instructional supervision team was not high, and the supervision process was not scientific (Kou, S. Q., 2011) ^[7].

3.3 Shallow work content

Xue Guofeng, however, from the practice of instructional supervision, universities mainly around the "supervision" to start, "supervision" and "supervision" difficult to carry out; most colleges and universities to classroom teaching quality control, the other teaching links of the monitoring is weak; more routine supervision and inspection, subject supervision or professional research less. Lack of developmental orientation and effect is superficial (Xue, G. F., 2014) ^[4]. Zhang Shuang thinks that the contents and methods of instructional supervision are still relatively simple, mainly manifested as partial integration of instructional supervision, lack of specific object and teaching situation supervision; lay particular stress on classroom teaching, neglect of practical instructional supervision; lay particular stress on daily teaching operation supervision, lack of special supervision on key issues and so on. These fully show that the scope, depth and focus of instructional supervision work are still basically at the operational level of teaching inspection and quality control, and not at the deep level of the development of schools and disciplines (Zhang, S., 2011) ^[6].

3.4 Insufficient understanding of instructional supervision

Zhang Shuang found that although instructional supervision is an important means of teaching quality supervision in Colleges and universities, the majority of teachers and some teaching managers still lack a correct and profound understanding of its status and role, and thus lack of trust in the work of supervision and even have feelings of rejection (Zhang, S., 2011) ^[6].

3.5 Supervision is greater than guidance in supervision work modes

Liu Wenjin found that the scope of instructional supervision is mostly confined to classroom theoretical teaching, not covering the entire teaching process. At the same time, most of the instructional supervision behavior only stays in the superficial supervision links such as listening to lectures, and seldom puts forward instructive and constructive suggestions and plans in time for the problems existing in teacher's teaching. The focus of the work is supervision and inspection (Liu, W. J., 2012) ^[5]. Shen Jinxia also found that in the process of operation, the phenomenon of "supervision" being emphasized rather than "guidance" was prominent in Colleges and universities, which equated supervision with inspection, and the results of supervision and evaluation only originated from the secondary class (Shen, J. X., 2012) ^[2]. Kou Shangquan also found that in terms of working methods, the instructional supervision in Colleges and universities generally has the shortcomings of attaching importance to "supervision" but neglecting "guidance" and simply

supervising the working methods. The instructional supervision work is only positioned in the aspect of supervision and inspection. In the actual work, it only pays attention to discovering the problems existing in the teaching of teachers, but does not pay attention to solving these practical problems. Especially for the problems found in instructional supervision, not enough attention has been paid to, and no positive and feasible measures have been taken to remedy them. It is not conducive to teachers' professional growth because of the lack of effective guidance to the problems in teaching (Kou, S. Q., 2011) ^[7]. Tao Xiaohong and Li Xiangjun found that many colleges and universities 'instructional supervision work often takes "finding problems" and "loopholes" as the main form of work, only "supervision" has no "guidance", which determines the limitations of the development of the supervision system from the innate (Tao, X. H. & Li, X. J., 2011) ^[8].

4. Strategies for solving problems in instructional supervision in Colleges and Universities

4.1 Establishing a perfect instructional supervision organization system

Xue Guofeng holds that in order to establish a perfect instructional supervision organization system and ensure that instructional supervision is well-organized, authoritative and promising, and from the perspective of system construction, a reasonable instructional supervision system can ensure that the supervisors should have the "position" and the "authority" of the power. Universities should establish a standardized and perfect system to ensure the "right position" of the supervisors. The power of power (Xue, G. F., 2014) ^[4]. Wang Yandong pointed out that colleges and universities should construct the instructional supervision system with the characteristics of the school according to their own actual conditions and drawing lessons from the advanced instructional supervision mode (Wang, Y. D., 2014) ^[1]. Wang Suying, Luo Ying, and Chen Chaoping-ye believe that schools need to proceed from their own reality and construct two-level instructional supervision organization system with relatively independent form, and corresponding instructional supervision quality management system. The system should include a sound system of instructional supervision, the responsibilities of supervisory organizations at all levels, the terms of reference and responsibilities of supervisors, the mode of instructional supervision, the tasks and contents of supervisors, the norms of instructional supervision behavior, the working procedures of instructional supervision, the quality management standards of instructional supervision, etc. The guidance system is guaranteed to be a scientific, democratic, organized, planned and purposeful activity to improve and improve the quality of teaching (Wang, S. Y. & Luo, Y. & Chen, C. P., 2009) ^[13]. Kou Shangquan believes that in order to make instructional supervision play its due role in quality supervision, information feedback and decision-making consultation, it is necessary to establish and improve relevant systems, clarify the work orientation of instructional supervision, establish the organizational system of instructional supervision, determine the work responsibilities of instructional supervision expert group, and put forward the

