



**TEACHING COMPETENCIES OF VISUAL COMMUNICATION
DESIGN LECTURERS OF YUNNAN UNIVERSITIES IN CHINA**

BY

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Abstract

The research objectives of this study are to understand the current status of teaching evaluation of visual communication design teachers in Yunnan, to construct an evaluation index system suitable for the teaching evaluation characteristics of visual communication design teachers in Yunnan universities, and to obtain specific guidelines. This study employed mixed research methods to survey visual communication design teachers and administrators in 23 universities in Yunnan Province, China. Three research tools were used: questionnaires, semi-structured interviews, and focus group discussions. The results show that using the teaching evaluation index test for visual communication design teachers in Yunnan universities can assist teachers and schools in understanding the current status of their teaching abilities. Teachers are influenced and inspired by this evaluation system and can enhance their shortcomings and teaching abilities. Based on the discussion of the research results, the researcher can provide strong support for improving teaching quality and teaching improvement by constructing a scientific, comprehensive, and accurate teaching evaluation index system. It is recommended that future research adjust the professional direction to serve more teachers from different disciplines.

(Total 316 pages)

Keywords: Universities in Yunnan Province, Visual Communication Design, Teacher Teaching, Evaluation Indicators

Student's Signature Dissertation Advisor's Signature.....

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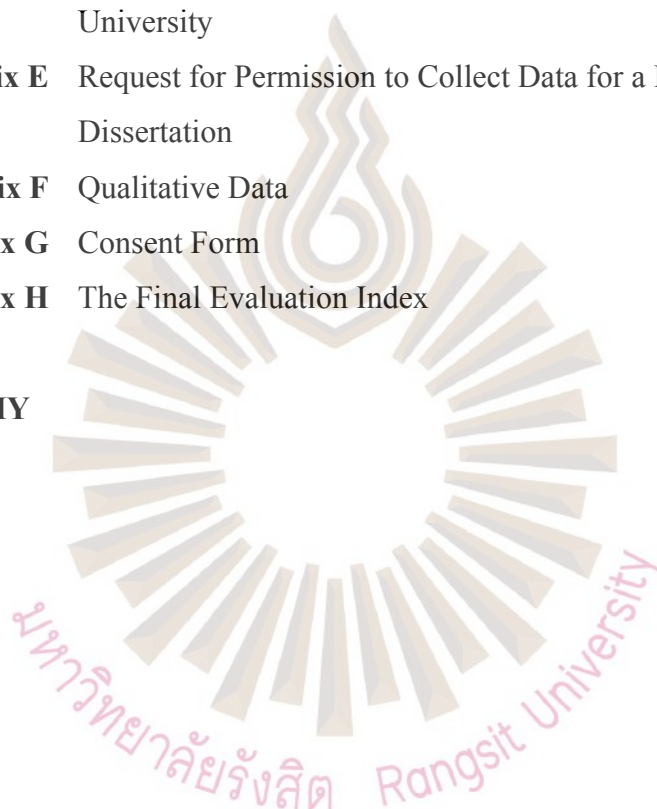
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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The Ministry of Education of the People's Republic of China stated on January 21, 2021. To implement the "Overall Plan for Deepening the Reform of Educational Evaluation in the New Era" and the "Opinions on Deepening the Reform of the Educational Supervision System and Mechanism in the New Era," promote classified evaluation in universities, improve undergraduate education and Teaching competency evaluation, construct through evaluation, reform through evaluation, manage through evaluation, strengthen through evaluation, encourage universities to actively build a university quality culture of consciousness, self-inspection, self-discipline, and self-correction, as well as establish and improve the undergraduate education and teaching quality assurance system with Chinese characteristics at world level (Ministry of Education of the People's Republic of China, 2021).

The Ministry of Education and six other departments issued the "Guiding Opinions on Strengthening the Reform of lecturers Team Building in Colleges and Universities in the New Era," pointing out that colleges and universities should strengthen lecturers development work and personnel professionalization, improve the lecturers development system, and improve the lecturers development training system, guarantee system, incentive system, and supervision system. Actively respond to the challenges of new technologies to talent training, enhance lecturers' ability to use information technology to improve teaching, and enhance lecturers' practical ability, innovation ability, and professional quality ability (Ministry of Education of the People's Republic of China, 2021).

The Ministry of Education's Guiding Opinions on Deepening the Reform of the Evaluation System for College lecturers pointed out that the evaluation of lecturers should be regarded as an essential part of the comprehensive reform of higher education, and the teaching quality evaluation system should be improved. Teaching norms, operation, classroom teaching effect, teaching reform and research, teaching awards, and other teaching work should be evaluated in multiple dimensions. Scientific and reasonable classification evaluation should be implemented, and scientific and reasonable classification evaluation standards should be established for lecturers of different types and levels by other disciplines, such as philosophy, social sciences, and natural sciences, and various research types, such as basic research and applied research. Based on the actual situation, the implementation plan for reforming the evaluation system for school lecturers should be formulated and submitted to the school's education department for filing (Ministry of Education of the People's Republic of China, 2016).

The document "Comprehensively Improving the Education and teaching competencies of College lecturers in the New Era," issued by the Ministry of Education of the People's Republic of China, points out that education is the foundation of a century-long plan, and lecturers are the foundation of an education plan. Guide colleges and universities to strengthen the construction of lecturers teaching development centers, create a Chinese higher education quality culture that pursues excellent teaching, and make excellent teaching the value pursuit and conscious action of every lecturers; comprehensively carry out training to improve lecturers' teaching competencies, focus on the reform of teaching concepts, teaching techniques, and methods, and teaching content, and promote full coverage of young lecturers' on the job training. Comprehensively promote the deep integration of modern information technology with education and teaching and enhance lecturers' ability to teach innovation (Ministry of Education of the People's Republic of China, 2020).

Guide the connotation development, characteristic development, and innovative development of universities, in order to promote the improvement of the quality of undergraduate talent cultivation, promote the progress of undergraduate talent cultivation quality, guide universities to follow educational laws, focus on the quality of undergraduate education and teaching, and cultivate socialist builders and successors with comprehensive development of morality, intelligence, physique, beauty, and labor, the Ministry of Education has formulated the "Implementation Plan for Undergraduate Education and Teaching competency evaluation in General Universities (2021-2025)" to reverse the unscientific orientation of education evaluation and ensure the status of talent training centers as well as the core position of undergraduate education and teaching (Church, 2021).

In November 2020, the Ministry of Education announced the "Fifth Round of Discipline Evaluation Work Plan" and the indicator system. The CPC Central Committee and the State Council on "Overall Plan for Deepening the Reform of Educational Evaluation in the New Era" pointed out that improving discipline evaluation, strengthening the position of a talent training center, weakening the number of papers included, citation rate, awards, and other quantitative index systems, highlighting the characteristics, quality, and contribution of the discipline, while correcting the practice of one-sided evaluation based on academic titles, the lecturer's achievements should be strictly recognized by the signing unit and not followed by others. To implement the spirit of the "Overall Plan for Deepening the Reform of Educational Evaluation in the New Era," the Academic Degrees and Graduate Education Development Center of the Ministry of Education recently issued the "Notice on Publishing the Fifth Round of Discipline Evaluation Work Plan," and planned to launch the fifth round of discipline evaluation work (Ministry of Education of the People's Republic of China, 2019).

China has given importance to special education since the establishment of the new regime and has organized a complete teaching system to plan to produce personnel and experts in various fields to develop society and increase the quality of the population through Chinese education, progressing from the past to the present

(Thanida, 2017). The third part clarifies the construction content of the quality project, regards the "Improvement of lecturers' teaching competencies" as an essential part of the construction content, and proposes to guide universities to establish lecturers teaching development centers suitable for their characteristics, actively carry out lecturers training, conduct reform, research and exchange, quality assessment, consulting services, etc., improve the teaching competencies of young and middle-aged lecturers in the school, and meet the needs of lecturers' personalized professional development and talent training characteristics. Focus on building a group of teaching development demonstration centers for university lecturers. To create teaching development centers for teaching lecturers in universities in the region, teaching reforms such as textbooks, teaching methods, and introductory courses must be implemented, as must the evaluation of teaching in courses and lecturers at universities across the country are necessary.

In recent years, with the application of visual communication design in society and various fields, the education of visual communication design in my country's media colleges has also been affected and developed rapidly (Zhu, 2018). Currently, media colleges and art departments at all levels in the country have yet to open such courses. New teaching explorations have led to the emergence of new concepts and new ideas, and the old teaching methods have slowly become ineffective (Zhao, 2020). To adapt to social and aesthetic creation needs while promoting educational reform, the continuous innovation and development of visual communication design education will be the trend of the times (Li, 2017).

Most universities still need to form a sound curriculum system to reform computer-aided design software courses (visual communication design). The classroom is boring and not active enough. In addition, most professional lecturers teach computer-aided design software in a one-way teaching method (Grant, 2017; Jennifer, 2017) believes that under this education model, students can only passively accept the knowledge and skills taught by lecturers, but due to the lack of discussion and communication between students, it is difficult for students to exert their

subjective initiative, the classroom learning atmosphere is deficient, and the subject's activity and participation are insufficient (Silva, 2017).

In the 21st century, educational goals are changing rapidly as needs change, and these needs directly affect the education system. lecturers are directly responsible for the operation of the education system, so they need stable and efficient educational capabilities, especially in teaching. (Srinivasan, 2019) defines teaching competencies as a comprehensive set of teaching abilities, including the acquisition and demonstration of comprehensive skills required for student teaching, such as introducing courses, asking questions fluently, exploring problems, explaining, experiencing rhythm, reinforcing, understanding children's psychology, identifying behaviors, classroom management, and assigning homework.

In past educational practices, teaching was often viewed as a one-way, fixed process, and students were usually passive learners. However, modern educational concepts increasingly emphasize individual differences and initiative (Wang, 2022; Zotova, 2021). The study of collaborative teaching mode of visual communication design based on artificial intelligence not only provides educators with a new teaching strategy that deeply integrates technology into education but also helps students better adapt to future career needs, thereby cultivating their teamwork, innovative thinking, and practical ability (Jones, 2022; Pandita, 2023).

In researching lecturers learning measuring tools as a product of the performance evaluation process, the objective is to create a lecturers learning measuring tool as a result of the performance evaluation process that reflects the level of learning of lecturers and students and is consistent with the direction of national policy (Oscar, Bella, & Gonzalo, 2020). The model of teaching assessment of students according to the framework of good lecturers performance will reflect the improvement of teaching performance through the role of good lecturers, quality, and efficiency through the development of reform guidelines for Chinese education (Suarez, 2018).

Artificial intelligence technology has penetrated various fields with the rapid development of science and technology, leaving deep traces from traditional industrial applications to modern digital life (Juhadi, 2023; Zhou, 2023). Especially in education, the application of artificial intelligence has brought unprecedented opportunities for change (Xiong, 2023). As a creative discipline integrating art and technology, visual communication design faces the challenge of keeping pace with the times and innovating with new technologies (Liu, 2022).

Visual communication design lecturers teach students the relevant content of visual art design. Visual communication design courses related to media, image, and information technology have a significant impact on everyone's life; covering education, health, finance, leisure, entertainment, government operations, jobs, and occupations, including information technology, will facilitate the production and management of communication stores that disseminate (Williams & Sawyer, 2015). Images play a vital role in being the medium that conveys information to its recipients, especially in the age of information technology, where the information travels very quickly. In this regard, the info-graphic design approach manages the data in a limited amount of time to make it understandable and concise by categorizing, analyzing, and converting it into visual representations to convey meaning rather than raw data, combined with storytelling to capture the audience's attention and follow through with the story for thematic analysis and understanding of content information (Cairo, 2013). Creating discovery-based learning enables learners to think actively and seek information from action to understand what they want to learn, which is the fundamental theory of developmental learning and does not limit the ability to think critically (Huda & Nurul, 2017).

The CPC Yunnan Provincial Committee and Yunnan Provincial People's Government have issued the Implementation Plan for Deepening the Reform of Education Evaluation in the New Era in Yunnan Province. The key reform measures are as follows: 1) Improve the system and mechanism of the Party's overall leadership over education. 2) Improve the evaluation of government performance on educational responsibilities. 3) Firmly correct the tendency to pursue the rate of enrollment

unilaterally. 4) Adhere to the fundamental standard of establishing morality and cultivating people. 5) Improve kindergarten evaluation. 6) Improve the evaluation of primary and secondary schools. 7) Improve the evaluation of vocational schools. 8) Improve university evaluation. 9) Adhere to the first standard of lecturers ethics and style. 10) Highlight educational and teaching achievements. 11) Strengthen the work of front-line students. 12) Improve the scientific research evaluation of university lecturers. 13) Promote the return of talent titles to academic and honorary status. 14) Establish the concept of scientific success. 15) Improve moral education evaluation. 16) Strengthen sports evaluation. 17) Improve aesthetic education evaluation. 18) Strengthen labor education evaluation. 19) Strict academic standards. 20) Steady progress was made in the reform of the college entrance examination. 21) Establish the correct employment orientation. 22) Promote fit between people and posts. The major of visual communication design in universities in Yunnan Province is not only related to professional education in universities but also to the cultivation of aesthetic education and skill education. It is easy to see from the educational policies of the Yunnan Provincial Government that the Teaching competency evaluation of visual communication design lecturers in universities in Yunnan is imperative (General Office of the People's Government of Yunnan Province, 2022).

Competency-based education has long been a standard used by accrediting agencies and professional organizations to assess the quality of academic programs and training (Council on Education for Public Health, 2018). The American Evaluation Association (AEA, 2018) recently updated the critical competencies for evaluators, and Stevahn and colleagues define competencies as “the background, knowledge, skills, and dispositions that program evaluators need to meet the standards that constitute a sound evaluation.” (Stevahn, King, Ghore, & Minnema, 2005). Because assessment is closely related to learning and teaching, it is reasonable to assume that instructors will also have differences in assessment, grading, and feedback practices and attitudes related to their discipline (Norton, 2012). There is still a need for assessment-specific guidance on designing and implementing effective competency-based assessment systems for higher education faculty and competency-

based measurement for evaluating the impact of complex learning (Poth, Searle, Aquilina, Ge, & Elder, 2020).

Lecturers' positive perceptions of new assessment policies are critical because policy implementation depends on lecturers' perceptions, and lecturers' perceptions of the usefulness of assessments in improving teaching and learning are primarily influenced by lecturers' confidence in their principals (Tuytens & Devos, 2010). High-stakes accountability lecturers evaluation systems have been criticized for focusing on summative judgments rather than formative processes for lecturers growth (Sullivan, 2016). The results of such systems can profoundly affect the foundation of support and trust necessary for effective supervisory relationships between principals and lecturers (Derrington & Kirk, 2016; Sullivan, 2016; Tuytens & Devos, 2010).

However, to improve the quality of teaching, it must be evaluated according to the lecturer's current situation by the teaching assessment model. Teach to apply the evaluation information that has been improved and promote the development of communication designs from teaching, including lecturers assessment and quality education regarding the activities, work, teaching environment and student success that lecturers must focus on their students' professional development at the same time (Cheema & Zaheer, 2021), which is consistent with research on lecturers-student assessments present in context with other criteria in order to use the assessment results to improve teaching quality more effectively (Almutairi & Shraid, 2021), to apply the results of the study of the guidelines and the results of the lecturers performance assessment to design qualitative in education to be consistent between departments that will benefit the development of education both in personnel lecturers and organizations (Darza a Tesfaye, 2020), and is also in line with the evaluation of online teaching in the New Normal era to develop a new normal classroom model that will satisfy the learning of students in order to create a desire to learn that must be adjusted along with the technology takes part in teaching (Pongsak, 2020), to meet standards and metrics related to classroom management to help lecturers develop classroom management skills based on standards and high-quality classroom management metrics (Gilmour, 2019), along with integration that allows lecturers to reevaluate

teaching strategies and remain open to benefit-oriented that promote the development of better teaching methods and skills, along with educational reform and development plans during the China's medium and long term to maximize efficiency (Benton, 2018).

It is undeniable that China has achieved remarkable results in the five rounds of Teaching competency evaluation of higher education institutions (Ministry of Education of the People's Republic of China, 2020). It has promoted the reform of the higher education management system, improved the teaching conditions and teaching quality of colleges and universities, pointed out the direction for the scientific and standardized teaching management of colleges and universities, and established a quality monitoring and guarantee mechanism within colleges and universities. But at the same time, the evaluation work also exposed many problems, such as the unified evaluation index system, the single evaluation subject, and the unclear connotation; the lack of initiative of universities; the complex organizational management procedures of the evaluation work; and the lack of binding force and enforce ability of the evaluation results. The role of classification guidance in evaluating college majors is not apparent, and the situation of "one ruler for one category" may occur. Different majors have different professional characteristics. It is necessary to set up a reasonable evaluation plan for lecturers' teaching competencies according to the requirements of other majors to evaluate them and obtain the most sensible and applicable evaluation indicators.

Due to the above situation, the current evaluation plan and indicators must be rethought, modified, improved, and even rebuilt. The key to solving the problem lies in the evaluation plan's feasibility and the evaluation indicators' scientific nature (General Office of the People's Government of Yunnan Province, 2022).

1.2 SIGNIFICANCE OF THE PROBLEM

China's policy of focusing on education and development into the 21st century has made China's education leap forward and achieve great success. However, in

modern times, multimedia, digital media, and technology are playing more and more roles in China's teaching management, including those related to media, images, technology, and visual communication design courses. Covering information on education, health, finances, leisure, entertainment, government operations, jobs, and careers, all of which have a significant impact on the lives of all people, research on how lecturers are changing teaching methods, and this is much concern in the industry that makes it effective, and many academics are trying to find ways to train lecturers to adapt and to find ways to train lecturers to overcome these problems, requiring careful testing and evaluation of teaching effectiveness, which most lecturers have not yet done. This is assessed, therefore, in light of the current teaching situation and the attitudes of those involved in developing effective teaching as a whole. Education is still traditionally lecturers-centered, and students are less likely to participate in expressing their opinions with lecturers or teaching experts to help them solve problems effectively (Ministry of Education of the People's Republic of China, 2020).

According to the view of Niemela-Nyrhinen and Seppanen (2020), The visual communication design course will include information such as words, images, dimensions, and shapes, which are the basic properties of artworks. Students and lecturers need to use these essential attributes to mine the emotional and historical information in the artwork. If this teaching course only allows students to watch videos, it will not allow students to understand the true meaning of visual communication design artworks.

As an art with strong visual practicality, visual communication design includes static and flat visual effects and dynamic three-dimensional and four-dimensional visual effects (Venkatraman, 2019). However, some lecturers still need to catch up with the times and cannot use new media technology, making it difficult to achieve a good teaching conversion between static and dynamic, single-dimensional and multi-dimensional space. In addition, some lecturers need to pay more attention to new trends and grasp cutting-edge subject concepts promptly, resulting in relatively backward teaching content and teaching methods, making it difficult for students to apply new visual design techniques to their design works (Ali, 2017).

Visual communication design is a modern discipline that is highly dependent on technology and innovation (Wang, 2020). It is crucial to keep pace, integrate modern technology, and reform teaching activities. Although the teaching of visual communication design has a long history and has accumulated considerable experience, the traditional teaching method still focuses on imparting knowledge and neglects to cultivate students' practical and innovative abilities (Glazunova, 2020; Senyapih, 2015). In addition, traditional teaching methods often fail to provide the most appropriate learning method for each student, considering their different learning styles and needs. Therefore, we face the challenge of effectively integrating advanced artificial intelligence technology into teaching (Vedadi, 2019).

With the improvement of people's living standards, people's pursuit of artworks and emotional information is getting higher and higher. To improve the efficiency and interactivity of visual communication design technology teaching, it is necessary to combine new technology with visual communication design technology. Kujur and Singh (2020) conclude that only by improving the interactivity and interest in the visual communication design technology course will students be more interested in learning this course, and teaching competencies of lecturers is the critical factor.

According to Kalaiselvi (2017), to develop students' 21st-century skills, lecturers should possess personal effectiveness and communication skills, create a good learning environment, and organize a curriculum, continuous learning, and compelling learning experiences. Teaching competence dramatically impacts students' academic achievement, creating and maintaining an effective learning environment, providing appropriate learning tasks based on learners' needs, and positive classroom management (Little, 2022). Various contextual circumstances, individual differences, and educational environments influence the interaction between teaching competence and academic resilience. Remembering these relationships are not one-way (Yang, 2022) is essential. Specific to the role of instructional leaders, principals must balance the responsibilities of lecturers accountability policies, the professional learning needs of lecturers, and the critical task of maintaining a quality feedback system (Flores & Derrington, 2017).

The International Board on Standards in Training, Performance, and Instruction (IBSTPI) believes that teaching competencies are the knowledge, skills, and abilities professionals require. At the same time, standards refer to the predefined quality or level of achievement of these competencies. Competencies and standards are critical factors in promoting professionals in this field (Martin & Ritzhaupt, 2020). Unlike competencies and skills, teaching competencies compromise the dynamic changes of social contexts in teaching, emphasizing "real-life problem solving" and "practice in action" (Kiffer & Tchibozo, 2013). Competencies are defined as a set of related knowledge, skills, and attitudes that are the main components of the job, affect job performance, can be measured against established standards, and can be improved through training and development (Parry, 1996). Teaching competencies are the personal characteristics, knowledge, skills, and attitudes required to perform effectively in various teaching environments (Tigelaar, Dolmans, Wolhagen, & Van der Vleuten, 2004).

Universities have always regarded teaching reform as a top priority, and teaching competencies evaluation is a crucial measure to promote teaching reform, standardize teaching management, and improve teaching quality. The core work of colleges and universities is to cultivate specialized talents. Teaching, as a way to develop skills in colleges and universities, is the key to affecting the quality of talent cultivation. The quality of lecturers cannot be guaranteed simply by graduating from college or entering the field; they must be able to continue to perform their duties and grow into sustainable lecturers (Kwon, 2021). lecturers should constantly ensure the competitiveness of their teaching skills and demonstrate their growth as experts through comprehensive evaluations. In this process, the understanding and development of evaluation tools in pre-service lecturers education can provide insights into classroom management and cultivate teaching competencies in the reflection process (Kim, 2022).

The practice of Teaching competency evaluation in Chinese universities started relatively late, after the reform and opening up, and the theoretical research lagged even further. Since the reform and opening up, influenced by the successful

experiences of foreign countries, and driven by the demand for teaching reform in universities, a Teaching competency evaluation system with Chinese characteristics has been initially formed after continuous attempts and explorations. The Teaching competency evaluation system of universities in my country is composed of a series of rules and regulations, and its content covers evaluation implementers, models, methods, standards, etc. This normative text effectively guides universities in Teaching competency evaluation work. In 2010, China continued to pay great attention to the quality of education and teaching, promulgated and implemented the “National Medium and Long-term Education Reform and Development Plan (2010-2020)”, and put forward strict requirements for the quality of higher education, Teaching competency evaluation, and education monitoring high demands (Ministry of Education of the People's Republic of China, 2020). Therefore, establishing a scientific and practical Teaching competency evaluation index system has been put on the agenda, and domestic scholars have also made many attempts in this regard.

From the perspective of China's intelligent education development plan, in terms of promoting the deep integration of information technology and education and teaching, visual communication design is an active behavior for the dissemination of specific things in a visual form, which has the functions of dissemination, education, and persuasion of the audience. The visual communication design major is essential in undergraduate majors in colleges and universities. From 2006 to 2022, five rounds of national college discipline and principal evaluations have been carried out. From the overall evaluation work, the development trend of professional assessment in Yunnan universities is good, and fruitful results have been achieved. However, some problems must be addressed. There is a massive gap between lecturers' conventional ability and actual ability, which cannot motivate students to cope with the industry's and society's challenges. It requires lecturers to have additional abilities to enable students to master 21st-century skills. lecturers are in an active environment, which requires them to constantly acquire new skills, knowledge, and attitudes (Manimozhi, 2021).

Based on the above reasons, in the face of the requirements of the "National Medium and Long-Term Education Reform and Development Plan Outline," to

respond to the call of the state to redefine research ideas, formulate evaluation plans, and establish a new evaluation index system, the construction of a new index system is imminent. The researchers have insight into this new research perspective and strive to make a difference. They try to construct a new evaluation index system for the teaching competencies of visual communication design lecturers in Yunnan universities. This will provide a valuable reference for the next round of evaluation of the teaching competencies of visual communication design lecturers in universities across the country.

