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A Review of the Teaching Abilities for College Teachers

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Abstract: This review synthesizes the research content and assessment methods of national studies on teaching abilities of college teachers. Teaching ability stands as the cornerstone of a college educator's professional aptitude, serving as a fundamental facet of their internal growth, professional advancement, and societal contribution. It is imperative to fortify teaching abilities of educator's proficiency, thereby safeguarding higher education's responsiveness to contemporary imperatives and furnishing an optimal educational milieu for student growth. This review could provide valuable guidance for colleges and universities to enhance their teaching abilities.

Keywords: Teaching Abilities; Evaluation; College Teachers; Review.

1. Introduction

Education is regarded as an activity of a social nature, the core of which is the purposeful training of the members of human society. By imparting knowledge about nature and transforming experiences, as well as social life experiences, it transforms this knowledge and experience into wisdom, ability, and moral character of the educated, thus promoting their physical and mental development and enabling them to become contributing members of society. Teachers are refered to as excellent teams with high academic attainments and innovative achievements in a certain discipline or interdisciplinary field. They are one of the most important human resources of colleges and universities, as well as the fundamental foundation and internal driving force for their development.

As the core of the teaching team, the expertise of young and mid-career educators plays a critical role in shaping the quality of high-level talent development. With the widespread expansion of higher education, university faculty numbers have grown significantly, incorporating many recent PhD and master's graduates. Consequently, the proportion of young educators has risen sharply. According to the Statistical Communique on the Development of China's Education in 2022 issued by the Ministry of Education, the number of full-time teachers in regular undergraduate schools in China has reached 1.315,800, of which young and middle-aged teachers under 45 account for more than 70 percent. College teachers need to have a wealth of professional theoretical knowledge and practical ability. However, because most young and middle-aged teachers have not graduated from normal majors, they lack experience in pedagogy theory and teaching practice. Coupled with the heavy teaching and research tasks after they enter the profession, the overall teaching level of young and middle-aged teachers varies. Therefore, improving their teaching ability has become a key link to improve the quality of talent training (Yue et al., 2017).

In the realm of academia, teaching ability stands as the cornerstone of a college educator's professional aptitude, serving as a fundamental facet of their internal growth, professional advancement, and societal contribution (Liu et al., 2020). In this era of evolution, educators confront novel characteristics and trials, demanding a heightened standard for their instructional efficacy. Given the direct correlation between teaching proficiency and students' holistic development, enhancing educators' pedagogical prowess assumes paramount importance in ensuring educational institutions' overall instructional efficacy. Neglecting the foundational status of teaching could precipitate a decline in instructional quality, thereby tarnishing the institution's reputation and impeding students' learning outcomes. Thus, it is imperative to fortify teaching abilities of educator's proficiency, thereby safeguarding higher education's responsiveness to contemporary imperatives and furnishing an optimal educational milieu for student growth. Then, how to improve the teaching ability of college teachers has become an important issue.

Song et al. (2024) studied the strategies for improving the teaching ability of college teachers and indicated that in the context of new medical science, college teachers have problems such as weak innovation ability and lack of practical skills. Ju (2024) indicated that teaching ability should be composed of teaching design ability, teaching implementation ability, digital teaching ability, teaching innovation ability, teaching academic ability and course ideology ability. Hou et al. (2024) expressed that improving the teaching ability of college teachers should focus on teaching training, teaching counseling and teaching research. At present, research on improving teaching ability of college teachers is scattered, and there is a lack of intervention research on improving teaching ability, so it is particularly important to design professional development programs for college teachers in a targeted manner. Teachers' professional development refers to the long-term and continuous process of growth and maturity of individual teachers' professional ability, professionalism, personality and psychology in a special contextual environment, so as to achieve the goal of enhancing teaching ability and improving the quality of talent training (Yue, 2013). It is characterized mainly by diversity, autonomy, specificity, comprehensiveness and continuity (Cheng, 2023). Therefore, implementing an effective professional development program is essential for enhancing college educators' teaching abilities. The design and continuous improvement of such programs have significant implications for aligning with contemporary demands and supporting the professional growth of educators.