work of instructional supervision expert. To improve the teaching expert Steering Group's working methods. At present, in order to establish and improve the instructional supervision system, the Ministry of Education should promulgate the regulations on instructional supervision in Colleges and universities, so as to improve the status and role of supervision in the teaching quality control system, and to clarify the direction on the major principles of instructional supervision in Colleges and universities. Colleges and universities should formulate detailed rules for the implementation of instructional supervision according to their own conditions, clarify the responsibilities, rights and obligations of supervisors, adhere to the combination of "supervision" and "guidance", and focus on guiding teachers' professional development and professional growth (Kou, S. Q., 2011) ^[7]. Li Shanshan, Yang Yan and Zhang Xuejuan believe that without rules and regulations, it is an important guarantee for the smooth progress of instructional supervision to establish and improve the supervision system. They establish regulations on instructional supervision, including the selection and appointment conditions of supervisors and the responsibilities and obligations of supervisors. In addition, we should establish the management methods of supervision archives, feedback mechanism of supervision information, training system of supervisors, work code of standardizing supervisors' behavior, supervision evaluation system and so on. The establishment of these systems will restrict and guarantee the supervision work (Li, S. S. & Yang, Y. & Zhang, X. J., 2010) ^[12].

4.2 Establishing correct orientation of instructional supervision

Xue Guofeng holds that the correct orientation of instructional supervision should be established in the instructional supervision of colleges and universities, and the "three supervisors" should be carried out simultaneously. The correct orientation of instructional supervision should be based on the acknowledged "three supervisors" and the normal operation of some important routine supervision work. From the "inspection and evaluation" orientation to the professional orientation of special supervision and research, so as to promote and guide school education reform, teacher development and student growth, and truly achieve "promising" (Xue, G. F., 2014) ^[4].

4.3 Establishing and perfecting feedback mechanism for instructional supervision

Xue Guofeng believes that student supervision is not in place in the field of business guidance, restraint, incentives and feedback mechanisms are not sound enough. Therefore, in the future work, one is to establish and improve the student supervision system, select suitable students as supervisors, the other is to promote student supervision through training and other means to understand their own value, clear its relationship with school expert supervision; the third is to adopt various ways to publicize student supervision, enhance student supervision in the school. Influence (Xue, G. F., 2014) ^[4]. Wang Yandong believes that the collection and feedback mechanism of instructional supervision information should be