For the national unified professional evaluation index system, the new evaluation index will be more comprehensive and will reform the Teaching competency evaluation and repair evaluation tools in a targeted manner. The Teaching competency evaluation will be objective, fair, scientific, and practical. The evaluation index system for the teaching competence of visual communication design lecturers in Yunnan universities can be used as a new measurement tool to provide a new reference standard for constructing other professional evaluation index systems. For lecturers and students of the visual communication design major, the evaluation index system can be used to test the problems and deficiencies of the lecturer's teaching competence so that the lecturer can adjust the teaching method, improve the teaching competence, and help students master the professional skills of visual communication design.

1.3 RESEARCH QUESTIONS

The research questions of this study are as follows:

1.3.1 Does the teaching competencies of visual communication design lecturers in Yunnan universities vary significantly due to different demographic variables?

1.3.2 What evaluation indicators do visual communication design lecturers in Yunnan universities think can reflect their teaching competencies?

1.3.3 What specific indicators should be included in the evaluation index system of teaching competencies of visual communication design lecturers in Yunnan universities?

1.4 RESEARCH OBJECTIVES

The research objectives of this study are as follows:

1.4.1 To determine the significance of teaching competencies by demographic variables of visual communication design lecturers in Yunnan universities.

1.4.2 To gain the perspectives about teaching competencies evaluation indicators of visual communication design lecturers in Yunnan universities.

1.4.3 To obtain the specific indicators for the teaching competencies evaluation of visual communication design lecturers in Yunnan universities.

1.5 RESEARCH HYPOTHESES

1.5.1 The teaching competencies of lecturers in the visual communication design of Yunnan universities has significant differences in demographic variables.

1.5.2 Lecturers in the visual communication design of Yunnan universities believe that the teaching competencies evaluation index can reflect their teaching competencies.

1.5.3 The teaching competencies evaluation index system of lecturers in the visual communication design of Yunnan universities should include core indicators such as knowledge, skills, behavior, and disposition.

1.6 STEP OF THE STUDY

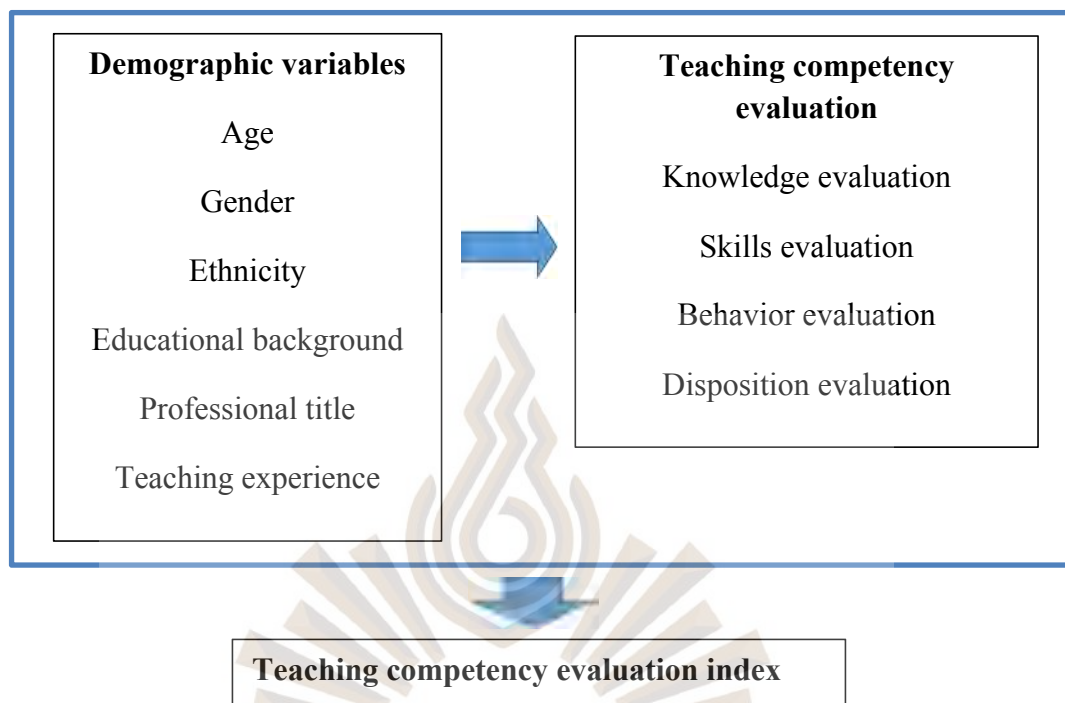


Figure 1.1 Step of the Study

1.7 DEFINITIONS OF TERMS

Yunnan Universities in China

Yunnan Universities in China refer to undergraduate institutions such as universities, colleges, and independent colleges. This study relates explicitly to Yunnan Province, China's undergraduate institutions. The colleges mentioned in this study refer to the 23 undergraduate universities in Yunnan Province that offer visual communication design majors, namely:

- 1) Yunnan University College of Art and Design
- 2) Kunming University of Science and Technology College of Art and Media
- 3) Yunnan Normal University
- 4) Yunnan Minzu University
- 5) Yunnan University of Finance and Economics

- 6) Yunnan Art University Design College
- 7) Dali University
- 8) QuJing Normal University
- 9) Kunming University
- 10) Yuxi Normal University
- 11) Yunnan university Changxin International Art College
- 12) City College of Kunming University of Science and Technology
- 13) Southwest Forestry University
- 14) Yunnan Arts University College of Higher Vocational Education
- 15) Chuxiong Normal University
- 16) HongHe University
- 17) DianChi College
- 18) Kunming City College
- 19) Kunming Arts and Sciences College
- 20) Kunming Communication College
- 21) Lijiang Culture and Tourism College
- 22) Yunnan Technology and Business University
- 23) Yunnan University of Business Management.

Visual Communication Design

Visual communication design refers to undergraduate students majoring in communication design at Yunnan University in China. It has been an official major since 2012. It is a discipline that conveys information and emotions through visual elements such as images, text, color, and layout. It involves multiple vital areas, including graphic design, typography design, brand design, user interface design, user experience design, information graphics, color theory, composition, visual hierarchy, and icon design.

Lecturers

The lecturers in this study refer to lecturers who teach visual communication design majors and are dedicated to teaching and scientific research for undergraduates, specifically lecturers who teach in the 23 undergraduate universities in Yunnan Province that offer visual communication design majors mentioned above.

Demographic Variables

Demographic variables refer to characteristics used to describe the personal and professional background of lecturers, such as age, gender, ethnicity, education, educational background, teaching experience, and teaching major. These variables are used to analyze and compare the differences in teaching competence among different groups of lecturers. This study will examine these variables to determine their impact on lecturers' teaching competence.

Teaching Competencies

Teaching competence refers to lecturers' comprehensive ability in the teaching process, including professional knowledge, teaching skills, teaching attitudes, and behaviors, to promote student learning and achieve educational goals effectively. "Teaching competence" is closely related to teaching skills and learning environment, which lecturers must master to cope with various teaching scenarios (Caena, 2022).

Teaching Competency Evaluation

Teaching competency evaluation refers to the systematic measurement and evaluation of lecturers' comprehensive ability and performance in the teaching process through specific standards and criteria, such as student feedback, peer review, teaching achievements, self-evaluation, and classroom observation (Samuel, 2020). The teaching competency evaluation in this study was completed through lecturers self-evaluation and peer review.

Evaluation Index System

The evaluation index system refers to a series of specific and operational standards and criteria established to systematically measure and evaluate the performance and effectiveness of particular objects (such as lecturers, courses, projects, etc.). The system comprehensively reflects the evaluated objects' quality and efficacy through multiple dimensions and indicators Zhang et al. (2023). The evaluation index system of this study is an index system for evaluating lecturers' teaching competence.

1.8 LIMITATIONS OF THE STUDY

1.8.1 This study only investigates the current status of the teaching competence of visual communication design lecturers in Yunnan universities. The sample size is small, and the research results cannot be universal or representative of the teaching competence of all visual communication design lecturers in China.

1.8.2 The evaluation index system for teaching competence of visual communication lecturers in Yunnan universities constructed in this study may need more evaluation conditions and scope. The scope of application of this evaluation index system is limited and cannot evaluate the teaching competence of lecturers in other majors in China.

1.9 SIGNIFICANCE OF THE STUDY

The significance of the research is as follows:

1.9.1 This study will reveal whether there are significant differences in the teaching competence of visual communication design lecturers in Yunnan universities due to demographic variables (such as gender, age, educational background, work experience, etc.). This will not only help to understand the teaching ability characteristics of lecturers in different groups but also provide a scientific basis for

colleges and universities in lecturers training and career development planning, promoting educational equity and improving teaching quality.

1.9.2 By investigating the views of visual communication design lecturers in Yunnan universities on teaching competence evaluation indicators and constructing a specific evaluation indicator system, this study will provide theoretical support for colleges and universities to establish more comprehensive and objective teaching competence evaluation standards. This will help colleges and universities have more evident standards in lecturers recruitment, evaluation, and training and encourage lecturers to continuously improve their abilities in teaching practice to meet evaluation requirements.

1.9.3 By determining the core indicators of visual communication design lecturers' teaching competence (including knowledge, skills, behavior, disposition, etc.), this study will provide specific improvement directions and strategies for visual communication design professional education. This will help improve the teaching quality of this significant, cultivate more high-quality design talents, and promote academic research and industry development in visual communication design.

CHAPTER 2

LITERATURE REVIEWS

This chapter reviews the existing theoretical and research literature, including the teaching situation of Yunnan universities, the evaluation index system of undergraduate majors in Chinese universities, lecturers teaching efficiency, teaching competence, and related research. The purpose is to collect and organize the necessary conditions for the evaluation index of teaching competence of visual communication design lecturers in Yunnan universities and form a preliminary Teaching competency evaluation index system of visual communication design lecturers in Yunnan universities. The following are the topics of the literature review.

2.1 Teaching situation in Yunnan Province

- 1) Course and Material Development at the University
- 2) The Role of University Lecturers
- 3) Development of Visual Communication Design Discipline
- 4) Testing and Evaluation of University Students
- 5) Employment Status of University Students

2.2 Evaluation Index for Undergraduate Majors in Chinese Universities

- 1) Framework of the Fifth Round of Discipline Evaluation Index System in Chinese Universities
- 2) Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities

2.3 Teaching Efficiency

- 1) Use of Various Teaching Activities
- 2) Aspects of Showing Attention in Teaching
- 3) In Terms of Effective Student Teaching and Learning Processes
- 4) Encourage Students to Succeed

2.4 Teaching competence

- 1) Definition of Competence
- 2) Elements of Competence
- 3) Competence Evaluation Methods
- 4) Factors Affecting Teaching Competence

2.5 teaching competencies Evaluation Index

- 1) Lecturers Teaching Competencies Evaluation Indicators
- 2) Evaluation System for Universities Lecturers Educators
- 3) Evaluation Index System for Teaching Competencies of College

Lecturers

- 4) Evaluation of Teaching Competencies Scale Indicators
- 5) Media Literacy Education Competency Scale Indicators
- 6) Teaching Competencies Scale (TCS) Indicators

2.6 Related research

- 1) Research on Teaching Evaluation
- 2) Research on McKinsey 7s Framework
- 3) Research on CIPP Evaluation Model
- 4) Research on the Evaluation of Teaching Development Models
- 5) Research on the Relationship Between Learning Evaluation and

Lecturers Attitud

2.1 TEACHING SITUATION IN YUNNAN PROVINCE

On November 16, 2021, Zou Ping, deputy director of the Yunnan Provincial Department of Education, pointed out at the Yunnan Technology and Business University meeting that improving the level and quality of undergraduate majors in a scientific and raising the quality and level of bachelor's education requires standards that are essential missions in the development of higher education in the country (Ministry of Education of the People's Republic of China, 2021). Conduct comprehensive assessments in undergraduate majors at universities, and the evaluation

revolves around five indicators: courses, lecturers, teaching materials, testing, and employment. The essential judgment of Yunnan's undergraduate education has not changed significantly. Yunnan's undergraduate education is still at the middle and lower level of the country, and the quality of students is not high. Change is gradual, so the result should also be gradual, and it is difficult to present a blowout change. The credit system reform in universities, disciplines, and scientific research denying undergraduate teaching is an essential aspect, but they are by no means a substitute relationship. For majors that have a good foundation for discipline construction and have an actual impact on undergraduate teaching, they will be reflected in the evaluation results. Judging the structure of national and provincial "Characteristic Majors" actually distinguishes "construction" and "completed" majors from "First-Class Majors."

2.1.1 Course and Material Development at the University

Planning on the placement of the major, the position of university majors lacks ideas and planning for local economic and social development. In-depth, the talent training plan is not updated in time. The curriculum is not scientific and reasonable enough. The training and teaching plan is not adjusted according to the "National Standard," and the internal logic of the curriculum system is unclear. The support for professional training goals is insufficient, and the OBE concept is lacking. The selection, construction, and implementation of core courses are still in their infancy. Experienced leaders generally do not have a clear idea of professional core courses and have not conducted scientific selection. It is not in place, and the course evaluation is not carried out in combination with the requirements of the credit system reform. There are insufficient high-level and excellent courses. The number of national-level and provincial-level excellent and bilingual demonstration courses is relatively small. Most of the perfect courses are concentrated in universities in Kunming, and the distribution is uneven. The process of classroom teaching reform is too slow, and the ideological and political courses have just started. The teaching methods need to be innovated urgently. They focus on classroom teaching and despise students' practice (Ministry of Education of the People's Republic of China, 2021).

Regarding textbook selection, there are many types of CAD software course textbooks, most written by computer science lecturers. There are fewer software textbooks for visual communication design majors, resulting in a lack of professional correspondence in computer-aided design software course textbooks. Secondly, regarding case selection, most lecturers still use cases in textbooks for explanation, including some old cases. In addition, due to the lack of professional correspondence, even for cases of visual communication design, lecturers focus on explaining tool usage techniques in class, and the analysis of design cases could be more in-depth. Finally, in terms of student training, although the lecturer's teaching procedures and the specific steps of the textbooks are practiced imitatively, more training for students' independent design capabilities leads to a strong sense of innovation among students (Zhang, 2021).

Irrational Curriculum Setting. In many colleges and universities, the curriculum design of visual communication majors fails to make systematic adjustments and modifications; most of them still follow the traditional curriculum design system, although some institutions have made some adjustments for the development of multimedia, such as opening corresponding software courses or opening multimedia courses in visual communication majors these modifications are treating the symptoms. Still, multimedia is not the root cause; multimedia is a strong professional, and Multimedia is professional content of a wide range of systems. A single increase in one or two courses will only let students know a little skin, so to adapt to the background of the development of multimedia-era visual communication courses, we should start by reforming the introductory courses.

There is a lack of a standardized teaching material selection mechanism. Some universities are lagging in updating teaching materials, a practical selection mechanism has not been established, and teaching materials are selected at will. It cannot effectively connect with the goals and positioning of professional development, it is challenging to keep up with the professional development trend, and there is no reference reading list for students. The selected books are outdated, and the update lags. The number of self-edited excellent and characteristic textbooks is relatively tiny.

Many schools do not have a self-edited reader for this significance, and most of them only stay in the stage of self-editing handouts and textbook compilation and planning. There is still a big gap between the collection of high-quality textbooks. The proportion of high-level books used is not high, and the utilization rate of high-level readers in some schools (primary engineering key textbooks, national planning textbooks, industry planning textbooks, high-level publishing house textbooks, etc.) is low. Even if high-level books are selected, they are used. The selectivity is too strong in the process, and a considerable part, or even the critical part, is discarded. Although most universities have relatively standard rules and create a complete system of textbook selection, they still lack in evaluating the use of actual textbooks, declaration, review, and subscription. They generally lack the actual use of books and the degree to which teaching objectives are achieved through evaluation and inspection. It isn't easy to accurately measure the degree to which the teaching materials are used and the degree of achievement (Ministry of Education of the People's Republic of China, 2022).

In conclusion, some universities teaching materials are delayed updating. Mechanisms for ensuring the effective selection of teaching materials have not been established, and choosing teaching media as needed is an inability to connect effectively with the goals and positions of professional development. It's a challenge to keep up with trends in professional development. Although most universities have established relatively standard mechanisms for selecting textbooks, it is not easy to accurately measure the level of use of teaching materials and their level of success. university courses often lack thought and planning about the placement of majors. The location of the major is unclear and does not depend on the local economic and social development, and the curriculum is not scientific and reasonable enough. They do not adjust training plans and lesson plans according to the "National Standard."

2.1.2 The University Lecturers' Roles

The demand for bachelor's degrees in specific subjects is less challenging because there is still a tiny demand for lecturers in this field.

Zhang and Zhao (2023) the focus of the teaching of visual communication should be to solve the problem of “how to communicate abstract and complex content information in an accurate and effective way to consumers.” The means of communication are diverse, if only at the “visual” level of meaning, which is very difficult to convey in information. It is difficult to stand out in the transmission of information if it only stays at the “visual” level. Today’ s new media development is actually an era of multi-sensory development. Frohlich (2019) as long as we can accurately communicate the information in place, it is possible to use a variety of ways, but many lecturers have not been able to clearly see this.

The lecturers-student ratio is too high, which affects the quality of teaching, and the straight support for core courses is insufficient. High-level lecturers are inadequate, and the structure is unreasonable. Universities, mainly municipal and private universities, generally lack high-level lecturers with high professional designations, high-level leading talents, and influential teaching teams and cannot offer high-level core courses. lecturers in some majors have unreasonable academic qualifications, professional titles, colleges, and age structures, too many external lecturers, and lecturers' subject background and professional cohesion are not high, so it is difficult for some experienced leaders to take up this role. The proportion of lecturers with high professional titles teaching undergraduates is not high, and the balance of professors teaching core courses for undergraduates is not high. It is difficult for subject leaders and leaders to consider undergraduate teaching. Introducing and hiring lecturers has a minimal impact on actual education. Suggest ways to make lecturers knowledgeable and good teaching in the College of Wisdom. Most universities have inadequate planning for lecturers training, unsystematic training, unclear access conditions for lecturers, insufficient motivation to improve lecturers' abilities, and applied professional lecturers generally lack corporate practice experience and on-the-job follow-up learning experience (Ministry of Education of the People's Republic of China, 2022).

In conclusion, qualifications for a lecturers teaching at the bachelor's level and the number of lecturers in some subject areas are challenging with the minimum requirements of the national standard. Still, most municipal and private universities lack

lecturers with high professional positions, top talent, and influential teaching teams and cannot teach high-level core courses. Most universities do not have enough planning for lecturers training. And applied professional lecturers generally lack experience in organizational practice and follow-up learning experience in the workplace.

2.1.3 Development of Visual Communication Design Discipline

Marpanaji et al. (2018) think overview of Visual Communication Design. The rise of the visual communication design profession is inseparable from the development of China's economy and culture. Simply speaking, the visual communication design major cultivates design-oriented talents, which intend to vividly express the designer's ideas through certain expressions so that the receiver of information can fully understand a series of visual symbols.

Kujur and Singh (2020) believe that, to a large extent, visual communication design emerged from the printing art design in Europe and the United States in the middle of the 19th century and then passed through several stages such as decoration design and graphic design, and was driven by the evolution of media technology to form a comprehensive design discipline that includes not only traditional graphic design but also film and animation design. Looking at the development history of visual communication design, we can find that the emergence and development of media technology have pushed visual communication design to evolve from fat and static to dynamic and comprehensive gradually, and the application of media technology in visual communication design has provide.

Visual communication is considered the most natural way for people to convey various information to each other (Maslow, 1943). In the view of Heller and Philip, from the development history of visual communication design, it is essentially the printing art design (graphic design) that emerged in Europe and the United States in the mid-19th century, also translated as graphic design or graphic design (Heller, 1998). Visual perception is a subjective way of expressing and interpreting thinking, which can interpret the information obtained from the human eye. Visual communication design

considers the target object's acceptance, combines text, symbols, colors, images, etc., and conveys information to the target object through appropriate visual media (Evans, 2005).

Jones (2019) conclude that preventing the design from falling into the commonplace and giving the work contemporary, social, and cultural values is this major's key and most challenging point of teaching. Visual communication is mainly the systematic, regular, and artistic arrangement of visual symbols and their presentation in two-dimensional images to convey, persuade, or teach information by interacting with the audience's vision. Visual communication happens all the time, and people arrange visual symbols in different ways according to the laws of visual aesthetics to give people different visual experiences and thus gradually form visual communication design.

Zhang and Zhao (2023) concluded that Visual communication design is a comprehensive application discipline that mainly uses graphic information as the carrier and has unique advantages in expressing visual effects. Visual communication design is primarily through the visual media and visual symbols and other information to repress the performance of knowledge, and the graphic way will be more three-dimensional and more intuitive. Teaching mode is closely related to teaching effect and talent cultivation, which directly affects the impact of classroom teaching and indirectly affects the discipline cultivation goal. The teaching mode is very crucial for students. As the communication platform of visual communication design, it should fully reflect its value, actively use the rich information resources of the Internet to achieve efficient operation, and adopt the way of graphic presentation to promote the development of the subject teaching further. Therefore, figure 2.1 visual communication design concept flow chart and figure 2.2 flowchart of optimizing visual communication design as a teaching mode are concluded.

Bian and Ji (2021) think visual communication design itself is a discipline that includes a variety of fields; modern visual communication discipline is no longer simply graphic design graphics; it is through the visual design performance and other media to convey to the audience the distinctive characteristics of the times and the connotation of

the times are reflected in its performance. With the continuous progress of modern technology, the use of new energy sources, and the expanding market for the development and application of product materials, etc., a new field of design has been formed in which visual communication is interrelated with other visual media in collaboration.

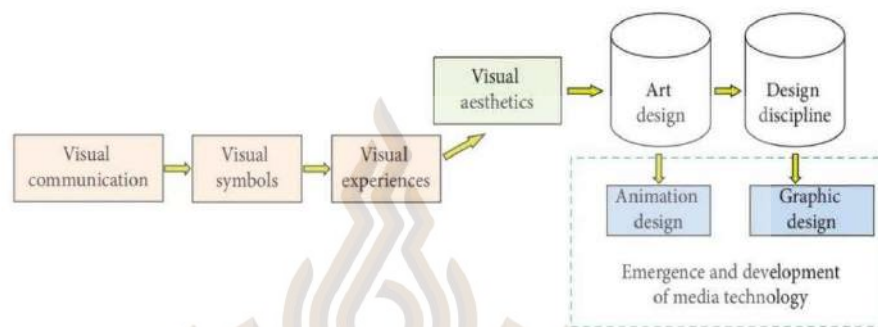


Figure 2.1 Visual Communication Design Concept Flow Chart

Source: Teaching and Teacher Education, 2021

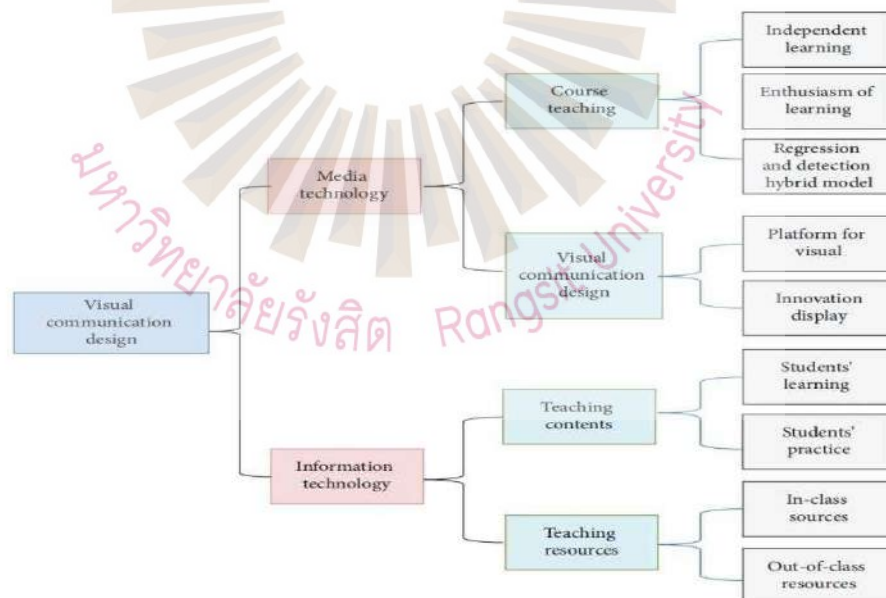


Figure 2.2 Flowchart of Optimizing Visual Communication Design as a Teaching Mode

Source: Teaching and Teacher Education, 2021

Visual communication design is a design that expresses and communicates to the audience through visual media, reflecting the contemporary characteristics and rich

design connotations of graphic design. The emergence of digital multimedia has continuously challenged and enriched traditional visual communication methods, extended contemporary visual communication design, and gradually changed from the past flat and static forms to dynamic and comprehensive directions, from single media to multimedia, from two-dimensional plane to three-dimensional and space, and from traditional printed design products to virtual information image communication. (Yu, 2021) believes that in the digital media environment, lecturers should adjust the construction and development direction of the visual design major, change the traditional teaching thinking and methods, and adopt unique and innovative teaching methods.