The assessment of teaching ability serves as a crucial guiding mechanism. A scientifically grounded and equitable evaluation of teaching prowess can authentically depict educators' instructional efficacy, fostering continuous self-reflection among both young and mid-career teachers, ultimately enhancing their pedagogical skills (Sun et al., 2019). Therefore, within the contemporary educational landscape, characterized by dynamic shifts in teacher development, educators face heightened expectations, underscoring the pivotal role of teaching proficiency in shaping students' holistic growth. Neglecting the foundational importance of effective teaching could jeopardize overall instructional quality, posing challenges to maintaining the school's educational standards and, most importantly, impeding students' learning outcomes. The teaching ability evaluation system acts as a “baton” and “wind vane”, which can actively motivate teachers to improve their teaching ability. Hence, based on the targeted implementation of professional development programs, the assessment of teaching competencies needs to be improved to ensure educators' responsiveness to evolving educational demands and to create an optimal learning environment conducive to student success.

Building on these foundations, this paper offers an in-depth review of existing research on teaching competencies, both within the nation and internationally. The study aims to foster a nuanced understanding of teaching prowess among educators. Through this research endeavor, valuable guidance can be furnished for colleges and universities to enhance their teaching abilities, ultimately fostering continuous improvement in instructional quality and enhancing the overall caliber of talent training across educational institutions.

2. Related Literature Review

Human competence, including teaching competence, has been undergoing a shift in the field of educational research from traditional substantive thinking, which emphasizes questioning the world and the origin of things to practical thinking that emphasizes the subject in relationships (Eisner, 2002). At present, the exploration of evaluation criteria for teachers' teaching abilities is a prominent focus in educational research. However, there is still no consensus within the academic community on the precise definition and components of teaching ability.

2.1. Research on Teaching Ability at Home and Abroad

The evaluation of teaching ability arose abroad in the early 20th century. At first, it was a period of comprehensive exploration to predict teachers' achievement and social behavior through classroom observation and analysis, and few schools adopted systematic indicators to evaluate teachers' teaching ability. From 1931 to 1941, Taylor of Ohio University published Smith Taylor Report, which put forward the term "educational evaluation" and explained the concept of educational evaluation for the first time. He believed that evaluation was "the process of determining to what extent educational objectives are actually understood", and educational evaluation was the process of testing educational ideas and educational plans. It was not until the 1950s that the systematic evaluation system officially appeared. In China, the systematic study of evaluating teachers' teaching abilities began relatively late, with significant attention only emerging after the 1970s, following the full restoration of the college entrance examination system. Prior to this period, research in this area was minimal, but the educational reforms of the 1970s catalyzed a more rigorous and comprehensive examination of how to assess teaching effectiveness. It is now widely recognized that the teaching ability of college educators is not a singular, isolated skill. Instead, it comprises a multifaceted set of competencies that includes not only an educator's unique teaching style and psychological characteristics but also their capacity to design and implement teaching strategies effectively across diverse educational contexts. These abilities work in concert to ensure that teaching is not only delivered but also understood and retained, thereby facilitating a more effective learning process.

2.2. Research on Teachers' Teaching Ability in European and American Universities

The evaluation system for teaching abilities among college educators in Europe and the United States has evolved into a continuous and dynamic process. Initially, these evaluations were heavily focused on assessing the quality of classroom instruction, with limited attention given to teachers' scholarly contributions to education or their capacity for professional development. However, the landscape began to shift significantly after World War II, as European and American countries undertook educational reforms in a bid to enhance their international standing. It was during this period that the concept of evaluating teachers' teaching abilities began to gain prominence, with the first systematic approaches emerging in the early 20th century. These early educational reforms primarily concentrated on two key areas: the development of foundational education curricula and the design of classroom lesson plans. Over time, the evaluation criteria have expanded to encompass a broader range of competencies, reflecting the increasingly complex demands placed on educators in a globalized academic environment. Education policymakers evaluated teachers based on lesson plans and student achievement, placing more emphasis on the implementation of teacher competence based on classroom observations (Yi Zhang et al., 2023).