established and improved. In the process of instructional supervision in Colleges and universities, we should pay full attention to information collection, information processing and information transmission, which are indispensable. And he thinks that in the process of instructional supervision, the contents and process of the supervision should be recorded, which can not only make school leaders effectively understand the school teaching dynamics, and according to these feedback information, improve measures and solutions to the problems existing in the teaching process, but also make the school lead. Guide can better understand the development of colleges and universities, and establish the direction and goal of the development of colleges and universities (Wang, Y. D., 2014) ^[1]. Liu Wenjin also thinks that the second-level instructional supervision should strengthen the collection and collation of instructional supervision information and establish the feedback mechanism of instructional supervision (Liu, W. J., 2012) ^[5]. Kou Shangquan holds that supervisory activities must have detailed and accurate information records, timely feedback of problems and information collected during supervision to the teaching decision-making system, and make corresponding value judgments, and form an open management model to strengthen the supervisory role and enhance the influence of supervision (Kou, S. Q., 2011) ^[7]. Yu Haizhen, Zhong Sheng pointed out that schools should improve the transmission and feedback control mechanism of supervisory information and smooth the transmission and feedback channels of supervisory information; supervisors should arrange and serve relevant information in time; supervisory departments should sort out and feedback information in time; relevant units and individuals should handle and implement supervisory information promptly and solve it. The problem should be timely so that we can really improve the effectiveness of instructional supervision (Yu, H. Z. & Zhong, S., 2011) ^[11]. Wang Suying, Luo Ying, and Chen Chaoping believe that the teaching supervisors should have a full and accurate record of the various supervisory activities. On the one hand, they should communicate and feedback with school leaders, teaching management departments, relevant departments and teachers in different ways by understanding and grasping the dynamic and static information in the process of instructional supervision. At the same time, on the basis of collecting, sorting out, synthesizing and analyzing the information of instructional supervision, it is necessary to provide accurate statistical data and valuable analysis materials for school leaders to think about development, management, education and teaching reform and decision-making. Basis. It should be noted that feedback should pay particular attention to feedback to solve the problem (Wang, S. Y. & Luo, Y. & Chen, C. P., 2009) ^[13].

4.4 Building a harmonious instructional supervision atmosphere

Wang Yandong believes that in the process of instructional supervision in Colleges and universities, efforts should be made to eliminate the gap between the supervisor and the supervised. To create a democratic and harmonious supervision atmosphere, supervisors should promote their own instructional supervision work through good communication,

respect the supervising object, adopt reasonable communication methods, and avoid psychological pressure on the supervised in the process of instructional supervision (Wang, Y. D., 2014) ^[1]. Ma Hongli, Yu Renaissance and Congjun believe that a healthy supervision atmosphere and a harmonious environment play an important role in successful Supervision. Therefore, we should change the management concept and cultural atmosphere of the school, and provide a suitable environment for the effective implementation of instructional supervision. To create a harmonious environment for instructional supervision, it is necessary for teaching supervisors to establish an organizational atmosphere characterized by mutual trust, respect and active cooperation (Ma, H. L. & Yu, F. X., 2013) ^[10]. Wang Suying, Luo Ying and Chen Chaoping also believe that the democratic process of cooperation between the supervisor and the supervised can not only make the supervised happy physically and mentally, but also is the key to effective supervision work and the means to achieve good supervision effect. To this end, we must create a democratic and harmonious atmosphere of supervision. In fulfilling the supervision and guidance responsibilities entrusted by the school, the supervisors should put down their overbearing posture, abandon the mentality of supervision, inspection, inspection and subordination, respect the object of supervision, and be kind to people, and communicate with the supervised by means of conversation and discussion. A democratic, cooperative, relaxed and harmonious relationship with mutual trust and respect should be established between the supervised objects, so as to avoid psychological pressure on the supervised due to the simplicity of supervisory methods or the lack of communication skills, and to play a good role as a bridge in school teaching and management (Wang, S. Y. & Luo, Y. & Chen, C. P., 2009) ^[13].

4.5 Establishing a people-oriented instructional supervision concept

Wang Yandong holds that in the process of instructional supervision in Colleges and universities, we should fully establish the concept of "people-oriented" supervision, think about problems from the perspective of the supervised, supervisors should combine with the actual situation of colleges and universities, with encouragement, help and guidance as the main purpose, in order to improve the teaching quality of teachers and improve teachers in Colleges and universities. Teaching methods. We should use humanized supervision means and scientific instructional supervision theory to promote the work of instructional supervision in Colleges and universities, so that the work of instructional supervision in Colleges and universities reflects people-oriented, so that the supervised can strive to improve themselves (Wang, Y. D., 2014) ^[1]. Shen Jinxia pointed out that people-oriented instructional supervision requires supervisors to be motivation-oriented, to improve teachers' teaching ability and promote students' healthy development as a logical starting point, and to help teachers realize their self-worth on the basis of affirming and respecting teachers (Shen, J. X., 2012) ^[2]. Wang Suying, Luo Ying and Chen Chaoping also believe that the new era of instructional supervision

should establish a "people-oriented" concept, everything from the perspective of the supervised transposition thinking, to protect teachers' desire to be recognized by society, respected by others, so as to realize the enthusiasm of self-worth (Wang, S. Y. & Luo, Y. & Chen, C. P., 2009)^[13].