In conclusion, Ravelli and Leeuwen(2018) viewpoint from the point of view of teaching methods, the traditional lecturers-led lecture method has been challenging to adapt to the requirements of the digital era based on digital visual communication design teaching must be combined with instruction and practical operation, and focus on the cultivation of students' hands-on ability based on theory, so it should take more emotional experience, case teaching, and problem teaching methods, through the interaction between lecturers and students and students and society, and make full use of multimedia, the Internet, and other digital technology.

2.1.4 Testing and Evaluation of University Students

The testing and evaluation of students in the university form are single, the management of the process assessment is not strict, the difficulty and distinction of the test questions are not enough, the test form is mainly based on the traditional test paper assessment, and there is a lack of diversified test forms, the test content is biased towards the basic theory, the test content cannot entirely reflect the actual ability and learning quality of students, resulting in a small degree of discrimination in the test results, and the content of the textbook and the test are not organically integrated. The separation of the joint entrance examination and the teaching examination is still in its infancy. The professional test is mainly based on the questions given by the lecturers. There is no test question bank, or the construction of the question bank is not in place.

The effect is not apparent. The separation of teaching and examination is still in the initial exploration stage.

The graduation thesis (design) level is low. The topic selection is not accurate, it is challenging to meet the training objectives, the graduation thesis topic selection is inaccurate, there are too many independent topics, and the content of some graduation theses is straightforward, failing to meet the corresponding target requirements and corresponding depth, the dissertation supervisor has insufficient guidance, much guidance, too honest evaluation standards, and too high pass rate (Ministry of Education of the People's Republic of China, 2022).

Marzano (2017) found that lecturers quality is positively correlated with student achievement. If lecturers performance improves, student achievement will also improve. However, the question remains whether lecturers are getting what they want or need from the evaluators' feedback to improve their teaching performance and thus improve student achievement.

In conclusion, the assessment process was not rigorous because the testing was single. The difficulty and differentiation of the questions in the test are not enough. Most tests use traditional paper-based assessments. And there are no different test formats. As a result, there was little discrimination in the test results. Therefore, the level of graduate thesis (design) students is low due to incorrect topic selection, and the content of some graduation theses is straightforward.

2.1.5 Employment Status of University Students

Zhang and Zhao (2023) think the obsolete teaching mode has cultivated students who cannot adapt to the needs of social development, and many students have found that they have learned a very narrow employment after graduation. Although visual communication design is literally “visual” design, many people think that the focus is on the word “visual”, but in fact, the focus should be on “communication”. Holler and Levinson (2019) lecturers habitually teach graphic design thinking to teach

the visual communication profession so that students have a distorted concept of their professional definition, leading to many students thinking that scribble uniformity and regularity of drawing are the focus.

The employment quality of Yunnan universities is low, the degree of professional matching is not high, the skilled employment rate is reasonable, and the participation rate in innovation and entrepreneurship is not high. The graduation rate of graduates is generally low. In 2022, the graduation rate of college graduates in the province was generally low, far below the national average (Ministry of Education of the People's Republic of China, 2022).

In conclusion, graduation rates were generally low in 2022; provincial college levels are generally low. Significantly below the national average, employment is expected in the area.

2.2 EVALUATION INDEX FOR UNDERGRADUATE MAJORS IN CHINESE UNIVERSITIES

2.2.1 Framework of the Fifth Round of Discipline Evaluation Index System in Chinese Universities

Table 2.1 Framework of the Fifth Round of Discipline Evaluation Index System in Chinese Universities

First-level indicators	Second-level indicators	Third-level indicators
A.Quality of talent cultivation	A1. Ideological and political education	S1. Characteristics and Effects of Ideological and Political Education

Table 2.1 Framework of the Fifth Round of Discipline Evaluation Index System in Chinese Universities (Cont.)

First-level indicators	Second-level indicators	Third-level indicators
	A2. Training process	S2. Quality of published textbooks S3. Curriculum Construction and Teaching Quality
		S4. Achievements in scientific research and education
		S5. International exchange of students
	A3. Students at school	S6. Representative achievements of students on campus
		S7. Dissertation Quality
	A4. Graduated Student	S8. Quality of Student Employment and Career Development
		S9. Employer Evaluation (Some Disciplines)
B. Teaching staff and resources	B1. Teaching staff	S10. Achievements in the construction of lecturers' ethics and style
		S11. Quality of teaching staff construction

Table 2.1 Framework of the Fifth Round of Discipline Evaluation Index System in Chinese Universities (Cont.)

First-level indicators	Second-level indicators	Third-level indicators
	B2. Platform Resources	S12.Supporting platforms and major instruments (some disciplines)
C. Scientific research (with Art/Design practice) level	C1. Scientific research results (and transformation)	S13.Quality of academic papers
		S14.Quality of academic works (some disciplines)
		S15.Patent Conversion (Some Disciplines)
		S16.Research, development and transformation of new varieties (some disciplines)
		S17.Research and development of new drugs (some disciplines)
	C2.Scientific research projects and awards	S18.Scientific research projects
		S19.Scientific research awards
	C3.Achievements in artistic practice	S20.Achievements in Art Practice (Some Disciplines)
	C4.Art/Design Practice Projects and Awards	S21.Art/Design Practice Project (Some Disciplines)
		S22.Awards for Art/Design Practice (Some Disciplines)

Table 2.1 Framework of the Fifth Round of Discipline Evaluation Index System in Chinese Universities (Cont.)

First-level indicators	Second-level indicators	Third-level indicators
D.Social Services and Discipline Reputation	D1.Social services	S23.Contribution to social services
	D2.Discipline reputation	S24.Domestic reputation investigation
		S25.International reputation survey (some disciplines)

Source: Tianjin Medical University, 2024

2.2.2 Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities

Table 2.2 Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities

First-level indicators	Second-level indicators	Audit focus
1. Leadership of the Party	1.1 The overall leadership of the Party and the direction of socialist education	1.1.1 The school adheres to the comprehensive leadership of the Party, manages education, runs schools and schools following the law, and cultivates new people to take on the task of national rejuvenation based on the major strategic needs of the country.

Table 2.2 Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities (Cont.)

First-level indicators	Second-level indicators	Audit focus
		1.1.2 The school adheres to the socialist direction of running a school, implements the fundamental task of cultivating morality and people, and regards the effectiveness of developing character and producing people as the primary standard for testing all school work.
2. Quality assurance capability	2.1 Quality assurance concept	2.1.1 Quality assurance concept and its progressiveness
		2.1.2 The role of quality assurance concepts in the establishment and operation of quality assurance systems and the formation of quality culture
	2.2 Quality standard	2.2.1 Construction of first-class quality standards that meet the demands of stakeholders such as the state, society, and students in accordance with relevant national standards
		2.2.2 Implementation of quality standards for various teaching links
	2.3 Quality assurance mechanism	2.3.1 The quality monitoring department and its responsibilities, as well as the number, structure, and personnel quality of the quality monitoring team

Table 2.2 Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities (Cont.)

First-level indicators	Second-level indicators	Audit focus
		2.3.2 Establishment and operation of self-evaluation mechanism, evaluation result feedback mechanism, and quality improvement mechanism
	2.4 Quality culture	2.4.1 The construction of a quality culture featuring self-consciousness, self-examination, self-discipline, self-inspection, and self-correction
		2.4.2 Implement quality values in all aspects of education and teaching, internalize quality requirements into the common value pursuit and behavior of lecturers and students throughout the school
	2.5 Quality assurance effect	2.5.1 Achievement degree of training objectives
		2.5.2 Adaptability to social needs
		2.5.3 Guarantee degree of lecturers and conditions
		2.5.4 Effectiveness of quality assurance operations
		2.5.5 Satisfaction of students and employers

Table 2.2 Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities (Cont.)

First-level indicators	Second-level indicators	Audit focus
3. Education and teaching level	3.1 Ideological and political education	3.1.1 Implementation of the responsibility system for ideological work, construction of the ideological and political work system, and establishment of the work pattern of "three aspects of education"
		3.1.2 Strengthen the satisfaction of students and employers in the ideological and political theory course with the teaching team and the construction of ideological and political courses, and open the course of "Important Discussion and Research on Education" as required. [Required] Ratio of full-time lecturers of ideological and political courses to equivalent students $\geq 1:350$ [Required] Special funds for ideological and political work and party affairs team construction per student ≥ 20 yuan [Required] The ratio of the total number of full-time party affairs and ideological and political workers to the total number of lecturers and students in the school $\geq 1:100$

Table 2.2 Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities (Cont.)

		3.1.3 Innovative measures and implementation results to promote the construction of "curriculum ideological and political education", as well as the construction and selection of curriculum ideological and political education demonstration courses, curriculum ideological and political education research demonstration centers, and famous lecturers and teams for curriculum ideological and political education.
		3.1.4 Can schools timely detect and properly handle negative issues such as ideological, political, and moral qualities of lecturers and students.
	3.2 Undergraduate status	3.2.1 Adhere to the principle of "taking the foundation as the foundation" and promote the "four returns"; The measures and implementation results of the Party Committee's emphasis, the principal's leadership, and the dean's implementation of first-class undergraduate education.
		3.2.2 The school highlights the specific measures and implementation results of undergraduate education in the design of systems such as lecturers introduction, professional title evaluation, and performance appraisal.
	3.3 Teaching staff	3.3.1 The implementation of lecturers ethics and style is the first criterion for evaluating lecturers, and the implementation of lecturers ethics assessment throughout the entire process

Table 2.2 Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities (Cont.)

		3.3.2 The teaching competencies of lecturers meets the needs of cultivating first-class talents, the policies, measures, and implementation results of guiding high-level lecturers to invest in education and teaching and promoting all professors to teach undergraduates and provide suitable classes [Required] Student-lecturers ratio (see note 3 for requirements) [Required] Ratio of lecturers with doctoral degrees to full-time lecturers [Required] Proportion of professors teaching undergraduate courses to the total number of professors [Required] Number of hours per student of undergraduate classes taught by professors 3.3.3 Attaching importance to lecturers training and career development, taking important discussions on education as a core training course, and using the "Lecture Notes on Important Discussions on Education" as a core training material, measures and results to strengthen the construction of ideological and political and party affairs work teams.
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Table 2.2 Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities (Cont.)

		3.3.4 Measures and Effects of Strengthening the Construction of lecturers' Teaching Development Centers and Grassroots Teaching Organizations.
	3.4 Student Development and Support	3.4.1 Recruitment, training measures and implementation results for rural and poverty-stricken areas, ethnic minority areas, and the "Strong Foundation Plan" 3.4.2 Promote the comprehensive development of students' moral, intellectual, physical, aesthetic, and labor skills, establish a systematic system of student development and academic guidance, explore the value-added evaluation of student growth, and attach importance to specific measures and implementation results of students' learning experience, self-development ability, and career development ability. [Required] The ratio of full-time counselor positions to current students $\geq$ 1:200 [Compulsory] The ratio of full-time lecturers engaged in mental health education to school students $\geq$ 1:4000 and at least 2 [Required] The ratio of full-time employment guidance lecturers and full-time employment workers to current graduates $\geq$ 1:500 [Required] Upon graduation, students must complete the public art course with a score of $\geq$ 2 credits

Table 2.2 Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities (Cont.)

		[Required] The total number of hours in the labor education module in the labor education compulsory course or compulsory course is ≥ 32 class hours [Required] Percentage of practical teaching credits in total credits (class hours) (humanities and social sciences $\geq 15\%$, science, engineering, agriculture, and medicine $\geq 25\%$) [Required] Graduation thesis (design) based on practical work such as experiments, internships, engineering practices, and social surveys accounts for $\geq 50\%$ [Required] Undergraduate physique test compliance rate [Optional] Number of undergraduate awards in domestic and foreign literary, sports, art, and other competitions
		3.4.3 Ten typical cases and training experience of outstanding graduates in the professional field in the past five years
	3.5 Teaching Excellence	3.5.1 Implement the "Six Excellence and One Top" talent cultivation plan 2.0, the construction of new engineering, agriculture, medicine, and liberal arts, as well as the construction of the "Double Ten Thousand Plan" for first-class majors, the "Double Ten Thousand Plan" for first-class courses, other measures and implementation results, carry out the construction of teaching research and teaching reform projects around "cultivation of high-level teaching achievements" initiative and implementation results.

Table 2.2 Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities (Cont.)

		3.5.2 Promote the classroom teaching reform of "learning-centered and teaching-led," promote the integration of information technology and teaching process, strengthen the construction of online teaching resources, and improve the high-level, innovative, and challenging measures and implementation results of the curriculum. [Required] Number of courses per undergraduate student [Optional] Ratio of optional courses offered to the total number of courses [Optional] Proportion of small classes [Optional] Number of selected brand courses for studying in China
		3.5.3 The school party committee attaches great importance to the construction and management of teaching materials, and the relevant working institutions and systems are sound. The standards and procedures for the review and selection of teaching materials are clear and compelling; Handling of negative issues in the selection of teaching materials. [Optional] Number of publicly published textbooks in the past five years

Table 2.2 Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities (Cont.)

		3.5.4 Resource construction, especially the transformation and application of high-quality discipline resources and scientific research resources to undergraduate education and teaching [Required] Average annual teaching daily operating expenses of students ≥ 1200 yuan [Required] Number of courses per undergraduate student [Optional] Ratio of optional courses offered to the total number of courses [Optional] Proportion of small classes [Optional] Number of selected brand courses for studying in China
		3.5.5 Measures and results to promote the joint reform of enrollment and training
		3.5.6 Specific measures and results to promote the internationalization of talent training [Optional] The proportion of full-time lecturers with more than one year of experience abroad (overseas) [Optional] The number of students who visit foreign universities during their studies as a proportion of the number of enrolled students [Optional] Number of visiting students from overseas undergraduate universities

Table 2.2 Evaluation Index System of Undergraduate Education and Teaching Audit in Chinese Universities (Cont.)

	3.6 Employment and Innovation and Entrepreneurship Education	3.6.1 Measures and results of integrating innovation and entrepreneurship education into the entire process of talent training and professional education [Optional] Number of collaborative education projects through industry-university cooperation [Optional] Number and proportion of undergraduate students participating in various innovation and entrepreneurship practice activities at all levels [Optional] Number of winners in the “Internet+” College Student Innovation and Entrepreneurship Competition
		3.6.2 Improving students’ innovation and entrepreneurship capabilities through high-level scientific research [Optional] The number of papers published by undergraduate students in core journals as the first author/corresponding author and the number of national invention patents approved as the first author.
		3.6.3 Measures and Effects of Developing Career Planning Education for College Students
Comprehensive reform of education and teaching	The comprehensive reform and innovative practice of undergraduate education and teaching, which is systematic, holistic, forward-looking, and collaborative, is internationally representative	

Source: Tianjin Medical University, 2024

2.3 TEACHING EFFICIENCY OF LECTURERS

The research of Miller and Wu (2021) state that case studies from classrooms found guidelines for improving the efficiency of teaching for lecturers from one noticeable difference is evident: Regardless of age, teaching experience, or technological expertise, educators have to deal with early education from face-to-face to online tutoring, these results in unimaginable challenges and a reflection of the sudden change in teaching that all educators must share in spreading their experience and knowledge about how we use technology to promote our education to increase teaching efficiency.

In the research of Borich (2004), the role of lecturers in teaching effectiveness and the key to stimulating expressive behaviors, found guidelines for improving the efficiency of teaching for lecturers are 1) Clarity of the lesson, 2) Identifying the different 3) The environment of the activity, 4) Students form agreements in the learning process, and 5) Students achieve success as a form of teaching technique.

In the study about improving teaching efficiency, Dabbagh (2002) discussed ways for lecturers to design online lessons to promote learners' learning potential through computer technology in various forms. Educators are increasingly interested in integrating case studies with online classes to increase learning skills and learners' learning outcomes, especially the ability to solve problems more because problems are something that learners have to face in their daily life to be able to meet learners' needs with a variety of formats, can store and retrieve data quickly, as well as have complete access to data, this helps in learning effectively.

Donaldson (2016) noted that lecturers effectiveness is one of the most critical factors in improving and revitalizing the American education system. However, the role of feedback lecturers receive through the evaluation process in improving lecturers effectiveness is still questionable. Donaldson also pointed out that while ESSA has impacted school districts to reform their evaluation and support systems based on principals providing more feedback, more needs to be done to ensure the

quality of feedback lecturers receive. Donaldson emphasized that the lack of progress may be because principals need more training or support in providing feedback that helps lecturers improve their teaching competence, which affects lecturers effectiveness.

Killion (2015) suggests that it is essential to identify specific competency assessment items that facilitate the ability of evaluators to provide feedback to lecturers and lecturers to identify areas for improvement. Even with the most sophisticated assessment systems in place, evaluators who understand the assessment systems, and school districts that provide adequate professional learning for evaluators and lecturers to improve teaching effectiveness, a lack of clarity about the lecturers competencies that may have the most significant impact on lecturers improvement will hinder the effectiveness of feedback for professional learning and actionable changes (Moss, 2015).

lecturers self-efficacy is the motivation of lecturers to guide students to make necessary decisions when teaching in a synchronous virtual mode (Maini et al., 2021). A study's results showed a significant correlation between the level of self-efficacy and lecturers' teaching practices, learners' motivation, and achievement (Alibakhshi et al., 2020). A study found that lecturers with higher self-efficacy were more likely to provide positive teaching support, have more confidence in students' learning, and were effectively motivated and had better student achievement (Mojavezi & Tamiz, 2012). These findings are helpful for lecturers' professional development and teaching practices.

lecturers' teaching and learning efficiency affect learning management; Teaching is essential. Because effective teaching and learning management will enable students to have good teaching and learning, in this research, Researcher will discuss the teaching efficiency of lecturers in 4 aspects as follows:

2.3.1 The Use of Various Teaching and Learning Activities

Lecturers' teaching and learning efficiency through the use of various teaching and learning activities there have been many people who have suggested the guidelines as follows:

Prisana (2016) mentioned the use of various teaching and learning activities, namely, lecturers bringing in a variety of methods, including lectures and questions, to stimulate students' interest. Students can express their opinions and participate in teaching and learning activities. Rewards and reinforcement are given when students answer questions correctly or complete assignments.

Vanichaya (2016) discussed various teaching and learning activities. The lecturers allow students to participate in teaching and learning activities and express their opinions. Use multiple methods for introducing the lessons, such as lectures, asking questions, or discussions, and use a variety of questions to clarify To encourage and recommend more to students, etc.

lecturers and evaluators need to be on board with new competency assessment systems to succeed (Reddy et al., 2017). Recent lecturers competency assessment systems focus on traditional classroom observations but add student achievement indicators to generate a score indicating lecturers quality. The weighting of each indicator may vary from state to state, but the results are likely similar (Reddy et al., 2017). These researchers surveyed lecturers, principals, and lecturers' unions about their experiences with the new lecturers evaluation system and found mixed reviews from lecturers and administrators. They noted that the newly adopted evaluation system required significantly increased time requirements and better training, among other common concerns, a theme echoed in other studies (Derrington & Campbell, 2013, 2015, 2017b). Reddy et al.' s (2017) findings indicate that lecturers valued the collaborative evaluation process and used constructive, clear, and specific feedback to make concrete changes to their instructional practices.

Guasch et al. (2010) pointed out that university lecturers should have the following functions and roles: (a) design/planning functions, which help lecturers organize and manage courses, set and follow teaching goals, stimulate learning interest, manage teaching activities, and evaluate teaching; (b) social functions, which require lecturers to be able to improve relationships with students, achieve emotional expression, and use both verbal and non-verbal communication; (c) guidance functions, which are closely related to lecturers' professional knowledge and skills; (d) technical areas, including the use of information technology and information-based teaching; (e) management areas, which allow lecturers to implement and modify planned actions based on lecturers' values, behaviors, communication, and teaching practices.

In conclusion, lecturers have introduced the lesson with multiple methods by using various teaching and learning activities. Allow students to participate in teaching and learning activities and express their opinions. lecturers present new ways of new technology to create interest in teaching and learning management. Give students real experience to learn from their surroundings and integrate them into a body of knowledge oneself.

2.3.2 The Aspect of Showing Attentiveness in Teaching

Lecturers' teaching and learning efficiency, showing attentiveness in Teaching
There have been many people who have suggested the guidelines as follows:

Patthanana (2016) mentioned showing attentiveness in teaching the attitude should be adjusted to change the teaching behavior of lecturers not sticking to traditional Teaching, creating knowledge and understanding of Teaching and learning. Teaching and learning must be integrated with real life that can be applied in daily life and create job opportunities. Inspire students to allow students to learn from actual practice as a team together with friends, focusing on researching knowledge rather than knowledge.

Prisana (2016) mentions showing attentiveness in Teaching. In which the lecturers prepares a teaching management plan according to the teaching and learning curriculum as a guideline for Teaching and learning management and chooses to use a form of Teaching and education suitable for the teaching and learning objectives. There is preparation for Teaching and knowledge every time before organizing teaching and learning activities, not taking other work. Come to practice during teaching hours. The lecturers had to modify the students' inappropriate behavior while teaching activities.

Vanichaya (2016) mentions showing attentiveness in Teaching by prohibiting or correcting inappropriate behavior of students while teaching and learning, creating teaching units and preparing teaching and learning plans in line with the school curriculum, and managing in terms of administration or other administrative work effectively without affecting the teaching work in practice.

In conclusion, showing attentiveness in Teaching means that lecturers prepare Teaching and learning management plans according to the curriculum. Choose to use a teaching style that is suitable for teaching and learning purposes. Students Teaching and learning development is constantly monitored and integrated with daily life. Students work together as a team and put it into practice. Jointly search for knowledge on their own.

2.3.3 In Terms of Effective Student Teaching and Learning Processes

Teaching efficiency of lecturers in terms of effective student teaching and learning processes, there are many guidelines as follows:

Prisana (2016) mentioned the teaching and learning process of students. Effectively, lecturers choose to use teaching and learning activities that are suitable for students, Either individual or group. There is regular monitor students' progress. Use reinforcement principles. There is a continuous evaluation of teaching and learning management and student teaching results.

Vanitchaya (2016) said about the teaching and learning process of students. Effectively, the lecturers chooses to use the teaching activities suitable for students, either individually or in the student care group. In contrast, students perform and check the progress of the students regularly—and providing student strength by using a speaker that is a compliment when students are involved in the teaching and learning process and achieve objectives.

Principals provide feedback through formal observations to motivate changes in lecturers' teaching practices. However, feedback does not necessarily change classroom teaching practices (Heneman et al., 2003; Reddy et al., 2017). In this study, principals were found to only “sometimes” provide effective feedback that led to lecturers-teaching practice changes. This implies a selective process (i.e., lecturers choose what feedback to accept and implement). For postsecondary lecturers who are dissatisfied with the effectiveness and usefulness of the overall evaluation system, they are less likely to accept feedback. One possible reason is that these lecturers want feedback specifically for their subject area (Norris et al., 2017; Robinson, 2017).