In the United States, for example, the traditional method of teacher evaluation is a comprehensive method of assessing teacher effectiveness developed by districts and states themselves, as required by federal guidelines. Since that time, enhancing the quality of education has become a shared objective among nations worldwide. Recognizing the pivotal role that educators play in this endeavor, countries have increasingly focused on elevating the teaching standards of college faculty. This shift in emphasis has led to the establishment of specific requirements and expectations regarding the teaching abilities of university educators, with a growing recognition that high-quality teaching is essential for achieving educational excellence on a global scale. Miller et al. (1982) contend that "Teaching competence encompasses a range of essential abilities and skills, including the capacity for thinking and planning, introducing concepts, questioning, inquiring, encouraging students, and continuously learning.” Ahern and Gress (1986) pointed out that a teacher's classroom teaching ability is the core of a teacher's competency structure and is a key factor affecting students' academic performance. In 1994, Lesky and Wilkerson proposed the method of objective Structured Teaching Assessment (OSTE), which is to establish a series of clinical teaching scenarios simulated

by standardized students, and comprehensively and objectively measure clinical teachers' teaching ability through observation and evaluation of their teaching ability in different scenarios (Tang et al., 2016). The United States focuses on process evaluation, which not only focuses on teaching quality, but also pays more attention to teachers' evaluation in the teaching process. Its evaluation includes self-evaluation, peer evaluation, student evaluation and expert evaluation, among which student evaluation is the most important and valuable (Peng, 2016). CIPP educational evaluation theory, proposed by the famous American evaluation major Stufflebeam, mainly evaluates teachers' teaching ability from four dimensions: background, input, process and result, focusing on the improvement of teaching process and evaluating the objectives of teachers' teaching practice (He Hong, 2016). Data show that more than 90% of American colleges and universities judge teachers' teaching ability by student evaluation, and a relatively complete questionnaire system for student evaluation has been established (Xu et al., 2016).

The current teacher evaluation system in universities and colleges in the United Kingdom mainly includes six aspects: evaluation purpose, evaluation principle, selection of evaluators, evaluation subject, evaluation cycle, evaluation process and evaluation discipline. The purpose of evaluation is to guide teachers in fulfilling their responsibilities more effectively and enhancing their teaching quality. Simultaneously, it aims to align teachers' individual efforts with the school's development plan, helping to determine their professional growth objectives (Ma, 2015).

In Germany, the evaluation of teachers' teaching ability is mainly reflected in the recruitment process, and the evaluation indicators mainly include teaching years, teaching hours, exam results of teaching students, student voting, and the number of supervised graduation papers (Wang Lijie et al., 2016).

The relevant research demonstrates clear conceptualization, rich content, multiple perspectives and perfect system, providing valuable insights for constructing the evaluation system in this paper. However, International research on evaluating teachers' teaching abilities primarily concentrates on evaluation methods, with relatively few studies addressing the evaluation systems themselves. Moreover, such research often favors qualitative approaches, placing less emphasis on quantitative analysis, induction, and summarization.

2.3. Research on Teaching Ability of University Teachers in Asia

At first, In Asia, the evaluation systems for college teachers' teaching abilities have historically concentrated mainly on assessing classroom teaching quality. Since the 1960s, with the emergence of competency-based teacher training, research on teaching competence and its related aspects has flourished in Asia. Researchers have elaborated the concept of teaching competence from various perspectives, each with different emphasis, but all with a certain degree of rationality. With the advancement of education system reform in Asia, the comprehensive evaluation index of teachers' work has gradually begun to be based on teacher employment, certificate issuance, career planning, etc., which reflects the continuous improvement and development of the evaluation system of teachers' teaching ability.