4.6 Building high-quality instructional supervision team

Wang Yandong thinks that the teaching supervisor plays an extremely important role in the work of instructional supervision in Colleges and universities. He believes that first of all, the selection of teaching supervisors must be based on seeking truth from facts, not only to inspect the professional level of supervisors, but also to take into account the actual situation of colleges and universities. Secondly, colleges and universities should regularly carry out the education and training of teaching supervisors, so that teaching supervisors can better grasp the information and dynamics of the reform and development of higher education, use the latest instructional supervision means to promote the development of instructional supervision in Colleges and universities, and improve the overall quality of teaching supervisors. Finally, we should establish the authority of teaching supervisors, encourage teaching supervisors to give full play to their initiative in charge, and effectively interact with university teachers (Wang, Y. D., 2014)^[1]. Ma Hongli, Yu Fuxing and Congjun believe that the construction of a high-level instructional supervision team needs a reasonable structure design of the instructional supervision team. The quality of instructional supervision team is up to standard. Teaching supervisors should have a deep understanding of the teacher supervision system and have corresponding skills and skills (Ma, H. L. & Yu, F. X., 2013)^[10]. Liu Wenjin holds that in order to strengthen the construction of secondary instructional supervision team, we must adhere to the principle of combining full-time with part-time work, and select those who have higher academic level, rich teaching experience, wide knowledge, serious work style, decent style, strong personality charm, high prestige in their professional fields and high-ranking titles. Or retired teachers and teaching management cadres to form a certain authoritative, relatively stable secondary supervision team. Full-time supervisors are retired experts, professors and teaching management cadres. Part-time supervisors are mainly on-the-job teachers. They have advanced teaching concepts, can dynamically and timely grasp the new situation of the development of educational theory, are familiar with modern educational technology, and keep up with the pace of the times (Liu, W. J., 2012)^[5]. Kou Shangquan pointed out that the nature of instructional supervision in Colleges and universities determines the high standard requirements for the quality of supervisors: (1) having rich teaching or teaching management experience and broad knowledge base; (2) having high prestige and strong communication ability; (3) constantly learning and improving, with pioneering and innovative spirit; (4) loving supervisory work and caring about Teaching Learn reform and be familiar with policies and regulations. From the perspective of team structure, the characteristics of instructional supervision work in Colleges and universities determine the particularity of instructional supervision team structure: (1) the composition

of personnel should reflect the combination of full-time and part-time; (2) the professional structure of supervising members should reflect the combination of Arts and science to ensure the pertinence and efficiency of instructional supervision (Kou, S. Q., 2011)^[7]. Yu Haizhen and Zhong Sheng believe that the construction of instructional supervision team should pay attention to the combination of old, middle and young people, different disciplines and specialties, reasonable knowledge and ability structure of supervisors, and the combination of theoretical research and practice of supervision, so as to gradually form a fine quality, decent style and academic excellence. Zhan's professional and stable instructional supervision team (Yu, H. Z. & Zhong, S., 2011)^[11].