Ge (2018) compiled a questionnaire to measure the ability to integrate technology into the teaching process, covering four dimensions: awareness, literacy, strategy, and research. Awareness indicators include lecturers' cognition and preparation for the integration of information technology into curriculum design, as well as their understanding of relevant policies and standards; literacy refers to the extension of simple subject technology, resource development, online teaching platforms and other teaching technology tools to the application of various lightweight intelligent terminals, realizing lifelong learning of "all the time, everything, everywhere", embedding literacy into learning, workplace and daily environment, and lecturers are becoming role models for digital work and learning; strategy refers to the ability to integrate and apply technology and curriculum teaching, forming the ability to integrate and apply technology and curriculum teaching with a focus on problem solving; research refers to the ability of lecturers to conduct detailed research and analysis on the entire process of analysis, design, development, implementation and evaluation of the integration of information technology into curriculum teaching.

In conclusion, it makes the student teaching process efficient. lecturers choose to use teaching and learning activities that are suitable for students. Either individual or group by active learning teaching and learning that focuses on students. Please encourage students to think independently to help promote their creativity of students. Create energy to happen to students as Things to organize teaching and learning experiences for students and encourage students to have an incentive from within themselves who want to learn.

2.3.4 Encouraging Students to Succeed

Lecturers' teaching and learning efficiency Encouraging students to succeed There have been many people who have suggested the guidelines as follows:

Pritsana (2016) studied about encouraging students to succeed. The lecturers have determined the teaching units and subjects in order of ease. There is a teaching plan designed that is easy for students to understand. Students are developed to know and understand achieving the set objectives.

Vanichaya (2016) studied about encouraging students to succeed. The lecturers divides the content that needs to be taught into small parts to make it easier for students to prepare, plans to modify new content that will guide and teach is easy for students to understand and consistent with the original content and determine the content of the learning unit or the instructional management plan that is consistent with the teaching and learning hierarchy.

Lecturers play a crucial role in implementing inclusive education by encouraging students to succeed during the teaching process (Mieghem & Verschueren, 2020); the most critical factor in the success of inclusive education (Forlin & Chamber, 2011) and the most vital change agent for school inclusion and social justice challenges (Pantić & Florian, 2015). To work successfully in an inclusive environment, lecturers should have specific knowledge, skills, and abilities that can be developed during pre-service teaching (Mante & Repina, 2018). Research

shows that the more training and opportunities lecturers receive in encouraging students to succeed in inclusive education, the better their teaching competence is, and students are more likely to accept the knowledge lecturers teach. (Monteiro & Kuok, 2019; Tangen & Beutel, 2017).

In conclusion, to encourage students to succeed. It defines teaching units and subjects in order of difficulty; the content that needs to be taught is divided into parts, consistent with the original content for ease of teaching and learning, and design a teaching plan that is easy for students to understand to achieve the set objectives.

2.4 TEACHING COMPETENCE

This study collected relevant literature on teaching competence, trying to understand the definition of competence, the components of competence, the evaluation methods of competence, the factors affecting teaching competence, and the strategies to improve teaching competence. The researchers provided the following information related to teaching competence:

2.4.1 Definition of Competence

Although competencies are widely used in higher education, talent development, policy reform, and public health practice, competence-related problems still need to be solved. The first problem is the definition problem. There seems to be no consensus on the definition of competence (Flinkman et al., 2017), and some scholars define it as a person's essential attributes, such as skills, knowledge, abilities, and attitudes (Boyatzis, 1982; Le et al., 2005; Sternberg & Kolligian Jr., 1990). The most comprehensive definition of competence includes the knowledge, skills, abilities, and attitudes a person should have to complete a task effectively. Knowledge is related to understanding facts, procedures, concepts, and theories. Skills are a person's ability to complete a task (acquired) and are about applying knowledge. Competence is the ability to do something; it represents the traits that enable a person to perform (innate).

Attitudes include emotions, beliefs, and values that motivate behavior (Bhandari, 2020).

The concept of lecturers competence is mainly discussed in very narrow dimensions, such as lecturers curriculum planning, implementation, evaluation, curriculum, or school standards. These are all related to lecturers' teaching responsibilities in schools. In this regard, lecturers competence needs to be discussed from many dimensions, such as field competence, research competence, curriculum competence, lifelong learning competence, socio-cultural competence, emotional competence, communication competence, information and communication technology competence, and environmental competence to train lecturers (Kiymet, 2016).

Teaching competencies is essential to lecturers' quality and a critical factor in determining teaching quality and teaching art. The research on lecturers' teaching competencies has also become an important research direction in education and linguistics (Meng, 2017; Shulman, 1986). The research on the teaching competencies of lecturers at home and abroad mainly focuses on quality and culture (Gatbonton, 1999), the composition and connotation of teaching competencies, and foreign language development. teaching competencies and it is influencing factors, teaching skills training (Li, 2010; Zhao, 2011), teaching strategies and training models of teaching skills (Lu, 2017), evaluation system (Sehmelkin et al., 1997).

"Teaching competence" is closely related to teaching skills and learning environments, which lecturers must master to cope with various teaching scenarios (Caena, 2022). Blomeke et al. (2015) pointed out that "competence" is a broad term in general, and from an analytical perspective, "competence" refers to the components of competence. To emphasize the classification and description of specific cognitive abilities, "competence" is defined as cognitive abilities and skills.

Darling-Hammond (2012) concluded that teaching experience and academic qualifications significantly impact lecturers' teaching abilities. lecturers' more teaching experience usually means they are more proficient in teaching skills and classroom

management and can better deal with various teaching challenges. In addition, the academic qualifications and professional background obtained by lecturers also directly affect the depth and accuracy of their understanding of teaching content, thereby affecting the quality of their teaching.

Monk (1994) shows that full-time lecturers tend to have more vital professional abilities in the subject areas they teach than part-time lecturers. This is because full-time lecturers typically have more profound subject expertise and teaching experience and can better understand and teach complex subject concepts, thereby improving student learning outcomes.

In summary, its core is that "teaching competencies is the ability that lecturers should generally have to use specific teaching materials to engage in teaching activities, use teaching skills to complete teaching tasks and achieve teaching results. It is formed by lecturers using their teaching theoretical knowledge through practice, A stable and complex teaching behavior system.

2.4.2 Elements of Competence

Selvi (2010) proposed a universal standard for lecturers' teaching competence, which includes nine competencies: "field competence, research competence, curriculum competence, lifelong learning competence, socio-cultural competence, emotional competence, communication competence, information and communication technology (ICT) competence and environmental competence".

Some scholars emphasize the comprehensiveness of teaching competence, and (Tigelaar et al., 2004) define it as "the integration of personal traits, knowledge, skills and attitudes required for effective teaching in diverse teaching situations." (Rodríguez et al., 2020) believe that it is a composite ability composed of academic ability, social ability, personal and interpersonal skills, instrumental ability, etc.

Streifer (1987) believes that "teaching competencies includes the ability to formulate teaching plans, teaching skills, the ability to evaluate students, professional knowledge, and professional responsibilities."

Abdous (2011) believes that teaching competence is related to the three teaching stages (before, during, and after teaching). The instructor can prepare, plan, and design before teaching. During the teaching process, the instructor encourages students to learn actively and engages them in interactive learning activities. At the end of the teaching process, the instructor reflects, summarizes lessons learned, and develops a course revision plan. Roddy et al. (2017) identified online teaching competencies, including communication, technology, feedback, responsiveness, learning monitoring, and student support. The authors assert that these competencies determine the effectiveness of online instructors.

Teacher education requires lecturers to have teaching competence, including the knowledge, skills, and values that teacher trainees must possess to complete the teacher education program (Houston, 1987). Competence can be evaluated based on the performance of teachers. Some characteristics of competence are as follows:

- 1) Competence consists of one or more skills, and mastering these skills will enable competence.
- 2) Competence relates to all three areas where performance can be evaluated: knowledge, skills, and attitudes.
- 3) Competence has a performance dimension and is observable and verifiable.
- 4) Because competence is observable, it is also measurable.

The assessment dimensions for digital teaching competencies proposed by Shen (2010) in their research titled "Developing the Indicators for the Digital Teaching Abilities of Primary and Junior High School lecturers" were suitable for the course modules. The five dimensions are basic computer hardware and software capabilities, network resources application, teaching technologies in the classroom, the management of teaching and learning at school, and information society (Shen, 2010).

Using these dimensions could ensure that the course structure and digital teaching competencies are connected.

The lecturers-teaching competency framework requires a logical and systematic structure. According to the UNESCO (2018) "lecturers Information and Communication Technology Competency Framework," lecturers teaching competency is divided into six categories: understanding information and communication technology in education, curriculum and assessment, teaching methods, application of digital skills, organization and management, and lecturers professional learning, forming a systematic framework.

Based on the relatively stable personal characteristics or psychological characteristics of lecturers, teaching ability includes thinking and planning ability, introduction ability, questioning ability, inquiry ability, encouragement ability, learning ability, cognitive ability, design ability, teaching ability, organizational ability, social ability (Meng, 2017); at the same time, it also includes the knowledge base necessary for teaching ability. Professional knowledge, sense of responsibility, etc. Bond and Smith (2000) believe that teaching ability is divided into six categories: academic ability, planning ability, management ability, expression and communication ability, evaluation and feedback ability, and interpersonal communication ability. believes that lecturers' teaching abilities should include teaching cognitive ability, teaching design ability, teaching operation ability, teaching monitoring ability, etc. Teaching ability has different focuses from the perspectives of pedagogy and psychology. From the pedagogy perspective, it includes teaching design, teaching management, and research. Cheng et al. (2024) framework of components of higher education teaching competence shows the components of teaching competence, as shown in Figure 2.3.

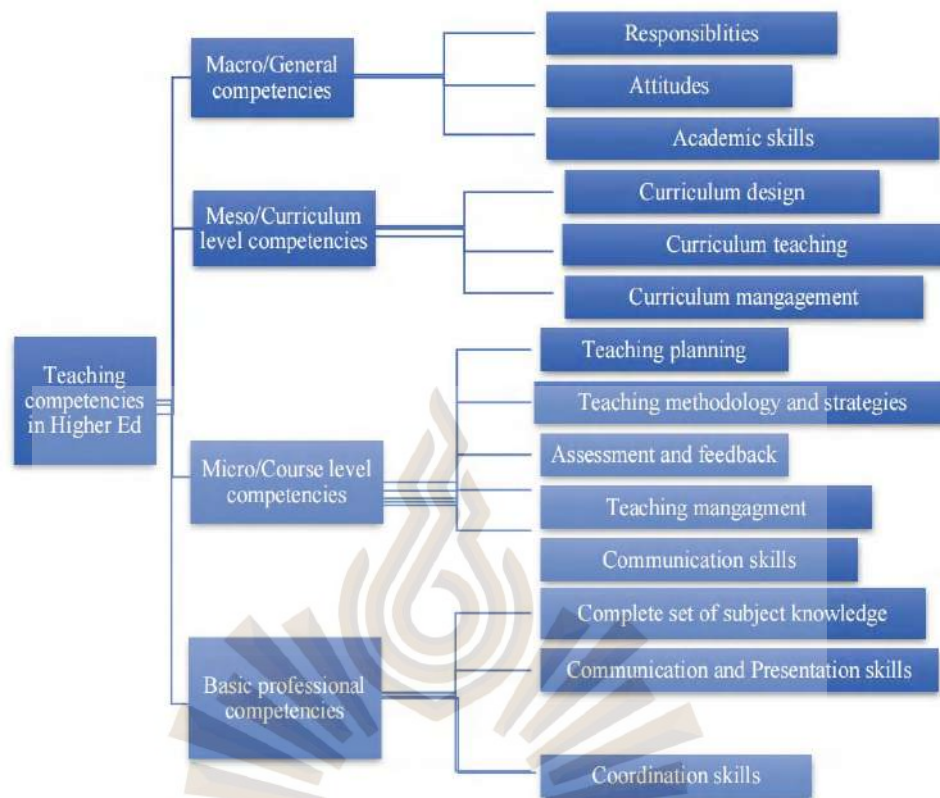


Figure 2.3 Components of Teaching Competencies in Higher Education

Source: Fudan University, 2023

The principles of the teaching competency standards framework include practicality and guidance. The purpose of the teaching competency standards framework for college lecturers is to evaluate lecturers and their teaching practices. Whether it meets the actual teaching needs of lecturers is an essential basis for testing the effectiveness of the standard framework. The competency standards framework should meet the exact needs of lecturers' teaching. The first principle of formulating a competency standards framework is to emphasize the practical knowledge and skills of teaching. The standards should not only target current teaching practice problems but also examine the actual expectations of lecturers (McMahon, 2021). In other words, the teaching competency standards framework for lecturers should attach great importance to the professional ability level of lecturers and provide specific guidance and demonstration for lecturers' teaching. The standard framework guides the teaching

practice process of college lecturers and ensures that they continue lifelong learning as practicing individuals in the practice community.

It has become crucial to build teaching competence standards for lecturers compatible with education reform and strengthen the recognition of teaching as a professional skill for college lecturers. In November 2021, UNESCO released "Reshaping Our Future Together: A New Social Contract for Education," suggesting that "to shape a peaceful, just and sustainable future, education itself must be transformed" (UNESCO, 2021). The key to ensuring the recognition and reputation of the teaching profession of college lecturers is to develop a recognized framework of teaching competence standards for lecturers, guide college lecturers to participate in practical professional training and teaching practice activities at different stages of higher education development, and improve their teaching literacy and critical abilities. Building standards suitable for the professional development of lecturers has also become a guarantee for the high-quality development of college lecturers.

Wang et al. (2023) believe that lecturers' teaching competence is an integral part of teaching activities and reflects the professional quality of lecturers. This can more intuitively explore learning participation and students' learning outcomes. Teaching competence is an integral part of lecturers quality and a critical factor in determining teaching quality and teaching art. The study of lecturers' teaching competence has become an important research direction in pedagogy and linguistics (Shulman, 1986). Teaching competence is a trait lecturers demonstrate and an ability that every lecturers should possess. It is generally composed of essential skills and special abilities. Basic abilities refer to lecturers' ability to achieve teaching goals, have solid subject professional skills, demonstrate excellent professional qualities, reflect on their teaching after completing teaching activities, demonstrate cognitive skills in the teaching process, effectively answer students' questions, and observe students learning abilities. Special abilities refer to lecturers' ability to engage in specific teaching activities, expand and innovate professional knowledge, reasonably use high-quality teaching methods, and have scientific research capabilities.

According to the research summary of the above scholars, it can be found that they believe that the components of teaching competence include lecturers' professional knowledge, teaching skills, classroom management, communication skills, reflection ability, disposition traits, technology application ability and professional ethics.

2.4.3 Competence Evaluation Methods

Lecturers' management of the classroom is a critical factor in evaluating lecturers' teaching competence. Evaluators comment on whether the lecturers manage the classroom well or use good questioning skills. At the same time, analytical judgments are feedback carefully crafted using wording related to a given criterion (lecturer's ability) or a prescribed grading rubric or formal observation protocol (Spote & Jiang, 2016).

Teaching competence was tested by assessing how lecturers' responses reflected three interrelated dimensions: awareness, knowledge, and skills, identified in the original U.S. version (56 items) of the 16-item scale proposed by Spanierman et al. (2010). The construct of awareness was measured along three dimensions: (a) lecturers' awareness of themselves and others as cultural beings, (b) lecturers' awareness of their attitudes and biases, and (c) lecturers' awareness of the need to create a culturally sensitive environment. Knowledge was measured along two dimensions: (a) lecturers' implementation of culturally responsive pedagogy and instructional strategies appropriate to the cultural and ethnic diversity of their students and (b) lecturers' awareness of sociopolitical and cultural realities that may affect relationships between individuals in the classroom. The construct of skills was assessed based on lecturers' ability to (a) design, implement, and evaluate strategies that promote student academic achievement and personal growth, (b) select and implement culturally responsive behavior management strategies, and (c) review and evaluate policies, procedures, and practices designed to improve cultural responsiveness (Spanierman et al., 2010).

Some higher education institutions have developed teaching competency self-assessment scales, such as Swank et al. (2021) from France's Focus on lecturers' Perspectives developed the Teaching Competence Scale (TCS). Through the study, an exploratory factor analysis of 288 participants identified four factors, covering 67 items in four areas (knowledge, skills, behavior, and disposition). It first uses 18 items for teaching and evaluation, focusing on the course teaching and evaluation abilities of lecturers. It uses 15 research topics, including knowledge, morals, and preparation, focusing on lecturers theory, certification, best practices, morals, research considerations, and course teaching preparation knowledge. lecturers disposition includes nine items, focusing on the personal characteristics of lecturers. Finally, six projects were considered for practical and technical purposes, focusing on "professional, ethical, and technical uses" (Swank et al., 2021).

Nye (2004) "How large are lecturers effects?" The study concluded that gender, ethnicity, and age are often not considered when evaluating lecturers' teaching abilities. Considered as a significant predictor. Research shows that lecturers' characteristics are not necessarily directly related to their teaching quality but, more importantly, their teaching methods, professional knowledge level, and student care and support.

Wong and Greenhalgh (2013) believe that when constructing Teaching competency evaluation indicators, attention needs to be paid to ensuring the validity and reliability of the evaluation indicators. Evaluation indicators should have clear definitions and operability and can accurately reflect teaching quality and teaching effects. In addition, the evaluation process should be fair, transparent, and verifiable to ensure the objectivity and impartiality of the evaluation results. Basic evaluation capabilities were assessed through quantitative and qualitative questions to allow for appropriate comparisons of key variables (Hou, 2020).

According to the research of the above scholars, it can be concluded that the evaluation methods of teaching competence cover many aspects, including but not limited to teaching performance evaluation, student evaluation, peer review, self-evaluation, teaching archive analysis, etc. These methods can be used to collect

quantitative and qualitative data and evaluate in combination with teaching objectives and standards, so as to comprehensively evaluate the ability, knowledge, skills and performance of lecturers in the teaching process. The selection of evaluation methods should be flexibly applied according to the specific situation and evaluation purpose to ensure the accuracy and effectiveness of the evaluation results and provide strong support for lecturers' teaching improvement and professional development.

2.4.4 Factors Affecting Teaching Competence

According to (Norton, 2011), there is more analysis on the factors affecting lecturer competence. In higher education, lecturers face considerable pressure to improve their assessment, marking, and feedback practices. This pressure comes from governments who want to take more responsibility, students and parents often paying stakeholders, and institutions eager to maintain good rankings in the league tables. The feedback and ratings from schools, students, and parents all affect their teaching competence. (Norton, 2012).

The lecturer's in-depth understanding and mastery of the subject they teach is the basis of teaching competence, and the lecturer's professional knowledge level directly affects the teaching effect (Shulman, 1986). Different from the knowledge classification paradigm, Bond et al. (2000) identified 13 characteristics of lecturers' professional knowledge from the perspective of lecturers competence, which will affect the lecturer's teaching competence, as follows:

- 1) Application of knowledge.
- 2) A large amount of subject teaching knowledge, including a profound expression of subject knowledge.
- 3) Good problem-solving strategies.
- 4) Setting and adjusting goals for different students and having good improvisation skills.
- 5) Making better decisions.
- 6) Proposing more challenging goals.
- 7) Creating a better classroom atmosphere.

- 8) Having a deeper understanding of classroom practice and better interpreting the information clues provided by students.
- 9) Being more sensitive to the situation.
- 10) Better monitoring students' learning and giving students more appropriate feedback.
- 11) Testing the rationality of hypotheses more frequently.
- 12) Respecting students more.
- 13) Showing tremendous enthusiasm for teaching.

Shulman (1987) is one of many researchers who have attempted to use various frameworks and models to study the knowledge required for effective teaching. He believes that knowledge reserves are the main factor in lecturers competence, and in his knowledge structure framework, he proposed seven categories to organize lecturers' knowledge.

- 1) Subject knowledge is the subject's domain knowledge and content.
- 2) General teaching knowledge refers to classroom organization and management principles and strategies that transcend specific subjects.
- 3) Curriculum knowledge refers to the mastery of teaching materials and plans, which are the lecturer's "professional tools."
- 4) Pedagogical content knowledge (PCK) refers to the organic combination of the subject's content with the principles of teaching to organize, express, and adapt specific topics and styles to suit learners. Different interests and abilities and an understanding of how to teach are the integration of subject content knowledge and educational expertise.
- 5) Knowledge about learners and their characteristics, as well as knowledge about the objects of education.
- 6) Knowledge about the context (or background), including the operation of the class or group, school district management and finance, and community and cultural characteristics.
- 7) Other curriculum knowledge refers to understanding education's purpose, goals, values, and philosophical and historical origins.

Bates and Morgan (2018) emphasized that lecturers' professional knowledge and academic background have an essential impact on their teaching competence, and continuous academic training and research can enhance the depth and breadth of teaching content. Darling-Hammond et al. (2017) study shows that diverse and innovative teaching skills significantly improve teaching effectiveness, which can meet the learning needs of different students and promote their learning achievements.

Helms-Lorenz et al.(2019) pointed out that rich teaching experience can help lecturers better manage students and teaching content in the classroom, improving teaching competence and students' learning outcomes. Kim's (2021) research found that lecturers' disposition traits, such as empathy and communication skills, positively impact students' learning motivation and classroom performance, thereby improving overall teaching effectiveness. Kunter et al. (2019) research pointed out a negative correlation between emotional stability and lecturers' burnout and teaching effectiveness, and emotionally stable lecturers can better maintain a high level of teaching quality.

Desimone and Pak (2017) emphasized that continuous professional development and training are essential ways to improve lecturers' teaching competence, which can help lecturers update their knowledge and skills and adapt to changing educational needs. The study by Collie et al. (2018) showed that a supportive environment and sufficient teaching resources in schools significantly impact lecturers' teaching competence and can improve lecturers' teaching enthusiasm and professional ability. Hattie and Clarke (2019) pointed out that student feedback plays a crucial role in teaching improvement, which can help lecturers understand teaching effects and student needs and promote optimizing teaching strategies.

Mishra and Koehler (2020) emphasized that effective educational technology can significantly improve teaching quality and efficiency, and lecturers should have good technology application capabilities to adapt to the modern academic environment. Sahlberg (2019) pointed out that cultural background and education policies significantly impact lecturers' teaching methods and competence. A supportive policy

environment can provide lecturers with the necessary resources and incentives to promote teaching innovation and quality improvement.

In short, the factors that affect teaching competence include lecturers' professional knowledge and academic background, teaching skills, teaching experience, disposition traits, career development and training, school and social support, student feedback, technology application, and cultural and educational policies.

2.5 TEACHING COMPETENCIES EVALUATION INDEX

Marzano's (2017) lecturers competency assessment model is based on more than fifty years of 5,000 cumulative studies designed to identify best practices in teaching and learning. Marzano and his team observed thousands of lecturers and students in unique learning environments nationwide and worldwide. Marzano isolated more than 150 variables of effective teaching practices and measured the effect size to determine which types of teaching strategies, when implemented well, had the most significant impact on student learning. Through this work, he examined the connection between lecturers' behaviors and strategies (competencies) and student achievement. He then calculated effect sizes from this meta-study to determine which competencies impacted student achievement most. An effect size is a statistical calculation that indicates the significant difference between two groups.

Danielson's (2007) book "Enhancing Professional Practice: A Framework for Teaching" discusses a Teaching competency evaluation framework widely used to evaluate lecturers' teaching abilities, a systematic Teaching competency evaluation framework to help lecturers and educational institutions assess teaching Effectiveness. The framework includes four domains: teaching preparation, teaching environment, teaching implementation, and professional responsibility. Each domain contains a series of indicators and standards used to evaluate lecturers' teaching performance in different aspects, help lecturers comprehensively understand their teaching practices, and provide directions for improvement.

They developed the DECODE model to improve lecturers' teaching abilities. The model goes beyond traditional approaches by combining theoretical understandings of education with practical experience and self-reflection. It offers PST a revolutionary way to improve their teaching effectiveness by including active learning, collaborative engagement, and continuous improvement.

Marzano (2017), in the book "The New Art and Science of Teaching," proposes a new teaching concept that combines the art and science of teaching to cope with today's complex educational environment and student needs. The model is based on the lecturers influence leadership framework and aims to evaluate lecturers' performance in teaching, classroom management, student participation, etc. It also introduces a series of practical teaching strategies and methods, including providing clear teaching goals, stimulating students' interest, promoting students' thinking and cooperation, etc., emphasizing that lecturers must have professional teaching skills and the ability to lead teams and promote educational reforms.

