

# Research on the Optimization Path of Student Monitor of Instruction in Universities

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**Abstract:** Under the “student-centered” educational philosophy, student participation in teaching management is an inevitable requirement for improving the quality of higher education. As a key link connecting “students—teachers—d mentors—universities,” Student Monitor of Instruction play an irreplaceable role in teaching information feedback, quality supervision, and academic atmosphere building. Currently, university teaching quality monitoring faces problems such as insufficient manpower and limited coverage. As firsthand participants in the entire teaching process, students are conducive to improving the teaching quality assurance system. Drawing on practical experiences from multiple universities, this paper systematically proposes optimization paths for the work of Student Monitor of Instruction from four dimensions: constructing diversified incentive mechanisms, improving systematic training systems, establishing multi-agent collaboration mechanisms, and optimizing operational environments. It provides practical references for universities to enhance the effectiveness of teaching quality assurance.

**Keywords:** Student Monitor of Instruction; Teaching quality assurance; Optimization paths

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## 1. Practical significance of the student monitor of instruction system

Against the background of the high-quality development of higher education, the construction of student monitor of instruction system has become a core task for the comprehensive development of universities. Currently, the teaching quality monitoring of domestic universities mainly relies on teaching evaluation departments, academic affairs departments, and supervision groups, which generally face problems such as insufficient staffing and incomplete monitoring coverage, making it difficult to achieve comprehensive and real-time monitoring of daily teaching order<sup>[1]</sup>. Although the evaluations of supervision groups are highly professional, limited by manpower and time, they can only cover a limited number of courses and classrooms, failing to fully reflect the true situation of all teaching links.

As direct participants and experiencers of teaching activities, students are natural subjects of teaching quality evaluation. The 2017 Ministry of Education’s “Regulations on the Administration of Regular Institutions of Higher Education” clearly proposes to “encourage students to exercise self-management, self-

service, self-education, and self-supervision” and endows students with legal rights such as “participating in school management in appropriate ways” and “enjoying the right to know, participate, express, and supervise school affairs.” This provides a systematic basis for students to participate in teaching management and clarifies their dominant position in teaching quality assurance. Under the OBE (Outcome-Based Education) concept, the orderly development of the work of student monitor of instruction (hereinafter referred to as “monitor”) is conducive to further giving play to students’ dominant role <sup>[2]</sup>. As a core component of the university’s teaching quality assurance system, the team of student monitor of instruction, through conducting evaluations throughout the teaching process, including learning climate, teaching climate, and teaching resources, forms a diversified quality evaluation subject together with teaching supervision, peer review, and management evaluation. As a key channel for teaching management departments to collect frontline opinions, they play an irreplaceable role in teaching quality management <sup>[3]</sup>. The work of monitor can improve the level of teaching management to a certain extent and is conducive to the formation of a good teaching climate and excellent learning climate <sup>[4]</sup>. Therefore, how to optimize the working mechanism of monitor and fully release their quality assurance value has become an urgent practical issue for universities.

## **2. Constructing diversified incentive mechanisms to stimulate monitor’ work enthusiasm**

Motivating the work enthusiasm of monitor is a core prerequisite for the effective operation of the system. A long-term incentive mechanism combining material rewards, spiritual incentives, and growth empowerment should be adopted. Shaanxi Open University has effectively improved students’ participation initiative through diversified incentive methods, and the quantity and quality of feedback from excellent monitor have been significantly enhanced <sup>[5]</sup>.

### **2.1. Clarifying reward and punishment standards and building a dynamic assessment system**

Universities should formulate scientific, reasonable, and measurable “Measures for the Assessment and Management of Student Monitor of Instruction”, taking the timeliness, accuracy, and contribution to problem-solving of information feedback as core assessment indicators, and incorporating work performance into the practical credit recognition system. Select “Excellent Teaching Monitor” annually and provide incentives such as moral education extra points, and material rewards to stimulate students’ enthusiasm for participating in management and effective expression. A questionnaire survey of monitor in the author’s university shows that 36.49% of respondents believe that “the lack of incentive mechanisms” is the main factor affecting work enthusiasm; in terms of reward needs, 58.11% hope to obtain extra points in comprehensive quality evaluation, and 46.85% expect preferential policies in selection and awards. A punishment mechanism should be set up for those who fail the assessment, such as an monitor withdrawal mechanism and denial of moral education extra points, to reversely encourage monitor to perform their job responsibilities <sup>[3]</sup>. Relevant departments should regularly pay attention to the work of monitor, give timely recognition, guidance, and help, and ensure the continuous effectiveness of the monitor system.