Japan is one of the most effective countries in teacher management evaluation. The performance evaluation principles for its college teachers mainly include the principles of open evaluation criteria and results, the principles of participation-type mutual evaluation, and the principles of self-recognition and satisfaction from peers. The early evaluation of teachers' ability mainly focuses on classroom teaching ability. Firstly, classroom teaching prioritizes student engagement by establishing a "trial class system." Secondly, heuristic teaching methods are implemented to encourage students to express their personal views and cultivate students' divergent thinking and innovative ability (Wei, 2009). In 2003, comprehensive evaluation focusing on qualitative evaluation began to be implemented. For instance, at Okayama University, teachers' evaluation is divided into four major aspects: evaluation of educational activities, evaluation of scientific research activities, evaluation of social activities and evaluation of campus management activities (Wang Lin, 2011).

Due to historical reasons, the education system of the Philippines is deeply influenced by the United States. In the Education Act of 1982, the responsibilities and obligations of teachers were spelled out. Every teacher should fulfill his obligations to the school, achieve the prescribed teaching objectives efficiently and effectively, maintain his own professional growth and development, and maintain professionalism. In education planning, the Philippines has always attached importance to the construction of the teacher team, enhancing the capacity and professional development of existing teachers to improve the quality of scientific research and teaching (Wang, 2015). Since the introduction of the National Competency-based Teacher Standards (NCBTS) in 2009, the Philippine Professional Standards for Teachers (PPST) has been introduced in 2017. It addresses the importance of teacher professional standards in teachers' continuing professional development based on lifelong learning principles, thus complementing recommendations for improving teacher quality from pre-service education to post-service professional development. It is committed to supporting teachers and recognizes the importance of excellent teachers in promoting students' learning progress and that quality learning depends on quality teaching (Yufei, 2023).

The teaching ability of Singapore universities is mainly reflected in the classroom teaching mode, which generally adopts the "1+1" classroom teaching mode, that is, the "lecture + tutor system", which is greatly influenced by European and American higher education. At the same time, the debate competition is integrated into classroom teaching. Teachers first identify a topic based on the teaching content, and then students prepare their own arguments and arguments around the topic and organize debates in class (Zhang & Zhang, 2017). The Ministry of Education of Singapore has implemented the "Enhanced Performance Evaluation System" (EPMS) since 2003. The evaluation of teachers' teaching ability is divided into three aspects: whether they can create quality classroom teaching, whether they are helpful to students, and whether they can perform well in curriculum auxiliary activities, with the purpose of helping students develop holistically (Huang, 2014). Nanyang Technological University mainly evaluates the degree and effectiveness of its teaching goals. The evaluation involves three aspects: teaching, scientific research and contributions to the university and society. The ways of evaluation include student evaluation, peer expert evaluation, evaluation committee and

promotion and tenure committee evaluation.

2.4. Research on the Teaching Ability of Chinese College Teachers

Teaching ability is related to the purpose of education, and educational evaluation is related to the direction of education development, and plays a direct guiding role in personnel training and academic innovation in colleges and universities. The research on the evaluation of Chinese teachers' teaching ability can be summarized into four aspects:

Zhan (2013) proposed that teaching ability should include teaching cognition, teaching design, teaching operation, teaching reflection and other abilities. Liu (2015) believes that teaching ability includes teaching design, teaching operation, organization and management, teaching reflection and other abilities. Some scholars interpret teaching ability from a cognitive perspective and believe that teaching ability is a special ability shown through specific discipline teaching activities on the basis of cognitive ability (Shen & Wang, 2000). Han et al. (2019) regard teaching as a spiritual activity, and teaching ability is a kind of transforming static knowledge into dynamic knowledge.