Student Evaluations of Teaching (SETs) are ubiquitous tools in higher education, and although they are not a direct means of assessing faculty teaching competencies, they are useful for formative teaching development in the teaching profession. University instructors' perceptions and attitudes result in a lack of consistent or systematic use of SETs (Edström, 2008; Golding & Adam, 2016). Both academic rank and teaching load influence instructor attitudes towards the summative use of SETs, with junior tenure-track and contingent teaching instructors expressing the greatest support for their usefulness for administrative purposes such as tenure and promotion review (Avi-Itzhak & Kramer, 1986). In addition to the evidence that students are not skilled evaluators of teaching effectiveness, factors such as institutional expectations (Nasser & Fresko, 2002), quality of the evaluation instrument (Ballantyne et al., 2000), execution and use by the institution (Edström, 2008; Nasser & Fresko, 2002), and instructor teaching philosophy (Hendry et al., 2007) can affect instructor use of SETs.

Wang (1989) proposed that the academic level of lecturers includes teaching competencies and scientific research ability. Based on the above theoretical assumptions, he compiled the "lecturers teaching competencies Evaluation Form," "lecturers teaching competencies Evaluation Form," "lecturers Teaching Research Ability Evaluation Form," and "lecturers teaching competencies Evaluation Form." lecturers' Scientific Research Ability Evaluation Form". Xu (2008) established a competency model and evaluation system for subject leaders in colleges and universities and initially constructed a competency database model for college lecturers.

Wu and Liu (2011) believed that lecturers' teaching competencies includes four dimensions: language ability, operation ability, monitoring ability, and design ability, and constructed a lecturers teaching competencies evaluation index system from the structural layer, carrier layer, and indicator layer. Cao (2012) built a lecturer's classroom teaching satisfaction diagnostic model, a comment database and a suggestion database, and a lecturer's classroom teaching satisfaction diagnostic system based on the analysis of Teaching competency evaluation data.

"Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results" by Charlotte (2004) introduces how to evaluate the performance of educational leaders to promote personal and organizational development and improvement. Explores the roles and responsibilities of educational leaders in organizations and their impact on academic quality and student learning outcomes. The importance of performance evaluation in improving educational leaders' personal and organizational effectiveness and how to establish an effective evaluation system are discussed. Includes assessment tools and methods to effectively evaluate the performance of educational leaders through questionnaires, observation notes, personal assessments, and more. Utilizes assessment results and feedback to enhance educational leaders' individual and organizational effectiveness for continuous improvement and development.

Xu (2013) proposed a new three-dimensional structural model of teaching competencies based on the research of Molenaar et al. He believed that the teaching competencies structure includes the ability composition, work field, and teaching activity levels. Among them, the teaching activity level provides design, development, and the ability to utilize, manage, and evaluate. The work field level includes primary professional, micro-teaching, meso curriculum, and macro-professional abilities. The ability component has personal traits, attitudes, knowledge, and skills. On this basis, an evaluation index for the teaching competencies of college lecturers was constructed.

Xie, Chu, and Ge (2015) believe that the teaching competencies of college lecturers includes the lecturer's role cognition ability, student learning and understanding ability, curriculum design and development ability, teaching design and implementation ability, academic reflection and evaluation ability, in six aspects, including technology improvement of teaching competencies, an evaluation index system for the teaching competencies of college lecturers has been constructed.

Wang (2019) used the research idea of dual perspectives to build a structural design of lecturers' core competencies and abilities. In his research, lecturers mainly include moral literacy, educational spirit, cultural accomplishment, educational teaching competencies, learning and innovation ability, communication, and the six core competencies and abilities of cooperation ability. Education and teaching abilities include six essential skills: course understanding, course development, instructional design, teaching implementation, teaching management, and Teaching competency evaluation.

2.5.1 Lecturers Teaching Competencies Evaluation Indicators

Table 2.3 Lecturers Teaching Competencies Evaluation Index

lecturers teaching competencies evaluation indicators	First level indicators	Second-level indicators
	Professional Construction	Information technology knowledge
		Knowledge of research methods
		Engage in professional building skills
		Teaching research skills
	Curriculum and Teaching Skills	Course design skills
		classroom teaching skills
		Teaching presentation skills
		Teaching organization and management skills
		Develop student skills
		Student academic evaluation skills
	basic knowledge	Expertise
		Course knowledge
		teaching knowledge
		Evaluate knowledge
	professional attitude	Pay attention to social talent demand trends and cutting-edge developments in majors and disciplines

Table 2.3 Lecturers Teaching Competencies Evaluation Index (Cont.)

		Pay attention to the development and reform trends of higher education at home and abroad, and timely update educational concepts and methods
		Coordinate teaching work and scientific research work, and adjust the focus of work based on student development.
		Love education, teaching and students, find your own value in teaching, and be proud of it.
	Personal qualities	Rigorous thinking and expression
		Affinity
		learned

Source: Nanjing Normal University, 2013

2.5.2 Evaluation System for Universities Lecturers Educators

Table 2.4 Evaluation System of Lecturers Education and Teaching Competencies in Universities

	First level indicators	Second-level indicators
evaluation system for universities lecturers educators	own role awareness	Ability to understand one's own role
		Master your own abilities
		Understand the role of own professional development
	student learning comprehension skills	Understand the abilities that normal college students should have

Table 2.4 Evaluation System of Lecturers Education and Teaching Competencies in Universities (Cont.)

		Mastering the learning psychology ability of normal college students
		Comprehension ability of primary and secondary school curriculum standards
		Master the learning psychology ability of primary and secondary school students
	Course design and development capabilities	Course positioning capabilities
		Curriculum plan design ability
		Curriculum resource development capabilities
	Instructional design and implementation capabilities	Teaching organization and management ability
		teaching expression ability
		Teaching demonstration ability
		Teaching guidance ability
	Academic reflection and evaluation skills	Ability to evaluate using a variety of methods
		Ability to design Teaching competency evaluations
		Ability to implement teaching evaluation
	Technology improves teaching capabilities	Ability to use technology for professional development
		The ability to use technology to promote teaching development
		Leveraging technology to enhance student development

Source: Nanjing Normal University, 2013

2.5.3 Evaluation Index System for Teaching Competencies of College Lecturers

Table 2.5 Evaluation Index System for Lecturers' Teaching Competencies in Universities

Evaluation index system for teaching competencies of college lecturers	First level indicators	Second-level indicators	Third-level indicators
	Teaching content selection and development	Teaching content selection	Core content
			Educational value
		Teaching content development	Frontier hot spots
			Student interests
	Teaching integration and transformation	Teaching integration	Content integration
			Resource Integration
		Teaching transformation	Method selection
			Activity Design
	Teaching expression and communication	Teaching expression	Clear and standardized
			Emotional
		Teaching exchanges	Fully interactive
			Lead by example
	Teaching evaluation and reflection	Teaching Evaluation	Student-oriented
			Multiple evaluation
			Value judgement
		Teaching reflection	Review and reflect
			Improve teaching

Table 2.5 Evaluation Index System for Lecturers' Teaching Competencies in Universities (Cont.)

	Teaching research and innovation	Teaching research	Problem orientation
			Achievements cited
		Teaching innovation	Innovation consciousness
			disposition
	Information literacy and technical skills	Information literacy	Information awareness
			Access to information
		Technical skills	Data awareness
			Technology application
			Communication and collaboration

Source: Nanjing Normal University, 2013

2.5.4 valuation of Teaching Competencies Scale Indicators

Table 2.6 Evaluation of Teaching Competencies Scale

Evaluation of teaching competencies scale	First-level indicators	Second-level indicators	Third-level indicators
	Availability	To take necessary measures in order to be accessible to	The instructor presents office hours on the syllabus, yet is unavailable during specified times. and contact information is not available

Table 2.6 Evaluation of Teaching Competencies Scale (Cont.)

			When the instructor is unavailable during office hours, the professor compensates by using teaching assistants to take care of student concerns
			The instructor is regularly available to provide teaching assistance beyond required lecture time and office hours
	Communication	To display verbal and written eloquence and flexibility based on the type of audience, to communicate with clarity, precision and purpose, and to take the time to listen to others and decipher relevant points	The instructor has a monotone voice, depends on written notes when lecturing and has difficulty answering student questions
			Sometimes instructions, lectures and assignments are a bit unclear
			The professor speaks clearly, listens to students intently and precisely answers students' questions
	Conscientiousness	To produce high quality work by paying strict attention to details, perceiving what others have overlooked and rejecting	The instructor often arrives unprepared and/or without the proper materials. Course materials are ill prepared and/or outdated
			The instructor does not cover all the material outlined in the course

Table 2.6 Evaluation of Teaching Competencies Scale (Cont.)

		whatever does not meet the criterion of excellence	syllabus and sometimes seems a bit unprepared
			The instructor provides a detailed and complete syllabus, covers all necessary information and is very well prepared
	Creativity	To promote innovative ideas and new processes by being flexible in personal attitudes, rules or ways of operating	The instructor uses the same teaching style class. and is inflexible to change
			At times, the instructor varies the lecture style such as by showing a video
			The instructor uses multiple teaching methods such as applied assignments and group discussions
	Feedback	To react verbally or in writing to the behaviour or performance of others. To suggest corrective measures when necessary	The instructor marks assignments without providing specific information as to the points that were lost
			The instructor provides feedback to students at a point when there are few opportunities for improving their final grades
			The instructor provides timely. Detailed feedback. thereby helping the students to progress beyond the

Table 2.6 Evaluation of Teaching Competencies Scale (Cont.)

			course requirements
	Individual consideration	To show sensitivity and empathy by accommodating the needs of others, and to provide encouragement and personal attention towards others	The instructor does not provide individual assistance to students. and appears uncompassionate and hurried when encountered for help
			The instructor is usually available for help but is sometimes reluctant to provide individual assistance or consideration to students
			The instructor goes far beyond what is expected to help individual students, such as using extra time to further student motivation and education
	Professionalism	To demonstrate honesty and integrity by being congruent in words and actions, displaying a sense of fairness and justice and maintaining confidentiality of information received	The instructor changes components of the course without consulting students or grades work using completely unfair methods
			The instructor is generally fair and just, but can be inconsistent at times when grading tests and assignments or when discussing course objectives
			The instructor is completely fair and just, such as seeking complete consent

Table 2.6 Evaluation of Teaching Competencies Scale (Cont.)

			when changing course components and fully clarifying exam and assignment requirements
	Problem-solving	To analyse problems. seek suggestions for effective solutions and decide on corrective measures to be taken	The professor refuses to reach consensus with the class when issues are raised, such as the appropriateness of syllabus content or making new arrangements for assigned work The professor generally deals with student concerns effectively. yet solutions are not always universally accepted, such as omitting material to compensate for lost time The professor effectively deals with issues that impede learning. such as rearranging lab time due to class oversize or facilitating group discussions when the material is not clearly understood
	Social awareness	To be in tune with the thoughts and feeling of others and be tactful while	The professor fails to maintain classroom civility and does not recognise discomforts or disapproval he or she creates The professor generally

Table 2.6 Evaluation of Teaching Competencies Scale (Cont.)

		maintaining discipline	maintains civility. But sometimes singles out students for their mistakes and treats some sensitive issues awkwardly
			The professor seems to completely understand the feelings of the students. whereby sensitive topics are discussed tactfully and civility is maintained without singling out individual students

Source: Nanjing Normal University, 2013

2.5.5 Media Literacy Education Competency Scale Indicators

Table 2.7 Media Literacy Education Competency Scale

Media literacy education competency scale	First level indicators	Second-level indicators
	Personal Competencies in the Field of Media Literacy	I can use media devices in a technical sense (e.g. computer, projector, tablets, smartphone, interactive whiteboard).
		I can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks).
		I can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet).

Table 2.7 Media Literacy Education Competency Scale (Cont.)

		I know that media represent information in a selective way and know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...).
		I know how media production and distribution works (e.g. from source to article, the filtering of news, the intersection between politics, media and democracy).
		I know how media content is tailored to the target audience (e.g. selection possibilities, personalized on line offer through cookies, newspapers/television channels/websites and their target audience).
		I can evaluate media content taking into account various criteria (e.g. accuracy of information, comparison of information, appreciation of aesthetic aspects).
		I am aware of the effects of media (e.g. influence on purchasing behavior, undesired effects such as hate or addiction).
		I am aware of my own media behavior (e.g. copyright, illegal downloads, dangerous media behavior).
		I can create media content (e.g. write an article, create a photo or video document, set up a blog).

Table 2.7 Media Literacy Education Competency Scale (Cont.)

		I can communicate and present contents using media (e.g. structure and adapt a presentation, publish media content through an appropriate channel such as blogs, directories, YouTube).
		I can participate in the public debate through media (e.g. show commitment using (social) media, contact organizations by email, reader reactions or social media).
	Pedagogical-Didactical Competencies in the Field of Media Literacy	Learners can use media devices in a technical sense (e.g. computer, projector, tablets, smartphone, interactive whiteboard).
		Learners can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks).
		Learners can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet).
		Learners know that media represent information in a selective way and know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...)
		Learners know how media production and distribution works (e.g. from source to article, the filtering of news, the intersection between politics, media and democracy).

Table 2.7 Media Literacy Education Competency Scale (Cont.)

		Learners know how media content is tailored to the target audience (e.g. selection possibilities, personalized on line offer through cookies, newspapers/television channels/websites and their target audience).
		Learners can evaluate media content
		taking into account various criteria (e.g. accuracy of information, comparison of information, appreciation of aesthetic aspects).
		Learners are aware of the effects of media (e.g. influence on purchasing behavior, undesired effects such as hate or addiction).
		Learners are aware of my own media behavior (e.g. copyright, illegal downloads, dangerous media behavior).
		Learners can create media content (e.g. write an article, create a photo or video document, set up a blog).
		Learners can communicate and present contents using media (e.g. structure and adapt a presentation, publish media content through an appropriate channel such as blogs, directories, YouTube).

Table 2.7 Media Literacy Education Competency Scale (Cont.)

		Learners can participate in the public debate through media (e.g. show commitment using (social) media, contact organizations by email, reader reactions or social media).
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Source: Nanjing Normal University, 2023

2.5.6 The Teaching Competencies Scale (TCS) Indicators

Table 2.8 Teaching Competencies Scale (TCS)

	First level indicator	Second level indicators
The Teaching Competencies Scale (TCS)	knowledge	Knowing a variety of theoretical frameworks, models, or theories relevant to adult learning
		Understanding best practices in graduate level teaching
		Knowing ethical standards related to teaching in counselor education
		Knowing CACREP standards related to content area
		Understanding the lecturer's role in gate keeping
		Possessing course content knowledge that is informed by research
	skills	Balancing structure and flexibility in the classroom based on students' needs and the course requirements
		Using strategies to create a welcoming classroom environment
		Using class time effectively

Table 2.8 Teaching Competencies Scale (TCS) (Cont.)

		Providing students with clear and appropriate formative feedback
		Providing students with clear and appropriate summative feedback
		Facilitating difficult conversations with students
		Developing student remediation plans related to problems of professional competence in course work
		Counseling students out of the program who are not appropriate for the profession
		Creating a classroom atmosphere where it is safe to explore diverse perspectives, beliefs, and values
		Creating a classroom environment that promotes intellectual curiosity through critical thinking
		Developing a course syllabus
		Selecting a course textbook and/or readings
		Developing curriculum that connects course outcomes, readings, instructional methods, and learning assessments
		Developing course learning objectives that align with Bloom's Taxonomy
		Designing course assignments that effectively measure students' learning
		Delivering course lectures
		Facilitating class discussions
		Evaluating one's own effectiveness as a lecturer, including strengths and areas for growth
		Using technology for class instruction

Table 2.8 Teaching Competencies Scale (TCS) (Cont.)

	behaviors	Using the electronic teaching platform of the institution in teaching courses
		Encouraging students to take responsibility for their learning
		Balancing supporting and challenging students in the classroom
		Asking questions effectively
		Explaining course concepts in a clear and relatable manner
		Responding promptly and appropriately to students' questions in the classroom
		Employing classroom management skills to promote students' participation
		Implementing class policies and expectations
		Integrating research outcomes, practices, and new knowledge into teaching
		Being accessible and responsive to students outside of the classroom
		Being professional
		Maintaining appropriate boundaries with students
	dispositions	Using self-disclosure appropriately
		Advocating for needed curriculum changes
		Having a passion for teaching and learning in counselor education
		Having a passion for counseling
		Having humility
		Possessing a sense of humor

Table 2.8 Teaching Competencies Scale (TCS) (Cont.)

	Possessing empathy
	Having awareness of influence of own biases
	Believing that all students are capable of learning
	Being authentic - ability to bring one's humanity into the room and be real
	Being emotionally stable

Source: Catano & Harvey, 2011

In summary, through literature review and analysis, it is found that lecturers' teaching competencies has always been a hot spot and focus of lecturers research. However, with the changes in the background of the times, the adjustment of education and teaching policies, the rapid changes in teaching media, and the continuous changes in educational concepts showing significant attributes of the times and stage characteristics, the lecturer's teaching competencies index system should also follow the development of the times and become more targeted, and different disciplines should develop specific teaching competencies index systems.

2.6 RELATED RESEARCH

Some of the researches have to do with what the researcher is doing here. This research can be supported by an extensive review of the literature on teaching visual communication design. At the same time, many researchers are working to determine the effectiveness of lecturers that affects the effectiveness of visual communication design teaching to examine visual communication design teaching effectiveness and use the findings of the research to create guidelines for improving the efficiency of visual communication design teaching for lecturers of universities in Yunnan. The following related research is reviewed and described in detail.

2.6.1 Research on Teaching Evaluation

A study was conducted by Khalaf et al. (2022) to produce guidelines on teaching and assessing prosthetic dentistry at the undergraduate level and to identify the best undergraduate teaching and assessment practices. Prosthodontists from nine nations and four continents were included in the study. These recommendations were for educating and assessing Prosthodontists in undergraduate programs. This agreement may aid future dentists and patients by reducing national and international discrepancies in dental school prosthetics curricula.

Kim (2019) developed a tool to evaluate the performance of physical education lecturers and evaluated secondary school physical education lecturers in South Korea. He found that lecturers with 11-20 years of teaching experience scored the highest, lecturers with 0-5 years of teaching experience scored the second highest, and lecturers with more than 21 years of teaching experience scored the lowest. The significance of this study is that it accurately identified assessment-related issues in the field by evaluating physical education lecturers based on objective criteria. A teaching ability assessment tool for physical education lecturers was developed, and the courses taught by physical education lecturers were evaluated. Kim analyzed teaching ability by gender and experience to assess the applicability of the developed tool.

In the study about assessment, Almutairi (2021) researched lecturers in the head of the department colleague and students present in other contexts and criteria from secondary schools in four different districts in Kuwait, and the results showed no significant differences between lecturers self-assessment and department head assessments. Still, subjective competition popularity may affect peer rating and students to try to make the image of the lecturers better than others.

A study on lecturers evaluations and quality education was conducted by Cheema (2021), who researched lecturers evaluations and quality education. The perceived student outcomes of teaching on activities, tasks, and environments throughout the semester are that student success is an integral part of the lecturers.

Therefore, lecturers assessment focuses on determining the impact of teaching on student outcomes, and professional development shows different lecturers assessment results. It provides an overview of how lecturers can improve an empirical system based on their relationship to lecturers assessment policies.

In the study about assessment, Hughes et al. (2021) researched a lecturers assessment system based on administrative data developed by Pittsburgh Public Schools (PPS) and the National Student Clearinghouse. We looked at the correlation between several high schools' teaching efficiency ratings. (Based on a multi-measure evaluation method used throughout the county and the completion of high school and college.) According to enrollment data, PPS graduates who took other courses had a somewhat lower but statistically significant difference in college enrollment rates. The instruction with the best rating is available. Students with merit have a higher likelihood of attending an elite college.

In the study about assessment, Ibrahim et al. (2021) researched a survey that evaluated online teaching on architectural design at the Department of Architecture-Jordan University of Science and Technology. From the assessment of online teaching management during the COVID-19 outbreak, Basic design and design course problems are encountered while students report technical issues. Faculty have suffered from a lack of privacy and extended working hours.

A study on student teaching assessment (SET) was conducted by Lohman (2021). This clarifies how teaching assessments can be undertaken to assess good performance. These principles are used to analyze the policies and evaluation procedures of the delegation and explain the weaknesses of both traditional and revised teaching assessment approaches. The last section describes the performance assessment techniques involved in teaching assessment. This includes using outcomes and behavioral strategies to assess performance.

A study on lecturers performance assessments by students at Arba Minch University, Ethiopia, was conducted by Darza et al. (2020). The researched lecturers

performance assessments by students at Arba Minch University, Ethiopia. The objectives were to study the practice guidelines and the variability in lecturers performance assessment results by individual students and groups. Data were collected from 947 general undergraduate students, 55 department heads, and 108 senior lecturers. It was found that there needed to be more consistency between the different departments regarding the timing of assessment and research findings. Detailed and clear guidelines should be developed to provide a platform for all departments and faculties to follow the same procedures for evaluating lecturers performance.

Faculty assign interdisciplinary student teams based on their research interests and prior experience. Integrating these course-based service-learning projects primarily provides real-world, hands-on learning opportunities to build assessment competencies in all critical areas (Linfield, 2019).

A study on online teaching and learning education in the new normal was conducted by Pongsak (2020). The researched online teaching and learning education in the new normal. This research aimed to 1) assesses students' readiness for online learning as the new normal and 2) To develop classrooms for online teaching in the new standard 3) To assess students' satisfaction with online learning is the new normal. The sample groups used in the research were diploma students and 95 people who enrolled in information technology for works courses in the academic year 2020 were obtained by purposive sampling. The research instruments were 1) Google Classroom for online learning is the new normal, 2) Assess the readiness student form, 3) Online classroom suitability assessment form 4) Student satisfaction assessment form for online learning. The statistics used to analyze the data were mean percentage and standard deviation. The results were as follows: 1) Students' readiness for online learning in the new normal of the high level of readiness five items. 2) The expert opinions on Google Classroom for online learning are valued at the level of suitability at the highest level, and 3) Student satisfaction for online learning in the new normal is at the highest level.

The research of Gilmour (2019) is a study on classroom coverage in assessment criteria for lecturers' potential for classroom management strategies. Although 1 in 5

standards and indicators are relevant to classroom management, the variance that includes classroom management focuses on proactive strategies that can help lecturers develop classroom management skills with a focus on how to deal with inappropriate student behaviors has been found to support students with disabilities based on standards and indicators high-quality classroom management.

A study conducted by Benton (2018) to research best practices explored evaluating many complex, formal, and informal teaching measures. An original and accurate balanced assessment system based on the student's voice is essential to promote the lecturer's self-assessment and peer-to-peer assessment, as well as integration that allows lecturers to take an expert approach to assess teaching strategies new and remain open to suggestions focused on how to improve as a benefit that fosters challenge, support, and growth. It can then focus on developing better teaching methods and skills into the most rewarding process.

In conclusion, relevant research assessing lecturers teaching and quality education stems from perceiving student teaching outcomes and success as essential to the context and criteria environment. Other criteria were considered mainly to study guidelines and lecturers performance to the readiness of students' satisfaction with learning covered in the classroom under standards and indicators focusing on strategies that can help lecturers develop teaching skills, focusing on ways to improve for the benefit of method development. Teach and enhance skills in the most rewarding process.

2.6.2 Research on McKinsey 7s Framework

From concepts and theories for improving teaching efficiency, the researcher proposes the 7s McKinsey Model or McKinsey 7s Framework. The 7S factor analysis is based on McKinsey's principles (McKinsey's 7S Framework). It was invented by Tom Peter, Julien Phillips, and McKinsey Attorney at McKinsey (Waterman et al., 1980), an in-house factor analysis tool used in analyzing organizational management that will help the organization's leadership to have a higher performance.