### **2.2. Strengthening spiritual identity and enhancing the sense of post value**

Allow monitor to personally participate in the design and revision of the monitor work system to enhance their

understanding and sense of participation in this work<sup>[6]</sup>. Through ritual designs such as holding appointment ceremonies and issuing official appointment letters, enhance monitor' sense of responsibility and honor. Nanchang Hangkong University has significantly strengthened monitor' sense of work mission by having leaders personally issue certificates and deliver messages<sup>[7]</sup>. Publicly commend the work achievements of excellent monitor through multiple channels regularly, such as publishing advanced deeds in the "Student Monitor of Instruction Work Briefing", so that monitor can feel that their work value is recognized, enhance their personal sense of honor, and stimulate their subjective initiative. The questionnaire survey shows that 53.92% of respondents rank "follow-up improvement of feedback problems" as the primary factor affecting work enthusiasm, indicating that the closed-loop problem rectification and effect notification can make monitor gain a sense of identity and are the key to stimulating their participation enthusiasm.

### **2.3. Empowering capacity growth and expanding development space**

Through organizing professional systematic training and providing rich practical training opportunities, focus on cultivating monitor' core competencies such as interpersonal communication skills, data analysis capabilities, teamwork abilities, and problem-solving skills<sup>[8]</sup>. The explicit results of these ability improvements, such as work performance reports and ability assessment certificates, can be used as important reference bases for selection and awards, postgraduate recommendation, job hunting, and employment, and other important links. In addition, special scholarships for monitor can be considered to further encourage students to actively participate in the work of monitor.

## **3. Improving systematic training systems to enhance monitor' professional literacy**

In reality, when monitors lack proper training, the data they collect is compromised from the outset, hindering effective analysis and use. For example, monitor ignore the characteristics of teachers or courses and score teachers based on their own preferences<sup>[9]</sup>. Scientific and systematic training is a key guarantee for improving the work quality of monitor, and a three-dimensional training system of "pre-service training + regular seminars + special improvement" should be constructed.

### **3.1. Consolidating pre-service basic training and clarifying work norms**

Implement systematic pre-service training of "theory + tools + cases + Q&A" for newly appointed monitor. The training content includes organizational structure, role positioning, rules and regulations, job responsibilities, operation of feedback tools, and work standards. Through standardized training manuals and practical demonstrations, help monitor quickly grasp the core requirements of the work. Only with standards can there be quality, and only with quality can there be effects. Harbin Medical University arranges pre-service training courses taught by chief teaching supervisors to ensure that monitor accurately understand work requirements<sup>[10]</sup>.

### **3.2. Conducting regular experience exchanges to promote capacity improvement**

Regularly organize monitor forums to review phased work results and discuss optimization directions<sup>[11]</sup>; establish an "old guiding new" mentoring mechanism, where excellent monitor share practical skills and lessons learned to play a demonstration and leading role<sup>[7]</sup>; conduct special seminars on difficult issues in teaching feedback; organize monitor team building activities to enhance team cohesion and cooperation

awareness among members. Departments responsible for monitor management, such as the Academic Affairs Office, regularly produce the “Student Monitor of Instruction Work Briefing” to let monitor understand the progress of work and problem-solving, and also learn from the work experience of excellent monitor, creating an open and positive working environment with smooth information flow.

### **3.3. Strengthening specialized skill training to match post requirements**

Carry out specialized skill training according to actual work needs: first, general ability training, including teaching evaluation methods, communication skills, observation and recording norms, basic data analysis, etc., which not only improves post competence but also helps students’ career development; second, shortcoming compensation training, such as special training on “interpretation of teaching evaluation indicators” for the problem of “vague and general feedback information”, and practical training on “operation of teaching quality management platforms” and “basic data analysis” for information needs. Improve training effectiveness through simulated scenarios, case discussions, and other methods.

## **4. Establishing multi-stakeholder collaboration mechanisms to build a quality assurance community**

The effective operation of the Monitor system needs to break down barriers between stakeholders and build a closed-loop mechanism of multi-party collaboration.

### **4.1. Smoothing feedback channels to achieve efficient circulation**

Build an information-based teaching feedback platform integrating “real-time submission, status tracking, and data analysis” to replace the traditional “offline form filling” model and improve work efficiency. Establish a four-level feedback network of “monitor—teachers—secondary colleges—functional departments,” clarifying the responsible subjects and processing time limits of each link. Guangxi University of Foreign Languages regularly publicizes feedback information, and the number of effective feedbacks has increased from 760 to 3113 within one year, with a significant improvement in feedback quality <sup>[12]</sup>. The School of Food Engineering of Heilongjiang East University adopts a “1+N” information collection and feedback model to comprehensively and three-dimensionally collect and sort out effective teaching feedback information and form a summary report <sup>[13]</sup>. The author’s university has realized the normalization of weekly online feedback through an information-based platform, and work efficiency and data analysis capabilities have been significantly improved.

