



Problem Representation of Teaching Supervision in Colleges and Universities in Promoting the Implementation of Fostering Character and Civic Virtue and Corresponding Suggestions

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Abstract. Fostering character and civic virtue is the fundamental task of colleges and universities. Effectively exerting the role of “inspection” and “guidance” of teaching supervision in the implementation of the fundamental task of fostering character and civic virtue in colleges and universities is the key to effectively improving the effectiveness of college education. However, there are many difficulties in the specific implementation process. The main problems are as follows: the indicators of “fostering character and civic virtue” in the teaching supervision and evaluation are ambiguous; the phenomenon of emphasizing inspection and underestimating “guidance” is serious, and the measures on how to “inspect” and how to “guide” are vague. To solve these problems, it is necessary to build a long-term mechanism to foster character and civic virtue, and to clearly state what should be inspected in the curriculum ideology and politics and how to “inspect” in curriculum ideology and politics, as well as what should be “inspected” in the mechanism of fostering character and civic virtue will “guide” and how to “guide” in the mechanism of fostering character and civic virtue.

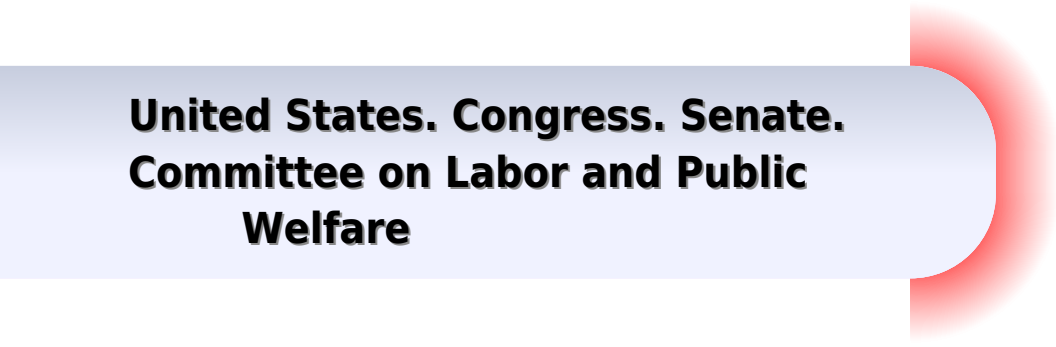
Keywords: Teaching supervision - Fostering character and civic virtue - Problem representation - Strategy

1 Introduction

In May 2020, the Ministry of Education issued the “Guidelines for the Curriculum Ideological and Political Construction in Colleges and Universities”, stating that “ideological and political education should run through the talent training system, and it is necessary to comprehensively promote the curriculum ideological and political construction in colleges and universities, so as to give full play to the educating role of each course and improve the quality of talent training of colleges and universities [1]. The university stage is the core period for the formation and cultivation of world outlook, outlook on life and values. Cultivating college students with ideals, abilities and responsibilities in the new era is the requirement of the development of the new era and the top priority of talent training in colleges and universities. The supervision of education and teaching

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Supervision In Colleges And Universities:

Supervision in Colleges and Universities Daniel James Rowley, Herbert Sherman, 2004 Campus supervision is similar to that of business organizations and or governmental agencies Rife with rules regulations and procedures the business of higher education is heavily bureaucratic This concise book provides both theory and practical guidelines for supervisors in academic settings back cover

The College Supervisor Association for Student Teaching. Commission on Standards for Supervising Teachers and College Supervisors, 1968

Supervision for Today's Schools George E. Pawlas, Peter F. Oliva, 2007-06-29 Specifically designed for the introductory course this text provides an overview of the field of instructional supervision Acquaints students with not only the authors views on supervision but with those of other specialists in the field placing heavy emphasis on practice and the supervisor s responsibilities as an instructional leader Continues to stress that the relationship between the supervisor and teacher is built on trust and that the overall goal is to improve student achievement through better instruction

The Nature of the Supervision of Student-teaching in Universities Using Coöperating Public High Schools and Some Conditioning Factors Ralph Frederick Strebel, 1935

Statistics of Land-grant Colleges and Universities United States. Office of Education, 1935

Supportive Supervision in Schools Raymond C. Garubo, Stanley William Rothstein, 1998-01-26 Does fear or trust dominate relationships in your school s classrooms How well do supervisors listen to and respond to teachers How well do teachers listen to and respond to students How are problems identified and solved Supportive Supervision in Schools is a guide for teachers and administrators who want to create good school climates and a school culture that encourages professional growth and development among staff members It uses a conferencing method to allow teachers administrators and students to discuss and reflect upon what they are doing inside the school building Old ideas about leadership models have not been supported by empirical research and have not influenced the way school leaders and teachers do their work This book points to specific skill areas that need attention It specifies that the creation of supportive environments occurs in weekly individual and group conferences The authors stress the importance of listening and speaking so that messages are not distorted or misunderstood and emphasize trust building Using actual examples this work shows how to construct supportive environments and how to identify and resolve problems

Improvement of Instruction in Rural Schools Through Professional Supervision Alfred Zantzinger Reed, Eustace Evan Windes, Harry Stanley Ganders, Mary G. Waite, National Committee on Research in Secondary Education (U.S.), Thomas Hall Shelby, United States. Bureau of Education. Library Division, United States. Office of Education, Walter James Greenleaf, 1927

Elementary Supervision on a County Basis by Specialized Agents in Selected States Ching-sze Huang, 1927

The Making of Doctoral Supervisors Stan Taylor, Margaret Kiley, Karri A. Holley, 2020-12-17 With a wide range of international contributors this book surveys how the main doctoral awarding countries across the globe define criteria for the eligibility of supervisors It compares and contrasts their approaches

comments upon their robustness and identifies examples of good practice The quality of supervision has been shown to be a major factor in determining the learning experiences of doctoral scholars and their chances of success However relatively little is known about the ways in which doctoral supervisors are selected for their roles supported to perform them and recognised for their efforts This book looks at these matters in 21 major doctoral awarding countries collectively responsible for over 90% of global doctoral awards Each case study constitutes a stand alone contribution to the literature on doctoral supervision in that country and provides a brief introduction to the national context of doctoral education outlines policies and procedures for the selection of supervisors discusses the support and development available to supervisors and gives examples of good practice comments on if and how supervision is recognised and rewarded Written by a distinguished international team of authors The Making of Doctoral Supervisors will be of interest to all those engaged in doctoral education including policy makers program leaders supervisors administrators and scholars in the field **Hearings, Reports and Prints of the Senate Committee on Labor and Public Welfare** United States. Congress. Senate. Committee on Labor and Public Welfare,1965

Reviewing **Supervision In Colleges And Universities**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Supervision In Colleges And Universities**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

https://archive.kdd.org/data/browse/index.jsp/Social_Support_Strategies_Guidelines_For_Mental_Health_Practice_Sage_Studies_In_Community_Mental_Health.pdf

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