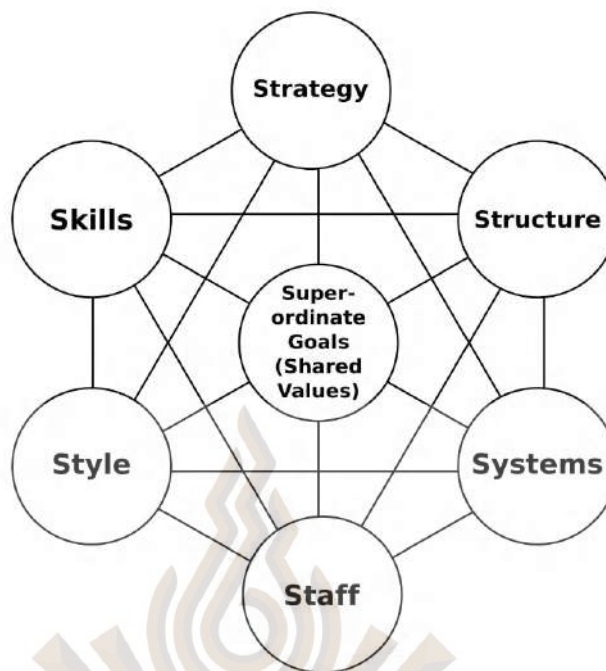


Figure 2.4 McKinsey 7s Frameworks

Source: The Art Of Japanese Management, 1981

McKinsey said that the success of the various organizations' operations or the management's success depends on the variables which have at least seven related correlations consisting of the McKinsey 7s Frameworks are shown in Figure 2.4.

Where the first two variables are strategy and structure, it is something that can be tangible or visible. Therefore, over time, management has paid particular attention to the new variables. So far, the administration has not paid attention to it because it is tangible. The seven variables were not visualized: people or employees, management style and methods, shared values, and skill or skill. This is the basic 7S framework (7S Framework of McKinsey).

The figure shows that the seven variants of McKinsey (McKinsey's 7S Framework) are related and interconnected. Therefore, organizational excellence arises from the interconnection of all variables. Therefore, executives need to focus on all variables, including Structure, Strategy, Staff, Systems, Style, Shared Values, and Skills, which are detailed as follows.

1) Strategy refers to planning an organization's strategy in response to internal and external environments. Let's define a system to implement the strategy evaluation and control.

2) Structure refers to the design of the organizational structure to be related to the authority, duties, and responsibilities of the management system, job placement, and department.

3) System refers to the process and work sequence that must be a consistent system (compatible). The working system should be consistent in the same direction as other matters by organizing the management system strategy modification and aiming for excellence.

4) Style refers to a management model with decentralization and division of management powers-review of management and internal performance of corporate executives.

5) Staff refers to personnel management by selecting personnel, arranging people for jobs, compensation, motivating personnel development, encouraging participation, creating a working atmosphere, and communicating.

6) Skills refer to outstanding expertise in an organization's production, sales, and services.

7) Shared Value refers to the organization's corporate culture. How does the organization communicate its values to its employees?

In conclusion, the 7S Model is that an organization has seven critical internal components that must work to be interconnected and reinforce each other. Changing one element affects all others. They are implementing the 7S Model concept to find out if any details are misaligned with the others and how to improve performance and

understand the interrelationships of all the elements when changes happen to the organization and help to analyze the organization's current situation.

2.6.3 Research on CIPP Evaluation Model

The CIPP evaluation model, also known as the decision-oriented or improvement-oriented one, was first proposed by the American evaluation scholar D.L. Stufflebeam in the 1960s and was systematically established in the early 1970s. Stufflebeam believes that the evaluation required in educational activities should be broad in scope, not limited to determining whether the goals have been achieved, but also conducive to the management and improvement of programs. The evaluation process should be a process of providing information services to decision-makers.

Academics have provided the following succinct summary of the Stufflebeam (1971) CIPP Model assessment concept:

The CIPP model is an overall evaluation of the project from context, input, process, and output by using a method to create criteria and project efficiency, either as a whole or by individual factors, which can be described as follows.

1) Context evaluation is the study of fundamental factors leading to the development of project goals, such as the context of the environment, policies, visions, problems, sources of funding, social, economic, and political volatility, as well as trends in the formation of the issues that may arise will hinder the implementation of the project, etc.

2) Input evaluation to find the efficiency of the input components in terms of tourism may be classified as individual facilities, tools, equipment, equipment, and management potential. Each factor is further classified. For example, a person may be considered gender, age, social and economic status, satisfaction, expectations, attitudes, potential, abilities, experiences, knowledge, educational qualifications, residence and group process characteristics, etc.

3) Process evaluation is a further study from the assessment of context and inputs that is the process going as planned. It is a study to find flaws, weaknesses, or strengths of the project management process to lead the project to achieve the intended objectives that are very effectively.

4) Product evaluation is to check the effectiveness of the project, especially the consistency between the objectives and the results obtained. Then take the specified criteria to judge the standards set up for the requirements set by other persons or agencies.

Table 2.9 CIPP Model Design Outline

Inspection of evaluation tasks	Define the evaluation object's evaluation of the client and intended user, and confirm the confirmation of other listeners with the right to know. The purpose of the evaluation (such as improving the program, verifying teaching effectiveness, understanding, and dissemination) Type of evaluation (such as background evaluation, input evaluation, process evaluation, and result evaluation) Criteria and values to be followed for evaluation (such as fundamental social values, strengths, norms, standards, and personnel responsibilities)
Plan for obtaining information	General strategies (such as surveys, case studies, and group field trials) Assumptions used to guide measurement, analysis, and interpretation Collection of information (such as sampling, tools, and data collection) Organization of information (such as numbering, archiving, and supplementary collection materials) Analysis of information (including qualitative and

Table 2.9 CIPP Model Design Outline (Cont.)

	quantitative analysis) Interpretation of results (such as standard interpretation, process judgment, reaching conclusions, etc.)
Plan for reporting results	Draft report Prediction and finalization of the report Delivery of reports Tracking measures need to be taken to improve the social impact of the evaluation.
Plan for management evaluation	Overall control of evaluation progress Complete the plan for personnel and resource requirements Provide meta-evaluation Regularly update the evaluation design Budget funds Contract or memorandum

Source: Madaus, Scriven & Stufflebeam, 1983

In conclusion, the CIPP Model assessment consists of context, input, process, and product. It is commonly used in project evaluation or various aspects of assessment.

Evaluation of readiness to become a university of learning is an essential step in helping to make the process of knowledge management in an organization clear and systematic, which is an analysis of how ready in the present situation is that the organization has the personnel, namely lecturers. Then use that information to formulate strategies and work plans to reduce risks and ensure that the organization can indeed be a learning organization and can provide guidance for lecturers to guide.

2.6.4 Research on Evaluation of Teaching Development Models

The research of Qian et al. (2022) constructed a new theoretical framework for China's NETDCs Sustainable Development Assessment. This model includes five dimensions (environment, structure, human, teaching, and result in entropy), 11 significant indicators, and 34 minor ones. The NETDCs Sustainable Development Assessment Multidimensional Scale was created and approved. The findings demonstrated that China's NETDCs had varying levels of progress across all 11 significant metrics. Policy options to support NETDC development sustainably are suggested and addressed.

As Johnson et al. (2018a, 2018b) outlined, the DECODE model emphasizes experiential learning, peer collaboration, and self-assessment as fundamental processes for developing teaching competence. The DECODE model embodies adherence to these values by integrating real-world teaching experiences, promoting reflective discourse, and recognizing the importance of collaboration in promoting teaching development.

A study on developing, modifying, and revitalizing existing curricula and teaching styles to cover progress was conducted by Sharma et al. (2022). In educational research, achieve strategies for student-oriented learning in large first-year classes. One such system, Workshop Tutorials, has been well-received, covering an understanding of the specially designed options derived from assessment and analysis. It is an initiative to develop sustainable teaching fundamentals and provide continuous support and growth for developing teaching-learning practices that give the full context.

Subarkah et al.'s (2022) research aim to provide a precise, dependable, and efficient Vocational Education Program (LSEP) product. It contains such tools and encompasses inputs, processes, outputs, and outputs, guidelines for scoring, and good/bad standards. According to the experimental model and analysis findings, all

the instruments were good. The empirical model's outcomes demonstrated the model's efficacy.

In the study about assessment, Kohonen et al. (2021) researched and discussed the development of an evaluation procedure for the University of Eastern Finland's joint teaching initiative between the Language Center and the Law School. Development, which substitutes assessment for decision-making, demonstrates a novel, resource-effective approach to creating a curriculum in higher education that is friendly to departments and incorporates organizational learning concepts.

A study conducted by Kohonen et al. (2021) states that an accurate psychological assessment to assess teaching competencies. This study focused on developing the Teaching Performance Scale (TCS), with the general model fit index shown to be suitable for a four-factor model. The resulting factors included Factor 1: Teaching and Assessment, Factor 2: Knowledge, Ethics and Preparation, Factor 3: Selling nine items, and Factor 4: Behavior and Technology applied to six. Professionals can use TCS for training, evaluation, and research.

A study conducted by Hicyilmaz et al. (2020) to research new approaches for the future professional development of visual arts lecturers: a lesson study model for preschool students who study art, the quality of visual arts lecturers focuses on developing students' knowledge and skills in the field of art, and it is believed that the knowledge and experience of visual arts lecturers will help them become effective lecturers and more successful. In assessing the professional development of future visual arts lecturers under the lesson study framework, six visual arts lecturers were obtained from the interview form. It was concluded that the visual arts lecturer's professional development was positively developed from the lesson learning model, contributing to the knowledge and skills of future visual arts lecturers in lesson planning, assessment, assessment techniques, and techniques-cooperation to offer practical professional knowledge recommendations.

Oscar et al. (2020) researched lecturers learning measurement tools as a product of the performance appraisal process to create a tool to measure the lecturers learning due to the performance appraisal (IEAD) process. The structure consisted of 43 items measured through the Likert scale. A deliberate sample of 108 scholars who participated in the IEAD application was used to measure psychometric properties. Cronbach's alpha value was 0.98. Multiple linear regression test results confirmed the validity of these results. They confirmed that there is no alignment between the dimensions of IEAD and the level of learning demonstrated by sample 108. One who is assessed on an objectively designed structural scale.

A study on the scenarios, issues, and requirements for developing an assessment model for teaching English with a focus on task-based learning was conducted by Srimunta et al. (2020). The study fostered the development of English writing proficiency and linguistic originality. Implementing and assessing the created model will help establish an assessment model for English instruction. According to the findings, pupils who employed the approach performed better on average in writing and language creative tests than those who did not on all sides and generally.

In the study about evaluation, Supriyadi et al. (2019) researched developed an Electronic Evaluation System (E-ES) that assessed the teaching of students in Vocational and Technical Schools (VTS) E-ES model using the Analyze Design Develop Implement and Evaluate (ADDIE) E-ES model. It was deployed in 12 VTS by randomly sampling 312 students and 32 lecturers. Data were collected using questionnaires and interviews. The results showed that 1) The E-ES application program was successfully developed and considered to have a moderately high likelihood, and 2) The Teaching assessment tool was correct. (V-Aiken coefficient index = 0.78) and reliability (Alfa Cronbach) was $\alpha = 0.74$ 3) Model usability was moderately high, and 4) Student satisfaction with E-ES was moderately high, and lecturers satisfaction regarding E-ES -ES was at a moderate level; and 5) after the implementation of E-ES, teaching quality increased.

In the study about evaluation, Suarez (2018) researched the teaching performance evaluation model: preparing students for learning for good lecturers performance and designing a domain-based teaching performance assessment model. Using a projection method applied to a qualitative education approach, and the study surveyed 94 lecturers and six administrators from four public educational institutions. The results showed low efficacy for learning preparation and inconsistencies in effectiveness. The feedback assessment process aims to improve lecturers' teaching skills to make them more effective.

In conclusion, relevant research from evaluating teaching development models relies on lecturers learning metrics as a performance evaluation process to measure lecturers learning and for future professional development of lecturers who focus on the development of knowledge and skills to be transferred to students from the knowledge and experience of the city will help learners to be more effective and successful by the readiness of students who aim to improve their learning in a classroom where lecturers' teaching skills have been imparted to achieve the highest quality teaching efficiency.

2.6.5 Research on Learning Evaluation and Lecturer's Attitude

In the study about attitude, Boylu (2022) researched lecturers' attitudes regarding the evaluation and assessment of Turkish as a Foreign Language instructor. And analyze them in light of different variables. The outcomes revealed that the average attitude ratings of Turkish instructors in exams and exams were "high," coming in at 4.11. The attitudes of Turkish instructors toward evaluations and assessments varied significantly as well. Assessment and factors like training and professional experience for evaluation in language teaching Exam preparation and analysis in the areas of assessment, assessment, and perception He is the one who is knowledgeable about evaluation and assessment.

A study was conducted by the survey of Erten (2022) to identify lecturers' attitudes and assessments towards education becoming compulsory due to the COVID-

19 outbreak. Assessments vary based on a variety of factors. It was found that only lecturers with previous distance learning experience had positive attitudes.

Moreno-Murcia (2015) of the University of Miguel Hernández de Elche in Spain developed the CEID (CEID) based on the subjective perspective of students' evaluation of teaching performance to measure and evaluate lecturers' teaching abilities dynamically.

A study on students' perception of lecturers effectiveness between B. PEd and M. PEd. students of Davangere University were conducted by Madhukara et al. (2022). The study discussed how lecturers resources would achieve objectives, how educational policies will emerge from classroom practice, and lecturers effectiveness will connect associated with student participation lecturers efficiency has sometimes influenced the academic growth of students, which, if students are better informed, affects lecturers' teaching efficiency, efficiency, and reliability. Using a sample of 80 students, 40 students, the result was: There was a significant difference in the relationship between lecturers efficacy between B.P. Ed students and M.P. Ed students at Davangere University.

In the study about assessment, Nagro (2022) researched a performance-based self-assessment model designed for better lecturers preparation. The video analysis activities of the lecturers applicants were further analyzed to understand the accuracy and self-assessment. Enthusiasm for participating in the activities indicated that applicants rated their cognitive abilities significantly higher than the teaching competencies observed at all four points and obtained their findings. More on the link between internal factors (such as attitude and validity) and implications for self-assessment as a reliable performance-based assessment model in preparing lecturers.

In the study about evaluation, Ozcan (2022) researched and evaluated the attitudes of prospective instructors toward mobile learning and digital literacy in light of criteria such as gender, grade, department, and mobile app usage. A modest level of lecturers' attitudes toward mobile learning and digital literacy was observed. The

degree of digital cognition of prospective instructors also showed a positive and substantial association, which helped to explain their views toward mobile learning.

In the study about evaluation, Queiroz and Agnoletto (2021) researched summary evaluation as a topic that lecturers cannot ignore because assessment involves tests, exams, and assignments to complete the course and the completion of the study. Every teaching and learning process consists of several steps: objectives, work content, necessary and supplementary materials that support teaching work, methods and practices adopted, and assessment of teaching and learning processes and maintaining the quality of the process as another factor.

In the study about evaluation, Cecilia et al. (2020) studied a survey on lecturers assessment knowledge: university lecturers. The results showed that reflective writing is increasingly integrated into higher education curricula to enhance student deep learning and learning. The experience has been driven around the world. The results showed that lecturers demonstrate a deeper understanding of reflection assessment in conceptual measurements in practice and socio-emotional impact on lecturers. There is still a lack of sufficient and satisfactory knowledge and awareness. Therefore, diversity in Hong Kong's higher education should be reviewed and prioritized based on guidelines and future reflection research.

In the study about attitude, Dilmac (2020) researched the commitment of visual arts lecturers to using the alternative assessment tool to study the opinions of visual arts lecturers on decision-making and self-efficacy assessments regarding using alternative assessment tools. The survey model from the Likert scale 'Progression File, Performance Assessment and using the Grading Key Sufficiency Scale by the Visual Arts lecturers' surveyed 123 lecturers in Turkey in the 2018-2019 school year. It was found that most lecturers found themselves sufficient in the assessment process.

In the study about attitude, Erim and Cetin (2020) researched lecturers' views on practitioners' attitudes by setting educational goals on intellectual, overall mood, and perception so that the study of the visual arts is one of the critical areas. As

individuals who develop aesthetic perception through the study of fine arts learn to perceive new surrounding forms and artistic structures from different perspectives, the individual progresses in intellectual endeavors. Social habits add creativity to the study of the visual arts that teaching is the perfect profession through the creation of links between theory and practice and the guiding behaviors expected that practice lecturers should demonstrate in their career development process.

A study on problem-focused teaching assessment research mapping in higher education as a strategic approach for universities was conducted by Acton (2019) in response to an international higher education plan that values student-centered learning, innovation, and indoctrination. Citizen's capabilities and employment emphasis on monitoring teaching and understanding for quality assurance that will demonstrate effectiveness rather than substantial improvements from a stakeholder perspective and employment outcomes will significantly strengthen this area.

In conclusion, the research related to the assessment of lecturers learning and attitudes is a study of student perceptions of lecturers performance linked to student engagement that is perceived by teaching efficient, effective, and lecturers-to-student credibility to promote deep learning and student learning through the experiences and attitudes of collaborators in teaching by setting quality educational goals with development processes career focus and focus on assessing student-centered teaching effectiveness and providing strategic guidelines for responding to higher education plans with monitoring of teaching and learning for quality assurance of instruction to meet standards.

2.7 CONCLUSION

The literature and related research provide relevant theories for the consideration and design of this study. Related research provides the latest findings on evaluating lecturers' teaching competence from different perspectives, which are also relevant to this study. The evaluation indicators of lecturers' teaching competence can be multifaceted. More evaluation indicators can be obtained from literature and related

research to evaluate lecturers' teaching competence. Through evaluation, lecturers' teaching competence and factors affecting lecturers' teaching can be verified. lecturers can improve their teaching deficiencies based on the results of professional evaluation. lecturers and learners can benefit by judging the Teaching competency evaluation indicators and discovering existing problems.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the study's research methodology. It begins with the research design, research site, research population and the sample groups. The instruments, validity and reliability of the instruments, the data collection procedure, data analysis, and ethical issues are also covered in this chapter to show how the study will be conducted step by step.

3.1 Research Design

3.2 Research Site

3.3 Population and Sample

3.3.1 Questionnaire Sample

3.3.2 Semi-Structured Interview Samples

3.4 Research Tools

3.4.1 The Questionnaire

3.4.2 The Semi-Structured Interview

3.4.3 Focus Group Discussion

3.5 Validity and Reliability

3.5.1 Validity

3.5.2 Reliability

3.6 Data Collection

3.7 Data Analysis

3.8 Ethical Considerations

3.1 RESEARCH DESIGN

This chapter adopts mixed research methods, a combination of qualitative and quantitative research methods, to provide more convincing results. This chapter describes the research design, population, sample, instruments, validity, and reliability of the research instruments, data collection, and data analysis.

The study employed a mixed methods multi-stage research approach to collect quantitative and qualitative data to answer the research questions. Punch (2009) believes that research has four primary characteristics: constructing a research framework based on research questions, determining what data are needed to answer these questions, designing research tools to collect and analyze these data, and using these data to answer the questions. Therefore, this study was created by combining Punch's four main research characteristics.

First, quantitative data will be collected to determine the overall trends of the survey questions; second, semi-structured interviews will be conducted with some volunteers to obtain in-depth information based on the research participants' experience of the questions. Then, these two data types will be analyzed to show how they are related and complementary. Finally, the education expert group will critically review the survey results in a focus group discussion to derive specific indicators for the evaluation index system of teaching competence of visual communication design lecturers in Yunnan universities.

This study will be divided into five phases according to the table below. Quantitative and qualitative data will be collected, and the study will progress from phase 1 to phase 5.

Table 3.1 The Six Phases in the Research

Phase	Description	People Involved and Instruments
1	Research Preparation Literature review Clarification of research questions Clarification of research methodology	Researcher
2	Instrument Construction, Validity and Reliability Check Questionnaire development and piloting Semi-structured interview schedules	Researcher IOC Experts A group of 30 lecturers for pilot testing the questionnaire Researcher
3	Data Collection: ①questionnaire ②Interviews	Researcher ① 52 lecturers ② 9 administrators (Randomly selected from 23 undergraduate schools offering visual communication design majors in Yunnan)
4	Data Analysis: ①Numerical data will be processed with SPSS. ②Content analysis will be carried out on the interview data	Researcher ①SPSS—reliability and validity analysis, demographic analysis, descriptive analysis, One-Way ANOVA analysis . ②NVIVO Program for emerging themes; Thematic analysis
5	Focus group discussion: Focus group discussion on critical review of indicators	Researcher 5 education experts in related fields

3.2 RESEARCH SITE

The researchers will contact the 23 universities participating in the study to obtain permission to collect data at their universities. These 23 universities offer visual communication design majors in Yunnan Province, and they are all recognized and approved by the Ministry of Education of China. Of these 23 universities, 17 are in Kunming City, and 6 are in other Yunnan Province prefectures. The questionnaire survey part of this research will involve each of these universities. The interview part of this research is mainly conducted in universities in Kunming City, Yunnan Province. The school where the researcher works is also in Kunming City, Yunnan Province, which makes completing this research more convenient.

Table 3.2 The Table below Shows a General Description of the Selected Universities

University	Description	Criteria for Inclusion	Site
1.Yunnan University College of Art and Design	Established in 1994, public university	Open visual communication design major	Kunming City
2.Kunming University of Science and Technology faculty of Art and communication	Established in 2009, public university	Open visual communication design major	Kunming City
3.Yunnan Normal University	Established in 1984, public university	Open visual communication design major	Kunming City
4.Yunnan Minzu University	Established in 1951, public university	Open visual communication	Kunming City

Table 3.2 The Table below Shows a General Description of the Selected Universities
(Cont.)

		on design major	
5.Yunnan University of Finance and Economics	Established in 1951, public university	Open visual communicati on design major	Kunming City
6.Yunnan Art University Design College	Established in 1984, public university	Open visual communicati on design major	Kunming City
7.Dali University	Established in 1978, public university	Open visual communicati on design major	Dali City
8.QuJing Normal University	Established in 1956, public university	Open visual communicati on design major	QuJing City
9.Kunming University	Established in 1980, public university	Open visual communicati on design major	Kunming City
10.Yuxi Normal University	Established in 1978, public university	Open visual communicati on design major	Yuxi City

Table 3.2 The Table below Shows a General Description of the Selected Universities
(Cont.)

11.Yunnan university Changxin International Art College	Established in 2016, public university	Open visual communicati on design major	Kunming City
12.City College of Kunming University of Science and Technology	Established in 2010, public university	Open visual communicati on design major	Kunming City
13.Southwest Forestry University	Established in 1958, public university	Open visual communicati on design major	Kunming City
14.Yunnan Arts University College of Higher Vocational Education	Established in 2008, public university	Open visual communicati on design major	Kunming City
15.Chuxiong Normal University	Established in 1978, public university	Open visual communicati on design major	Chuxiong City
16.HongHe University	Established in 1978, public university	Open visual communicati on design major	Mengzi City
17.DianChi College	Established in 2000, private university	Open visual communicati on design major	Kunming City

Table 3.2 The Table below Shows a General Description of the Selected Universities
(Cont.)

18. Kunming City College	Established in 2000, private university	Open visual communicati on design major	Kunming City
19.College of Arts and Sciences Kunming	Established in 2000, private university	Open visual communicati on design major	Kunming City
20.Kunming Communication College	Established in 2002, private university	Open visual communicati on design major	Kunming City
21.Lijiang Culture and Tourism College	Established in 2001, private university	Open visual communicati on design major	Kunming City
22.Yunnan Technology and Business University	Established in 1999, private university	Open visual communicati on design major	Kunming City
23.Yunnan University of Business Management	Established in 1992, private university	Open visual communicati on design major	Kunming City

These 23 universities have all started visual communication design majors and are on the fifth round of the professional evaluation list of the Chinese Ministry of

Education. In the last round of evaluation, more or less problems appeared, and the Ministry of Education attaches great importance to them.

3.3 POPULATION AND SAMPLE

On November 16, 2021, Zou Ping, deputy director of the Yunnan Provincial Department of Education, announced at the conference of the Yunnan University of Technology and Industry the number of lecturers and students of visual communication design majors in Yunnan Province's universities and colleges according to the statistics of the Yunnan Provincial Department of Education (Ministry of Education of the People's Republic of China, 2022).

3.3.1 Questionnaire Sample

The sample of visual communication design lecturers to be questionnaire came from a population of 345 lecturers in 23 educational institutions in Yunnan Province. By the method of determining the sample size using the selection criteria based on the concept of Neuman (2003), if the population is in the hundreds, the sample size is 15-30%. Therefore, for a population of 345 lecturers, the researcher chose to calculate the 15% lecturers questionnaire sample, equivalent to 52 lecturers' questionnaire samples in this study shown in Table 3.3.