### **4.2. Strengthening departmental collaboration to improve rectification effectiveness**

Expand the application scenarios of feedback data to serve the construction of learning climate, optimization of teaching climate, and improvement of teaching management; establish an inter-departmental coordination mechanism, clarify the division of responsibilities among the Academic Affairs Office, Student Affairs Office, Logistics Office, and secondary colleges, and build a closed-loop management model of “problem accounting book—rectification list—effect tracking”. For example, a university classifies and forwards feedback problems to responsible departments through the “Teaching Information Review and Handling Form” system, processing 60–70 review and handling forms annually, realizing “every matter has a response and every case is resolved” <sup>[10]</sup>. Another university has gradually established a closed-loop teaching feedback mechanism,

which has been well evaluated by student monitor<sup>[14]</sup>. For complex problems involving multiple departments, school leaders preside over joint office meetings to coordinate solutions.

### **4.3. Deepening teacher-student interaction to create a co-governance atmosphere**

Establish a regular communication mechanism between monitor and teachers, such as organizing “teacher-student forums” to promote direct dialogue between the two parties. Through training and publicity, the university guides teachers and students to change their perception of the monitor system and establish the concept of “partners in teaching improvement.” Encourage monitor to put forward constructive improvement suggestions while providing feedback on problems, avoiding them from becoming mere “problem reporters.” Increase positive feedback channels for monitor, such as recommending high-quality classrooms and excellent teachers. The university sets up a column “Excellent Teachers in Students’ Minds” in the “Student Monitor of Instruction Work Briefing”, extracting high-quality classrooms, excellent teachers, and monitor’s recommendations. While giving play to the exemplary role of excellent teachers, it can also promote the harmony of teacher-student relations.

### **4.4. Working in synergy with instructional supervisors to enhance the effectiveness of the quality assurance system**

Establish a linkage mechanism between monitor’s feedback and supervisors’ classroom observations, taking high-frequency problems feedbacked by monitor as key concerns of supervisors’ classroom observations, and allowing supervisors to focus on helping teachers with poor teaching quality. At the same time, use the feedback data from monitor as an important reference for teachers’ teaching quality evaluation, professional assessment, and course application.

## **5. Optimizing the operational environment of the monitor system to strengthen quality assurance effectiveness**

To ensure the continuous and effective operation of the monitor system, it is necessary to optimize the supporting environment from aspects such as system design, college participation, and cultural cultivation.

### **5.1. Improving system design and clarifying operational norms**

Formulate the “Measures for the Management of Student Monitor of Instruction”, clearly specifying the selection criteria, job responsibilities, rights and obligations, and reward and punishment mechanisms of monitor. The system design should reflect the “student-centered” concept, establish a dynamic system revision mechanism, and regularly optimize system clauses according to operational effects and feedback from teachers and students.

### **5.2. Strengthening college management and fulfilling job responsibilities**

The questionnaire survey shows that some monitor are not aware of the reward measures and incentive methods of secondary colleges; individual students reflect that colleges do not attach sufficient importance to the work of monitor. This indicates that, as a key node in the four-level feedback network of “students—teachers—colleges—functional departments,” secondary colleges have problems such as insufficient subjective initiative and inadequate role play. Secondary colleges need to make efforts from three aspects:

improving awareness, improving systems, and implementing measures to actively tap the value of monitor in quality assurance.

### **5.3. Cultivating quality culture and building a co-governance ecosystem**

Promote the value and effectiveness of the monitor system through campus radio, WeChat official accounts, and other channels, and guide teachers to regard student feedback as an important basis for teaching improvement<sup>[15]</sup>. Cultivate students' sense of quality subjectivity. The university invites monitor to participate in school and college-level academic affairs meetings to enhance their sense of participation and responsibility, and promote information feedback to become an active behavior. With the joint efforts of the whole university, a quality culture of "teaching and learning promote each other and quality is jointly safeguarded" is formed.

## **6. Conclusion**

The student monitor of instruction system is an important support for the university's teaching quality assurance system. Its long-term operation depends on the traction of diversified incentive mechanisms, the empowerment of systematic training systems, the collaboration of multi-agent linkage mechanisms, and the guarantee of a sound operational environment. Universities need to adhere to the "student development-centered" concept, continuously optimize system design and practical paths, fully release the value of monitor in dynamic teaching feedback, promotion of teacher-student interaction, and continuous quality improvement, and provide strong support for improving the teaching quality assurance system and enhancing the quality of talent cultivation.

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