4.7 Constructing a mode of "supervision and guidance together, guidance is based"

Wang Yandong thinks that the work of instructional supervision in Colleges and universities should effectively combine inspection and supervision with guidance, and pay attention to the role of guidance in the process of inspection and supervision. Therefore, colleges and universities should re-orientate the work of instructional supervision and truly combine "supervision" with "guidance"(Wang, Y. D., 2014)^[1]. Shen Jinxia holds that in the process of supervision, the working principle of "supervision should be strict, evaluation should be pertinent, guidance should be correct, and help should be sincere" should be adopted. She should exchange and discuss with teachers and students in an equal manner and regard "managers" and "supervisors" as her own opinions (Shen, J. X., 2012)^[2]. Kou Shangquan pointed out that supervisors should renew their concepts, change their working methods, change from inspection-oriented supervision to service-oriented supervision, enhance their sense of service, help teachers understand their own advantages and disadvantages, and help them find solutions to the problem (Kou, S. Q., 2011)^[7]. Wang Suying, Luo Ying and Chen Chaoping believe that in order to embody "guidance" more comprehensively is one of the most important and basic acts of modern instructional supervision, it is necessary to reorient the work of instructional supervision, define it as a combination of "supervision" and "guidance" from a systematic point of view, and give priority to "guidance" and gradually focus on the work of supervision. From the "supervision" to the "supervision, guidance and evaluation of the combination" and in the "guidance" link to work (Wang, S. Y. & Luo, Y. & Chen, C. P., 2009)^[13].

4.8 Establishing the two level instructional supervision system in schools

Wang Yandong holds that the teaching supervisory system in Colleges and universities should have an independent supervisory organization system at the school and department levels. In this system, the supervisor's duties, powers, scope, mode, tasks and contents as well as the code of conduct should be standardized in detail to form a scientific and civil system. The main, detailed, targeted and purposeful instructional supervision system in Colleges and universities promotes the improvement of the quality of higher education

(Wang, Y. D., 2014)^[1]. Liu Wenjin also believes that schools should establish and improve the secondary instructional supervision system on the basis of establishing the school-level instructional supervision mechanism, and standardize the responsibilities, functions and powers of the secondary instructional supervision from the system, so as to institutionalize and normalize the instructional supervision (Liu, W. J., 2012)^[5]. Kou Shangquan believed that in order to set up the instructional supervision organization of the secondary colleges and departments, the school supervision and guidance group should "give priority to supervision, supplement by guidance", and the college and department supervisors should "give priority to guidance, supplement by supervision". The two are complementary and each has its own emphasis (Kou, S. Q., 2011)^[7]. Li Shanshan, Yang Yan and Zhang Xuejuan pointed out that it is impossible for schools to employ supervisors for every subject and profession, but the college-level supervisory team can do so. Institutional supervisory group members are familiar with the curriculum and teachers. They are mainly responsible for the training of teaching methods, teaching content, teaching methods, teaching ability and other aspects, without considering the personal evaluation of teachers. School-level supervision group is mainly responsible for the school's style of study, teaching style, teacher ethics and other aspects of the construction, to grasp the overall situation of the school, so as to provide important first-hand materials for the further development of the school (Li, S. S. & Yang, Y. & Zhang, X. J., 2010)^[12].

5. Commentary on existing research

To sum up, we can see that the current research on instructional supervision in Colleges and universities has the following three characteristics:

1. To pay more attention to the problem of perfecting the supervisory organization system in the instructional supervision of colleges and universities, many researchers put forward different strategies for perfecting the system according to their own research.
2. Many researchers pay attention to the problem of building a high-quality supervision team, and put forward a variety of suggestions from the personnel quality and team structure.
3. Many researchers suggested that two level supervisory system should be set up and specific plans should be given.

On the whole, the current research on instructional supervision in Colleges and universities has been more comprehensive, but there are still some shortcomings, such as:

1. Lack of research on information feedback from students in instructional supervision.
2. Researchers have different opinions on the relationship between "supervision" and "guidance" in instructional supervision.
3. There are relatively few studies on the use of Inter-school instructional supervision force and instructional supervision alliance to promote supervision.(four) the research covers a wide range, but lacks specific implementation strategies at the operational level.

Instructional supervision is an important means to improve teaching level. It is the premise of instructional supervision to clarify the relationship between "supervision" and "guidance". Students are the directly educators. Therefore, students' information feedback cannot be ignored in instructional supervision. With the help of Inter-school forces to establish a instructional supervision alliance, we can pool our ideas, promote exchanges, and improve the work of teaching supervision in Colleges and universities. But there are some deficiencies in these aspects. So these questions should be the direction of future research.

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