Table 3.3 The Number of Lecturers Teaching Visual Communication Design in Universities in Yunnan Province

Universities in Yunnan Province	Population	Sample (15%)
1) Yunnan University College of Art and Design	12	2
2) Kunming University of Science and Technology College of Art and Media	9	1

Table 3.3 The Number of Lecturers Teaching Visual Communication Design in Universities in Yunnan Province (Cont.)

3) Yunnan Normal University	13	2
4) Yunnan Minzu University	12	2
5) Yunnan University of Finance and Economics	15	2
6) Yunnan Art University Design College	29	4
7) Dali University	7	1
8) QuJing Normal University	8	1
9) Kunming University	19	3
10) Yuxi Normal University	9	1
11) Yunnan university Changxin International Art College	10	2
12) City College of Kunming University of Science and Technology	11	2
13) Southwest Forestry University	12	2
14) Yunnan Arts University College of Higher Vocational Education	20	3
15) Chuxiong Normal University	12	2
16) HongHe University	6	1
17) DianChi College	14	2
18) Kunming City College	28	4
19) Kunming Arts and Sciences College	17	2
20) Kunming Communication College	13	2
21) Lijiang Culture and Tourism College	56	8
22) Yunnan Technology and Business University	12	2
23) Yunnan University of Business Management	3	1
Total	345	52

3.3.2 Semi-Structured Interview Samples

Another set of data sources was a group of 9 administrators, and the interviews were problem-focused (Witzel, 2000), referring to the research of Ruloff and Petko (2021). The interviewees were all deans, vice deans, secretaries, or department heads from 23 universities. Yunnan Province offers a major in visual communication design. These nine people were mainly randomly selected from 23 universities in Yunnan. Investigators will contact school deans and obtain their consent to conduct an interview study with them. The interviews lasted 30 to 45 minutes and were recorded verbatim and transcribed into English using iFlytek Translator. Prior to the meeting, each manager was informed and agreed to have the interviews audio-recorded. Question-based interviews consider the individual circumstances of each school and administrator, focusing not only on administrators' attitudes toward visual communication assessment and design lecturers' teaching but also on their thoughts, ideas, guiding principles, goals, and visions. Administrators can freely express their views and opinions (Witzel, 1985; Witzel & Reiter, 2012).

3.4 RESEARCH TOOLS

The current study is a mixed-methods study. Therefore, it uses three research tools to collect data and answer the research questions: a questionnaire survey, a semi-structured interview, and a focus group discussion. The data is collected in sequence. First, the quantitative data is collected through questionnaires. The qualitative data is collected through semi-structured interviews, and finally, the first two sets of data are discussed through focus groups to draw guiding suggestions. The following outlines how this study was designed with the following research tools.

3.4.1 The Questionnaire

After analyzing the questionnaire items and testing their reliability and validity, most variables have good reliability. These items are acceptable, and the formal questionnaire consists of three parts:

The first part is the "Personal Basic Information Survey," which includes the subject's gender, age, professional title, college teaching experience, educational background, university type, etc. This part aims to understand the significance of the teaching competence of visual communication design lecturers in Yunnan universities in different demographic variables.

The second part is the "Survey on the Current Status of Teaching Competence of Visual Communication Design Lecturers." The questionnaire will refer to the lecturers Competence Scale (TCS) of Swank, Houseknecht and Liu (2021). The self-assessment TCS was used in this study. According to the instrument development process, TCS covers a total of 46 items in four areas: (a) knowledge, (b) skills, (c) behavior, and (d) disposition. TCS includes a 5-point response scale: incompetent, limited competent, moderately competent, competent, and very competent. The results are the total and subscale scores for each area/domain. This part aims to understand the current status of the teaching competence of visual communication design lecturers in Yunnan universities.

The third part is the "Visual Communication Design Lecturer Teaching Competence Evaluation Index Weight Survey." The questionnaire in this part is presented in the form of a five-level Likert scale; that is, the "importance" of the evaluation index is rated in five levels, among which "5" means "very important," "4" means "relatively important," "3" means "general," "2" means "not very important," and "1" means "completely unimportant." The purpose is to check the recognition of visual communication design lecturers on the Teaching competency evaluation

indicators of lecturers in this major, to organize and systematically analyze the survey data, and then to combine the suggestions of lecturers in this major, retain the indicators with higher recognition rates, and eliminate the indicators with lower recognition rates. Finally, the indicators are modified, supplemented, and improved to form a preliminary visual communication lecturer teaching competence evaluation index system. This part aims to understand the perspective of visual communication design lecturers in Yunnan universities on the teaching competence evaluation indicators.

Table 3.4 The Details that Will Be Used to Construct the Questionnaire

Section	Subscales	Details
knowledge	1-Understand the history, theories, models, etc. related to this major.	History of visual communication design, history of Chinese and foreign design, two-dimensional composition, three-dimensional composition, constructivism, humanism, behaviorism, cognitivism, etc.
	2-Learn about best practices for undergraduate teaching.	Master and apply educational methods and strategies considered most effective and beneficial in undergraduate-level education.
	3-Knowing ethical standards related to teaching in counselor education	Be familiar with the rules, principles, and guidelines related to lecturers' professional ethics and education and teaching ethics, namely the "Ten Codes of Professional Conduct for College lecturers in the New Era."
	4-Understanding the lecturer's role in gate keeping.	Understand the supervisory and guidance role that lecturers play in the student learning process.

Table 3.4 The Details that Will Be Used to Construct the Questionnaire (Cont.)

	5-Possessing course content knowledge that is informed by research.	Relevant knowledge and information gained through in-depth study of the discipline, field or topic of visual communication design can be effectively imparted to students.
skills	6-Balancing structure and flexibility in the classroom based on students' needs and the course requirements.	Reasonably arrange the course structure distribution according to the actual class situation.
	7-Using strategies to create a welcoming classroom environment.	Remember students' names and develop relationships with students.
	8-Using class time effectively.	Grasp the rhythm of the class and reasonably distribute the time in the teaching process.
	9-Providing students with clear and appropriate formative feedback.	Complete student formative assessment forms conscientiously and responsibly.
	10-Providing students with clear and appropriate summative feedback.	Complete the student summative assessment form carefully and responsibly.
	11-Facilitating difficult conversations with students.	Communicate openly, honestly, and supportively with students to discuss any difficulties, challenges, or issues students may face.
	12-Developing student remediation plans related	Develop personalized plans based on students' performance issues in specific

Table 3.4 The Details that Will Be Used to Construct the Questionnaire (Cont.)

	to problems of professional competence in coursework.	courses or areas to help them improve relevant professional skills or knowledge.
	13-Provide consulting advice to students who are not suitable for this major.	Provide students with learning strategies or suggestions to make it easier for them to adapt to the major.
	14-Creating a classroom atmosphere where it is safe to explore diverse perspectives, beliefs, and values.	Respect students' religious beliefs and values and provide students with an equal and harmonious classroom atmosphere.
	15-Creating a classroom environment that promotes intellectual curiosity through critical thinking.	Adopt effective methods and strategies to stimulate students' curiosity and interest in learning while developing their critical thinking skills.
	16-Developing a course syllabus.	Able to formulate the syllabus for this professional course based on the talent training plan.
	17-Selecting a course textbook and/or readings.	Select appropriate supplementary reading materials according to students' professional course development needs.
	18-Developing curriculum that connects course outcomes, readings, instructional methods, and learning assessments.	When developing a course, link course outcomes, readings, teaching methods, and assessment of learning.
	19-Designing course assignments that effectively measure	Design assignments that are accurate, reliable, and fair to provide students with feedback on their academic abilities.

Table 3.4 The Details that Will Be Used to Construct the Questionnaire (Cont.)

	students' learning.	
	20-Delivering course lectures.	Teaching is conducted according to the undergraduate professional talent training objectives.
	21-Facilitating class discussions.	Encourage active and lively classroom communication.
	22-Evaluating one's own effectiveness as a lecturers, including strengths and areas for growth.	Discover your strengths, weaknesses and room for growth.
	23-Using technology for class instruction.	Proficient in operating Photoshop, Illustrator, InDesign, CorelDRAW, 3Ds Max, etc.
	24-Using the electronic teaching platform of the institution in teaching courses.	Able to use Blackboard, Curtain Projector, DSL, Canvas, etc.
behaviors	25-Encouraging students to take responsibility for their learning	Cultivate students' independent learning ability and positive learning attitude.
	26-Balancing supporting and challenging students in the classroom.	Provide students with appropriate support and challenges to promote their learning and growth.
	27-Asking questions effectively.	Guide students to have in-depth, meaningful and inspiring conversations and thinking.
	28-Explaining course	Communicate and explain course

Table 3.4 The Details that Will Be Used to Construct the Questionnaire (Cont.)

	concepts in a clear and relatable manner.	concepts, knowledge and information to students in a clear, easy-to-understand way that is directly related to the course content.
	29-Responding promptly and appropriately to students' questions in the classroom.	Respond quickly when students ask questions, providing accurate, detailed, and helpful answers to help students understand course content and resolve doubts.
	30-Employing classroom management skills to promote students' participation.	Create an orderly, supportive and encouraging classroom atmosphere so that students are more willing to participate and engage in course content.
	31-Implementing class policies and expectations.	Take steps to ensure that students comply with policies, rules, and expectations established within the school or class and actively maintain order in the school, promote learning, and create a positive academic and social environment.
	32-Integrating research outcomes, practices, and new knowledge into teaching.	Integrate personal and expert scientific research results into teaching cases for teaching.
	33-Being accessible and responsive to students outside of the classroom.	Interact with students in a friendly, approachable, equal, and respectful manner in daily life and beyond campus.
	34-Teaching professionalism.	The professionalism, teaching skills and professional knowledge demonstrated in

Table 3.4 The Details that Will Be Used to Construct the Questionnaire (Cont.)

		his educational work include attending classes on time, being prepared for students' questions at any time, and providing timely feedback on students' homework.
	35-Maintaining appropriate boundaries with students.	lecturers need to ensure an appropriate, professional relationship in their interactions with students.
	36-Using self-disclosure appropriately.	lecturers share personal experiences, opinions, emotions or ideas in appropriate contexts and in a conscious and purposeful manner to enhance student learning and development.
	37-Advocating for needed curriculum changes.	lecturers innovate in the classroom and do not copy textbook content mechanically. The organization actively supports and advocates for necessary changes and improvements in educational curricula.
disposition	38-Having a passion for teaching and learning in counselor education.	Demonstrate enthusiasm, concern and a positive attitude towards teaching activities and student learning in the educational process.
	39-Having a passion for counseling.	Be enthusiastic about other people's inquiries and actively ask others.
	40-Having humility.	Maintain a humble, open-minded and respectful attitude, without overemphasizing your status or authority, but rather be willing to listen

Table 3.4 The Details that Will Be Used to Construct the Questionnaire (Cont.)

		to students, accept feedback, and continue to learn and grow.
	41-Possessing a sense of humor.	Possesses a humorous and light-hearted style and is able to use humor, jokes, or interesting stories in the classroom to attract students' attention, increase learning fun, and relieve tension.
	42-Possessing empathy.	Demonstrates understanding, concern, and empathy for students' emotions and needs.
	43-Having awareness of influence of own biases.	Ability to identify and understand biases, stereotypes, or discriminatory beliefs that one may have and understand how these biases may impact teaching and interactions with students.
	44-Believing that all students are capable of learning.	Believe that every student has the potential and ability to learn, regardless of their background, characteristics or previous academic performance.
	45-Being authentic - ability to bring one's humanity into the room and be real.	Demonstrate authenticity, honesty and transparency in interactions and education with students.
	46-Being emotionally stable.	Ability to maintain a calm, peaceful, and emotionally stable state in the face of a variety of educational challenges and student needs.

3.4.2 The Semi-Structured Interview

Interviews will be used to collect data, providing the opportunity for another set of data sources to provide in-depth information about the motivations for the study and related topics. The semi-structured interview consisted of 9 managerial interviewees. The interviewees were all deans, deputy deans or department heads from 23 universities offering visual communication design majors in Yunnan Province. All participants will be informed of the purpose of the study and will sign a consent form. Semi-structured interviews were conducted in Mandarin, audio-recorded, transcribed verbatim, and translated into English by the investigator. The interviews lasted approximately 30 to 45 minutes for each participant. The number of participants was 9, and these 9 people were randomly selected from 23 universities in Yunnan that offer visual communication design majors.

During the interviews, the following semi-structured questions served as prompts for the interviewees to talk about their specific situations as responses to the research questions:

- 1) What do you think of the current teaching competencies of visual communication design lecturers in Yunnan universities?
- 2) What abilities do you think visual communication design lecturers should have?
- 3) What factors do you think affect the teaching competencies of visual communication design lecturers?
- 4) What do you think are the important indicators for building a teaching competencies evaluation indicator system for visual communication design lecturers?
- 5) Where do you think the questionnaire part of this study needs improvement?

6) What impact do you think the implementation of the Teaching competency evaluation index system for visual communication lecturers in Yunnan universities will have on lecturers' teaching abilities?

7) What expectations or suggestions do you have for the future development of visual communication design education?

3.4.3 Focus Group Discussion

The five experienced experts in the focus group discussion are all professors from related fields, and they have up to 20 years of teaching experience in related fields. After creating the indicator system, the researcher will organize a focus group of 5 experts to discuss the indicators and invite them to talk about the impact of the indicators on lecturers' teaching abilities (Cohen et al., 2017; Punch, 2009). Researchers will ask for their opinions, suggestions, and insights on this. After receiving expert opinions, the researchers revised the indicator system as opinions and suggestions.

Table 3.5 Research Objectives and Research Tools

Objective	Details	Instrument and Data
Objective 1	Determine the significance of teaching competencies by demographic variables of visual communication design lecturers in Yunnan universities.	Questionnaire survey; quantitative data
Objective 2	Gain the perspectives about teaching competencies evaluation indicators of visual communication design lecturers in Yunnan universities.	Questionnaires and semi-structured interviews; quantitative and qualitative data

Table 3.5 Research Objectives and Research Tools (Cont.)

Objective 3	Obtain the specific indicators for the teaching competencies evaluation of visual communication design lecturers in Yunnan universities.	Focus group discussion
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3.5 RELIABILITY AND VALIDITY

3.5.1 Validity

The instrument used to accurately test the data from the researched variable should be the correct instrument, referring to the method by which the instrument measures what it is supposed to measure (Wiersma & Jurs, 2009). The validity standard of this study is the validity of the content. Consequently, research from the instrument was submitted to five experts in related fields in educational institutions, to determine the concordance between the research objectives and the statement (Name list of experts see Appendix A for details). Revised and revised based on opinions and suggestions based on the Index of Item-Objective Congruence (IOC) developed by Rovinelli and Hambleton (1977), the questionnaire items are evaluated to determine whether they meet the research objectives. The IOC score ranges from -1 to +1.

- | | | |
|----|-------|--|
| +1 | Means | The questionnaire is congruent with the research objective. |
| 0 | Means | The questionnaire is questionable with the research objective. |
| -1 | Means | The questionnaire is incongruent with the research objective. |

The formula created by Rovinelli and Hambleton (1977) to calculate the IOC index is as follows:

$$I_{ik} = \frac{(N-1) \sum_{j=1}^n X_{ijk} - \sum_{i=1}^N \sum_{j=1}^n X_{ijk} + \sum_{j=1}^n X_{ijk}}{2(N-1)n} \quad (3-1)$$

Where I_{ik} is the index of item-objective congruence for item k on objective i . N is the number of objectives ($i = 1, 2, \dots, N$), n is the number of content specialists ($j = 1, 2, \dots, n$), and X_{ijk} is the rating (1, 0, -1) of item k as a measure of objective i by content specialist j .

When the IOC value of each test item is 0.67 to 1, each item is acceptable and considered valid. If the range is less than 0.67 to -1, it is considered unacceptable. The item needs to be changed.

3.5.1 Reliability

After having tested the validity of the instrument, the next step is to examine its reliability. Reliability is the consistency of the instrument in measuring whatever it measures. It means that if the instrument has a consistent result in second chances or more, it is reliable (Wiersma & Jurs, 2009). To verify the research instruments' reliability, the researcher tested the reliability (Try-out) by collecting data from the target but not the sample from the same school as a trial group before the actual study to confirm the questions' reliability. The reliability of the questionnaire was examined using the Cronbach's Alpha (Jain & Angural, 2017) scale; a score of 0.7 or higher is acceptable.

Table 3.6 Cronbach's Alpha Rating Scale

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Jain & Angural, 2017

According to the Try-out results shown in Table 3.6, the instrument used in this study has high reliability. The computer program SPSS will be used for calculations.

Table 3.7 Results of the Reliability of the Questionnaire

Reliability Statistics	
Cronbach's Alpha	No. of Items
(for example)	46

According to the reliability analysis in Table 3.7, all 46 questions were involved in the reliability analysis, with no missing values, and Cronbach's Alpha coefficient was reported. When $\alpha > 0.7$, it means that the conditional degree of the questionnaire is high. Therefore, the questionnaire has high reliability and internal consistency and can be used for subsequent analysis.

3.6 DATA COLLECTION

The tools of this study include questionnaires and interviews, which will be conducted in 23 universities offering visual communication design majors in Yunnan Province. The researcher provided an opening explanation of the purpose of the study and distributed the informed consent form and informed consent agreement. Participants were given the opportunity to read these documents. Questionnaires were distributed online via application, and the software "Questionnaire Star" was used to collect questionnaire data.

Interviews will be held in the dean's offices or conference rooms of the 9 universities offering visual communication design majors in Kunming. Participants will be interviewed one by one. Each participant was asked to answer semi-structured questions. Interviews lasted approximately 30 minutes with each participant (Creswell, 2018). All answers will be recorded with the permission of each respondent.

3.7 DATA ANALYSIS

This study will employ a mixed methods research approach involving quantitative data from questionnaires and qualitative data from semi-structured interviews.

Table 3.8 Presents the Stages of Thematic Analysis

Steps		Process description
Step 1	Familiarizing yourself with your data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
Step 2	Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code
Step 3	Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
Step 4	Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
Step 5	Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
Step 6	Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Demographic variable frequency analysis, descriptive statistical analysis, and One-Way ANOVA analysis are used for the quantitative data collected by the questionnaire. The essential characteristics of the sample can be described through demographic variable frequency analysis. Descriptive statistical analysis shows basic statistics of measured numbers along different dimensions, including mean and standard deviation metrics. The primary purpose of differential analysis is to explore the differences or relationships between other groups.

The qualitative data collected through semi-structured interviews will be analyzed using a thematic analysis method derived from Braun and Clarke's (2006) in-depth research based on (Patton, 1990).

3.8 ETHICAL CONSIDERATIONS

The researcher will strictly adhere to ethical standards in all data collection steps based on Creswell (2018). The researchers pledged to use great care in data collection and analysis.

First, researchers will obtain permission to collect data from participating universities before the data collection period.

Second, researchers will take great care to protect the privacy of all study participants who provide both data types, identifying them not by name but by number.

Third, the researcher will ask for responses to the questionnaire by marking them to indicate their willingness to fill out the questionnaire. The researcher will distribute consent forms written in Chinese. All respondents will be asked to complete a consent form to indicate their willingness to provide their information to the researchers, and they can leave at any time without any consequences. The researcher will provide consent before the interview. The researcher also informs respondents

about the risks and benefits of the interview. The researcher will explain that there are no potential risks associated with the study and tell participants they can leave the discussion without any consequences. The researcher will tell the interviewees that the benefit of this study is that their answers can indirectly develop a system of evaluation indicators for visual communication design lecturers teaching competencies evaluation.

Fourth, the researcher submitted the research plan and intended instrumentation to the Rangsit University Ethical Research Committee for approval.

Fifth, researchers should make appointments for data collection as straightforward as possible. The researcher established trust and showed respect to the participating lecturers. Researchers must keep all data secure for at least one year. Data mainly comes from questionnaires and interviews. First, all data is stored on CD-ROM. Then, the CD-ROM will be locked in the safe. Researchers are the only ones with access to the safe. All data remains anonymous. After five years, the data will be destroyed by the researchers.

Finally, there is no conflict of interest in this study. Participants will not be influenced and remain objective about the survey.

CHAPTER4

DATA ANALYSIS

This chapter reports the results of the study's data analysis and addresses research questions 1 and 2. Additionally, this chapter includes an expert evaluation of the indicators used to assess the teaching competence of visual communication lecturers at universities in Yunnan Province. It verifies the validity of these evaluation indicators and answers research question 3.

4.1 THE ANALYSIS OF QUANTITATIVE DATA

4.1.1 Frequency Analysis of the Demographic Characteristics

Frequency analysis of demographic variables can help describe the essential characteristics and composition of the sample's representativeness, revealing differences between groups. This analysis can highlight the crucial factors of the sample. The background introduction of the study subjects, along with the description of the sample characteristics and frequency analysis of demographic variables, helps assess the sample's representativeness. By comparing the frequency distribution of the demographic variables in the sample with the expected distribution of the target population, it is possible to determine whether the sample accurately represents the demographic variables.

Table 4.1 Demographic

Project	Option	Frequency	Percentage
Gender	Man	20	38.5
	Woman	32	61.5
Nationality	The Han Nationality	43	82.7
	Minority Nationality	9	17.3
Age	Under 30	11	21.2
	30-45 Years Old	37	71.2
	46-60 Years Old	4	7.7
Professional Ranks and Titles	Assistant	26	50
	Lecturer	18	34.6
	Associate Professor	6	11.5
	Professor	2	3.8
Teaching Experience	Under 5 Years	32	61.5
	5-10Years	12	23.1
	10-15 Years	3	5.8
	More than 15 Years	5	9.6
Highest Education	Bachelor's Degree	7	13.5
	Master's Degree	42	80.8
	Doctoral Degree	3	5.8
Professor Subject	Visual Communication Design	34	65.4
	Visual Communication Design and Other Subjects	18	34.6
n=52			

The Table 4.1 presents the results of the demographic characteristic frequency analysis of the study subjects. The study population included 52 lecturers, 38.5% male and 61.5% female. Regarding ethnic groups, the Han nationality accounted for 82.7%, and the ethnic minorities accounted for 17.3%. The age distribution was mainly concentrated in 30-45 years old (71.2%), followed by under 30 years old (21.2%) and

46-60 years old (7.7%). According to the title, teaching assistants account for 50%, lecturers 34.6%, associate professors 11.5%, and professors 3.8%. Regarding teaching experience, 61.5% accounted for less than 5 years, 23.1% in 5-10 years, 5.8% in 10-15 years, and 9.6% for more than 15 years. Among the highest degrees, master's students were the most popular, accounting for 80.8%, followed by university undergraduate students (13.5%) and doctoral students (5.8%). Visual communication design accounted for 65.4% of the taught subjects, and visual communication design and other subjects accounted for 34.6%. These data will facilitate the description and analysis of the characteristics of the study subjects.

4.1.2 Dimension Reliability Analysis of Teaching Competencies Status

The method used to determine whether consistent results can be obtained after multiple observations of the same measurement object is the Cronbach's α coefficient method. This is the most common method for measuring reliability. The Cronbach's α coefficient ranges from 0 to 1, with higher values indicating greater reliability. In academic research, a Cronbach's α coefficient of 0.8 or higher is generally required, while for subscales, a coefficient of 0.7 or higher is considered acceptable for reliability analysis. In this study, SPSS 22.0 was used to conduct the reliability analysis of the variables obtained from the questionnaire. The data in this paper use SPSS 22.0 to conduct the reliability analysis of the variables obtained in the questionnaire.

Table 4.2 Reliability Test

Dimension	Number of Terms	The Cronbach's α Coefficient
Knowledge	5	0.911
Skills	19	0.943
Behaviors	10	0.911
Dispositions	12	0.933
Overall Scale	46	0.974

As shown in Table 4.2, the reliability α values for the variables of knowledge, skills, behaviors, and dispositions are 0.911, 0.943, 0.911, and 0.933, respectively, all of which are significantly greater than 0.7. These reliability α values meet the standards of this study. The α coefficient for the overall scale is 0.974, exceeding the standard value of 0.8. This indicates that the data results for the current scale of teaching competencies in the questionnaire have good consistency.