Domestic scholars have transitioned from exploring the theoretical aspects and components of college teachers' teaching abilities to conducting empirical research on evaluating the content and levels of these abilities. Huang (2017) proposed six elements of competency evaluation: knowledge, design, expression, implementation, attitude and effect. Drawing on the experience of elite liberal arts colleges in the United States, Wang (2017) believes that teaching performance evaluation should be teaching-centered and evaluated jointly by students, teachers and peers.

Based on the humanistic vision, Wang (2012) believes that teaching evaluation should follow the people-oriented value orientation and build a diversified evaluation system. Wang (2014) used stakeholder theory to analyze the participation rights and participation platforms of different stakeholders in evaluation. Yuping et al. (2017) explored the teaching evaluation system based on process management, through which teachers feel professional development and improvement, and enjoy the joy and satisfaction of achieving results through efforts. Xu and Dong (2010) assessed the status of teaching abilities among higher vocational college teachers through a questionnaire survey, while Huang and Tang (2013) employed both questionnaires and interviews to investigate the same issue.

Yu (2008) constructed a three-dimensional classroom teaching evaluation system formed by the intersection of horizontal Angle and vertical level. Hu and Gan (2009) selected 24 indicators from the aspects of humanistic care, knowledge impartation and ability cultivation to build a teaching quality evaluation system. Sun et al. (2012) selected 21 indicators from the aspects of basic quality, professional ability and characteristic style to construct the teaching evaluation index system of college teachers. Chen and Tang (2020) constructed a five-dimension integrated evaluation system, including five evaluation subjects: teachers, students, peers, teaching supervisors and managers. As can be seen from the above literature review, the relevant research presents the characteristics of clear concept, rich content, diverse perspectives and perfect system, which provides a lot of literature support and reference basis for the study of the evaluation system in this paper.

3. Brief Summary

The literature review primarily addresses the key components of teaching abilities and the evaluation methods used to assess them. This review offers valuable insights for colleges and universities seeking to improve their teaching effectiveness. However, two notable shortcomings have been identified through the analysis: First, current evaluation systems predominantly concentrate on assessing classroom teaching quality, with limited attention given to evaluating teachers' academic and professional development abilities. This paper argues that, unlike primary and secondary school teachers, college teachers have additional teaching and research tasks, and teaching academic ability and teaching development ability should be essential components of teaching ability. Second, there is a prevalence of qualitative analysis and a scarcity of quantitative analysis, especially fewer tests on the reliability and validity of the index system. Quantitative analysis complements qualitative analysis by effectively validating qualitative hypotheses.

4. Future Research Perspectives

4.1. Assessment of Teaching Status of College Teachers

Building on previous scholarly research, future studies could develop a comprehensive scale for assessing the teaching proficiency of college educators. This approach would begin by evaluating the current state of teaching within colleges to gain a clearer understanding of the present teaching standards. Additionally, future research should examine how various factors influence teaching effectiveness, exploring the impact of these factors on the overall teaching quality of college teachers. Such investigations could provide deeper insights into the dynamics affecting teaching performance and contribute to the development of more nuanced evaluation criteria.

4.2. Intervention Study on Teaching Abilities of College Teachers

This research perspective should be grounded in the existing studies on the assessment of college and university teachers' teaching levels. It is essential to design a targeted professional development program aimed at enhancing the teaching abilities of these educators. The process would involve first conducting a thorough assessment of the current teaching status of college teachers. Following this, a professional development program tailored to address identified areas for improvement would be implemented. The effectiveness of this program would be evaluated by reassessing the teaching abilities of participants at the end of the intervention. This approach will allow for a systematic evaluation of the program's impact and provide insights into its efficacy in enhancing teaching performance.

4.3. Developing Optimization Strategies to Enhance the Teaching Abilities of College Teachers

The content of this module can use the in-depth interview method and the subjective framework method, combined with the status quo research and intervention research mentioned above, to identify the weaknesses of efficient teachers' teaching and to target the development of optimization strategies to enhance the teaching abilities of college teachers.

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