4.1.3 Dimension Validity Analysis of Teaching Competencies Status Quo

Validity refers to the degree to which a measuring tool accurately measures the characteristics it is intended to measure. Higher validity indicates a more authentic measurement. This paper examines whether the design items for each factor meet the design requirements and accurately reflect each factor. Validity analysis tests the usefulness of the questionnaire data, representing the validity of the data in this study. Data validity indicates the extent to which the data reliably reflect the correspondence of variables and effectively explain the changes in variables, assuming the data are reliable.

Table 4.3 Validity Test

Variable	KMO	Bartlett's Sphericity Test		
		Chi-Square	Free Degree	Conspicuousness
Knowledge	0.887	164.132	10	0.000
Skills	0.830	731.83	171	0.000
Behavior	0.828	313.126	45	0.000
Disposition	0.824	474.412	66	0.000

Table 4.3 shows the results of the KMO (Kaiser-Meyer-Olkin) measure and Bartlett's sphericity test, used to assess the correlation and applicability among individual variables. The KMO measure determines the suitability of the sample data,

with values ranging between 0 and 1. Higher KMO values indicate better validity. According to Table 4.3, the KMO values for all variables range from 0.824 to 0.887, indicating good sample data. The Bartlett's sphericity test evaluates whether the observed variable correlation matrix is a multiple of the identity matrix. Chi-square values, degrees of freedom, and significance levels are shown in the table. In all cases, the significance level was less than 0.05, indicating that the correlation between the variables was not caused by random factors. This means the Bartlett's sphericity test was passed, demonstrating that the validity of teaching competencies is good.

4.1.4 Descriptive analysis of the educational ability status quo

The description statistical analysis table shows the basic statistics of the measurement figures in different dimensions. This data analysis can help researchers gain insight into scale scores' distribution, including indicators such as mean and standard deviation.

1) Descriptive analysis of the knowledge

Table 4.4 Descriptive Analysis Table for Each Knowledge Item

Question Item	Min	Max	M	SD	Skewness	Kurtosis
Knowledge 1	2	5	3.79	0.893	-0.764	0.054
Knowledge 2	2	5	3.83	0.760	-0.532	0.372
Knowledge 3	2	5	3.96	0.816	-0.605	0.166
Knowledge 4	2	5	3.98	0.727	-0.606	0.760
Knowledge 5	2	5	4.10	0.774	-0.698	0.474

Table 4.4 shows the descriptive statistical analysis results for the five knowledge question items. For each item, the table presents the minimum (Min), maximum (Max), mean (M), standard deviation (SD), skewness, and kurtosis values. The average scores for the five knowledge items range from 3.79 to 4.10, and the

standard deviations range from 0.727 to 0.893. This indicates that the sample has a high level of competence. Additionally, the absolute values of skewness and kurtosis are less than 5, meaning all items conform to a normal distribution of skewness and kurtosis are less than 5, meaning all items conform to a normal distribution.

2) Descriptive analysis of the skills

Table 4.5 shows the descriptive statistical analysis results of the skill 19-question items. For each item, the minimum (Min), maximum (Max), mean (M), standard deviation (SD), skewness (Skewness), and kurtosis (Kurtosis). The average score of skill 19 items ranged from 3.25 to 4.23, and the standard deviation range was 0.621-1.250, among which the lowest average score of skill 19 was 3.25, indicating that the samples in this survey had low competence for using Blackboard, Curtain Projector, DSL, Canvas, etc. In addition, the sample has a high ability level for the competency of other skills, and the absolute value of skewness and kurtosis is less than 5; all items are in line with the normal distribution.

Table 4.5 Descriptive Analysis Table for Each Skills Item

Question Item	Min	Max	M	SD	Skewness	Kurtosis
Skills 1	3	5	4.13	0.687	-0.179	-0.816
Skills 2	2	5	3.71	0.936	0.023	-1.018
Skills 3	3	5	4.12	0.704	-0.166	-0.920
Skills 4	3	5	4.06	0.669	-0.065	-0.678
Skills 5	3	5	4.13	0.715	-0.204	-0.978
Skills 6	2	5	4.12	0.784	-0.717	0.403
Skills 7	2	5	3.92	0.652	-0.365	0.680
Skills 8	2	5	4.06	0.669	-0.474	0.795
Skills 9	3	5	4.23	0.757	-0.417	-1.123

Table 4.5 Descriptive Analysis Table for Each Skills Item (Cont.)

Question Item	Min	Max	M	SD	Skewness	Kurtosis
Skills 10	3	5	4.10	0.693	-0.130	-0.852
Skills 11	2	5	4.08	0.652	-0.517	1.130
Skills 12	2	5	4.15	0.724	-0.565	0.230
Skills 13	3	5	4.06	0.669	-0.065	-0.678
Skills 14	2	5	4.06	0.698	-0.439	0.370
Skills 15	2	5	4.13	0.742	-0.523	-0.010
Skills 16	2	5	4.21	0.723	-0.670	0.383
Skills 17	3	5	4.08	0.621	-0.048	-0.304
Skills 18	2	5	3.83	0.857	-0.042	-0.921
Skills 19	1	5	3.25	1.250	-0.184	-0.925

3) Descriptive analysis of the behavior

Table 4.6 Descriptive Analysis Table for Each Behavioral Item

Question Item	Min	Max	M	SD	Skewness	Kurtosis
Behavior 1	3	5	4.10	0.693	-0.13	-0.852
Behavior 2	3	5	4.10	0.634	-0.077	-0.429
Behavior 3	3	5	4.15	0.638	-0.139	-0.51
Behavior 4	3	5	4.15	0.668	-0.184	-0.706
Behavior 5	3	5	4.12	0.615	-0.067	-0.292
Behavior 6	3	5	4.10	0.603	-0.036	-0.154
Behavior 7	3	5	4.19	0.627	-0.161	-0.484
Behavior 8	1	5	3.96	0.862	-0.878	1.499
Behavior 9	3	5	4.35	0.683	-0.567	-0.707
Behavior 10	3	5	4.29	0.637	-0.327	-0.622

Table 4.6 shows the descriptive statistical analysis results for the ten behavioral question items. For each item, the table presents the minimum (Min), maximum (Max), mean (M), standard deviation (SD), skewness, and kurtosis values. The average scores for the ten items range from 3.96 to 4.35, and the standard deviations range from 0.603 to 0.862. The lowest average score of 3.96 for behavior item 8 indicates that the samples in this survey have low competence in integrating individual and expert scientific research results into teaching cases. However, the sample demonstrates a high ability level for other behavioral competencies. Additionally, the absolute values of skewness and kurtosis are less than 5, indicating that all items conform to a normal distribution.

4) Descriptive analysis of disposition

Table 4.7 Descriptive Analysis Table of Each Disposition Item

Question Item	Min	Max	M	SD	Skewness	Kurtosis
Disposition 1	3	5	4.35	0.556	-0.063	-0.727
Disposition 2	3	5	4.27	0.564	-0.014	-0.397
Disposition 3	3	5	4.19	0.658	-0.222	-0.664
Disposition 4	3	5	4.25	0.711	-0.405	-0.912
Disposition 5	2	5	4.19	0.687	-0.645	0.821
Disposition 6	3	5	4.27	0.598	-0.166	-0.48
Disposition 7	1	5	4.15	0.777	-1.322	3.984
Disposition 8	3	5	4.21	0.605	-0.124	-0.385
Disposition 9	2	5	3.96	0.766	-0.478	0.154
Disposition 10	2	5	4.13	0.627	-0.598	1.762
Disposition 11	3	5	4.31	0.506	0.379	-0.791
Disposition 12	3	5	4.06	0.669	-0.065	-0.678

Table 4.7 shows the descriptive statistical analysis results of the twelve disposition problem items. For each item, the minimum (Min), maximum

(Max), mean (M), standard deviation (SD), skewness (Skewness), and kurtosis (Kurtosis). Disposition twelve items average score range of 3.96-4.35, standard deviation range of 0.506-0.77, the average of disposition 9 lowest 3.96 points, the sample for the ability to identify and understand their possible prejudice, stereotypes or discrimination, and understand how these biases affect the teaching and interaction with students' competence is low. In addition, the sample has a high ability level of competence for all items of other disposition, and the absolute values of skewness and kurtosis are less than 5; that is, all items are in line with the normal distribution.

5) Descriptive analysis of each variable

Table 4.8 Variable Descriptive Analysis Table

Variable	Min	Max	M	SD	Skewness	Kurtosis
Knowledge	2.00	5.00	3.93	0.684	-0.869	1.288
Skills	2.95	5.00	4.02	0.533	-0.285	-0.540
Behavior	3.00	5.00	4.15	0.499	-0.096	-0.226
Disposition	2.92	5.00	4.20	0.492	0.058	-0.338

As shown in Table 4.8, the average score for knowledge is 3.93, indicating that the lecturers have a certain level of knowledge stability. The slight standard deviation suggests that the scores are relatively concentrated. The mean score for skills is 4.02, also with a slight standard deviation, showing that the scores are relatively concentrated. The lecturers' average score for behavior is 4.15, with a slight standard deviation, indicating some group consistency in behavior. The average score for disposition is 4.20, with a slight standard deviation, reflecting a degree of consistency in group behavior.

4.1.5 Analysis of the Difference of Demographic Variables on Educational Ability

The primary purpose of the differential Analysis is to explore the differences or relationships between the different groups. It helps to gain insight into the changes between the study subjects and to provide a more comprehensive and profound understanding of the research question. Difference analysis can identify the patterns of change of specific variables across conditions by comparing the differences between the different groups, allowing for a deeper understanding of the behavior or nature of the study subjects. The nature of the research question is understood by analyzing differences between different groups to provide a better understanding of specific aspects of the research subjects. Difference analysis helps determine whether the observed effects are natural due to chance factors. By understanding the differences between the different groups, researchers can provide direction for subsequent studies. Discovering differences can stimulate new research questions or guide for improving study design and methodology.

1) Analysis of gender on educational ability

The differences between samples of different genders for each variable were analyzed through the independent sample T-test of SPSS22.0. From the Table 4.9, we can see that there are significant differences between men and women in skills, behavior, and disposition ($P < 0.05$). Through the average, it can be seen that the average values of men's skills, behavior, and disposition are significantly greater than women. Among them, there is no significant difference between men and women in the knowledge variable ($P = 0.097 > 0.05$).

Table 4.9 Gender Independent Sample T-test Analysis Table for Each Variable

Variable	Sex	Sample	M	SD	T	P
Knowledge	man	20	4.13	0.596	1.692	0.097
	woman	32	3.81	0.714		
Skills	man	20	4.24	0.420	2.428	0.019
	woman	32	3.89	0.558		
Behavior	man	20	4.33	0.415	2.061	0.045
	woman	32	4.04	0.522		
Disposition	man	20	4.37	0.475	2.151	0.035
	woman	32	4.08	0.475		

2) Analysis of the Differences in the Current Situation of Teaching Abilities for Ethnic Groups

Table 4.10 Independent Sample T-test Analysis Table for Each Variable by Ethnicity

Variable	Nation	Sample Capacity	M	SD	T	P
Knowledge	The Han Nationality	43	3.97	0.583	0.651	0.531
	Minority Nationality	9	3.73	1.068		
Skills	The Han Nationality	43	4.03	0.474	0.122	0.905
	Minority Nationality	9	3.99	0.798		
Behavior	The Han Nationality	43	4.13	0.452	-0.408	0.692
	Minority Nationality	9	4.23	0.711		
Disposition	The Han Nationality	43	4.13	0.457	-2.038	0.047
	Minority Nationality	9	4.49	0.572		

The differences between samples of different ethnic groups on each variable were analyzed through the independent sample T-test of SPSS22.0. From the Table 4.10, we can see that there is no significant difference in knowledge, skills, and behaviors between the Han people and ethnic minorities ($P>0.05$). It can be seen that there is no significant difference in knowledge, skills, and behaviors between the Han people and ethnic minorities. It can be seen from the average that in terms of knowledge and skills, the Han people are higher than the ethnic minorities, but there is no significant impact. In terms of behavior, the ethnic minorities are higher than the Han people, but there is no significant difference. There is a substantial difference in disposition ($P=0.047<0.05$), and from the average, it can be seen that the ethnic minority samples are significantly higher in disposition than the Han nationality.

3) Analysis of the difference between age and educational ability

Table 4.11 One-way Analysis of Variance Table of Age on Each Variable

Variable	Age	Sample	M	SD	F	P	LSD
Knowledge	Under 30 Years	11	4.31	0.547	3.28	0.046	1 > 3
	30-45 Years	37	3.88	0.630			
	46-60 Years	4	3.40	1.120			
Skills	Under 30 Years	11	4.38	0.460	4.196	0.021	1 > 2, 3
	30-45 Years	37	3.95	0.480			
	46-60 Years	4	3.66	0.814			
Behavior	Under 30 Years	11	4.46	0.446	4.71	0.013	1 > 2, 3
	30-45 Years	37	4.11	0.462			
	46-60 Years	4	3.68	0.574			
Disposition	Under 30 Years	11	4.49	0.429	2.71	0.077	
	30-45 Years	37	4.15	0.536			
	46-60 Years	4	4.54	0.259			
Note: Under 30 Years Old = 1; 30-45 Years Old = 2; 46-60 Years Old = 3							

The differences between samples of different ages for each variable were analyzed through a one-way analysis of variance in SPSS22.0. The following Table 4.11 shows no significant difference in disposition between different ages

($P > 0.05$). There are substantial differences in knowledge, skills, and behavior between different ages ($P < 0.05$). It can be seen from LSD that in terms of knowledge, the significance of samples under 30 years old is higher than that of 46-60 years old, and in terms of skills, samples under 30 years old are more significant than those over 30 years old. In terms of behavior, samples under 30 are more critical than those over 30. Among them, knowledge, skills, and behavior become lower with age.

4) Analysis of the Differences in the Current Situation of Educational Ability between Professional Titles

Table 4.12 One-way ANOVA with Professional Title for Each Variable

Variable	Professional Ranks and Titles	Sample Capacity	M	SD	F	P	LSD
Knowledge	Assistant	26	3.76	0.776	4.413	0.008	1, 2 < 3, 4
	Lecturer	18	3.86	0.355			
	Associate Professor	6	4.57	0.543			
	Professor	2	4.90	0.141			
Skills	Assistant	26	3.94	0.568	2.993	0.040	1, 2 < 4
	Lecturer	18	3.94	0.415			
	Associate Professor	6	4.39	0.496			
	Professor	2	4.79	0.071			
Behavior	Assistant	26	4.08	0.544	2.12	0.110	
	Lecturer	18	4.11	0.361			
	Associate Professor	6	4.33	0.565			
	Professor	2	4.90	0.141			
Disposition	Assistant	26	4.16	0.472	1.189	0.324	
	Lecturer	18	4.13	0.503			

Table 4.12 One-way ANOVA with Professional Title for Each Variable (Cont.)

Variable	Professional Ranks and Titles	Sample Capacity	M	SD	F	P	LSD
	Associate Professor	6	4.35	0.564			
	Professor	2	4.75	0.113			
Note: Assistant=1; Lecturer=2; Associate Professor=3; Professor=4							

The differences in each variable among samples with different professional titles were analyzed using a one-way analysis of variance in SPSS 22.0. As shown in Table 4.12, there are no significant differences in behavior and disposition among the various professional titles ($P > 0.05$). However, there are significant differences in knowledge and skills between different professional titles ($P < 0.05$). The averages indicate that higher professional titles correspond to higher values of knowledge and skills. According to the LSD test, teaching assistants and lecturers have less knowledge salience than associate professors and professors. Additionally, teaching assistants are significantly less skilled than lecturers.

5) Analysis of Differences in Educational Ability Status Based on Teaching Experience

The differences in each variable among samples with different teaching experiences were analyzed using a one-way analysis of variance in SPSS 22.0. Table 4.13 indicates that there are no significant differences in behavior and disposition based on teaching experience ($P > 0.05$). This suggests that behavior and disposition do not vary significantly across different levels of teaching experience.

However, significant differences were found in knowledge and skills based on teaching experience ($P < 0.05$). On average, higher levels of teaching experience correspond to higher values of knowledge and skills. According to the LSD

test, individuals with less than five years of teaching experience demonstrate lower knowledge salience compared to those with over ten years of teaching experience. Similarly, in terms of skills, individuals with less than five years of teaching experience show significantly lower scores than those with less than fifteen years of experience.

Table 4.13 One-way ANOVA Table of Teaching Experience for Each Variable

Variable	Teaching Experience	Sample Capacit	M	SD	F	P	LSD
Knowledge	Under 5 Years	32	3.71	0.662	4.181	0.01	1 < 3, 4
	5-10 Years	12	4.1	0.624			
	10-15 Years	3	4.53	0.416			
	More than 15 Years	5	4.56	0.41			
Skills	Under 5 Years	32	3.87	0.535	3.228	0.03	1 < 4
	5-10 Years	12	4.17	0.491			
	10-15 Years	3	4.28	0.064			
	More than 15 Years	5	4.51	0.369			
Behavior	Under 5 Years	32	4.05	0.516	1.727	0.174	
	5-10 Years	12	4.2	0.473			
	10-15 Years	3	4.3	0.2			
	More than 15 Years	5	4.56	0.416			

Table 4.13 One-way ANOVA Table of Teaching Experience for Each Variable (Cont.)

Variable	Teaching Experience	Sample Capacit	M	SD	F	P	LSD
Disposition	Under 5 Years	32	4.1	0.508	2.218	0.096	
	5-10 Years	12	4.2	0.437			
	10-15 Years	3	4.39	0.269			
	More than 15 Years	5	4.67	0.386			
Note: Under 5 Years = 1; 5-10 Years = 2; 10-15 Years = 3; More than 15 Years = 4							

6) Analysis of the Differences in Educational Ability Status Caused by Educational Background

Table 4.14 One-way ANOVA Analysis Table of Educational Background on Each Variable

Variable	Educational Background	Sample Capacity	M	SD	F	P	LSD
Knowledge	Bachelor's Degree	7	3.69	0.937	4.183	0.021	1, 2 < 3
	Master's Degree	42	3.90	0.606			
	Doctoral Degree	3	4.93	0.115			
Skills	Bachelor's Degree	7	3.87	0.672	4.632	0.014	1, 2 < 3
	Master's Degree	42	3.99	0.481			
	Doctoral Degree	3	4.86	0.131			

Table 4.14 One-way ANOVA Analysis Table of Educational Background on
Each Variable (Cont.)

Variable	Educational Background	Sample Capacity	M	SD	F	P	LSD
	Master's Degree	42	4.13	0.460			
	Doctoral Degree	3	4.93	0.115			
Disposition	Bachelor's Degree	7	4.17	0.407	2.880	0.066	
	Master's Degree	42	4.15	0.494			
	Doctoral Degree	3	4.83	0.165			
Note: Bachelor's Degree=1; Master's Degree=2; Doctoral Degree=3							

Differences in each variable among samples with different educational backgrounds were analyzed using one-way analysis of variance in SPSS 22.0. Table 4.14 indicates that there is no significant difference in disposition based on additional academic qualifications ($P > 0.05$), suggesting consistency in disposition across different educational qualifications.

However, significant differences ($P < 0.05$) were observed in knowledge, skills, and behavior based on academic qualifications. On average, higher academic qualifications correspond to higher scores in knowledge, skills, and behavior. According to the LSD test, individuals with a bachelor's degree exhibit

lower salience in knowledge, skills, and behavior compared to those with master's and doctoral degrees.

7) Analysis of Differences in Teaching Subjects and Current Educational Abilities

Table 4.15 Independent Sample T-test Analysis Table for Each Variable by Taught Subjects

Variable	Professor Subject	Sample Capacit	M	SD	T	P
Knowledge	Visual Communication Design	34	4.06	0.549	1.904	0.063
	Visual Communication Design and Other Subjects	18	3.69	0.849		
Skills	Visual Communication Design	34	4.15	0.387	2.077	0.049
	Visual Communication Design and Other Subjects	18	3.78	0.688		
Behavior	Visual Communication Design	34	4.26	0.401	2.244	0.029
	Visual Communication Design and Other Subjects	18	3.94	0.606		
Disposition	Visual Communication Design	34	4.29	0.424	1.990	0.052
	Visual Communication Design and Other Subjects	18	4.01	0.569		

The differences in each variable among samples from different teaching subjects were analyzed using the independent sample T-test in SPSS 22.0. Table 4.15 indicates that there is no significant difference in knowledge and disposition between

various teaching subjects ($P > 0.05$). This suggests that knowledge and disposition do not vary significantly across different teaching subjects.

However, significant differences were found in skills and behaviors ($P < 0.05$). On average, samples teaching subjects related to visual communication design show higher scores in skills and behaviors compared to samples teaching other subjects.

4.1.6 Reliability Analysis of Teaching Indicator Weight Dimension

The data in this paper were analyzed using SPSS 22.0, focusing on the weight variables of the Teaching Competency Evaluation Index for lecturers in the questionnaire. As shown in Table 4.16, the reliability α values for each variable—knowledge, skill, behavior, and disposition—are 0.823, 0.941, 0.921, and 0.945, respectively. These values exceed 0.7, meeting the study's reliability standards. The overall α coefficient for the scale is 0.971, which surpasses the standard value of 0.8, indicating strong consistency in the data results of the Teaching Competency Evaluation Index weight table for questionnaire lecturers.

Table 4.16 Reliability Test

Dimension	Number of Terms	The Cronbach's α Coefficient
Knowledge	5	0.823
Skills	19	0.941
Behavior	10	0.921
Disposition	12	0.945
Overall scale	46	0.971

4.1.7 Analysis of the Weight Dimension Validity of the Teaching Index

The Table 4.17 shows the results of the KMO (Kaiser-Meyer-Olkin) measure and Bartlett sphericity test of the scale to assess the correlation and applicability among individual variables. The KMO measure was used to assess the suitability of the sample data, with values ranging between 0 and 1. Higher KMO values indicate that this variable has good validity. From the above Table 4.17, the KMO values for all variables are between 0.710 and 0.872, indicating good sample data. And the Bartlett sphericity test is used to test whether the observed variable correlation matrix is a multiple of the identity matrix. Chi-square values, degrees of freedom, and significance levels shown in the table. In all cases, the significance level was less than 0.05, indicating that the correlation between the variables was not caused by random factors. This means passing the Bartlett sphericity test. The validity of each variable of the lecturer's Teaching competency evaluation index is good.

Table 4.17 Validity Test

Dimension	KMO	The Sphericity Test of the Bartlett		
		chi-square	free degree	conspicuousness
Knowledge	0.710	120.547	10	0.000
Skills	0.843	819.131	171	0.000
Behavior	0.856	352.386	45	0.000
Disposition	0.872	499.027	66	0.000

4.1.8 Descriptive Analysis of Teaching Indicator Weights

1) Descriptive analysis of the knowledge

Table 4.18 presents the results of descriptive statistical analysis for the five knowledge question items. For each item, it includes the minimum (Min), maximum (Max), mean (M), standard deviation (SD), skewness (Skewness), and

kurtosis (Kurtosis). The average score range for the five knowledge questions is 4.25 to 4.62, and the standard deviation ranges from 0.565 to 0.864. These findings indicate that the sample exhibits a high level of competence across all knowledge-related questions in the Teaching Competency Evaluation Index for lecturers. Moreover, the absolute values of skewness and kurtosis are less than 5, confirming that all questions conform to a normal distribution.

Table 4.18 Descriptive Analysis Table for Each Knowledge Item

Question Item	Min	Max	M	SD	Skewness	Kurtosis
Knowledge 1	3	5	4.25	0.682	-0.361	-0.793
Knowledge 2	3	5	4.46	0.576	-0.485	-0.701
Knowledge 3	1	5	4.37	0.864	-1.558	3.057
Knowledge 4	2	5	4.40	0.664	-1.092	1.901
Knowledge 5	3	5	4.62	0.565	-1.153	0.408

2) Descriptive analysis of the skills

The Table 4.19 shows the descriptive statistical analysis results of the skill 19-question items. For each item, the minimum (Min), maximum (Max), mean (M), standard deviation (SD), skewness (Skewness), and kurtosis (Kurtosis). The average score of skill 19 items ranged from 3.96-4.48, the standard deviation range was 0.539-0.928, and the lowest average score of skill 19 was 3.96, indicating that the sample in this survey was of low importance to use Blackboard, Curtain Projector, DSL, Canvas, etc. In addition, the sample has a high ability level for the importance of other skills, and the absolute value of skewness and kurtosis is less than 5; all items conform to the normal distribution.

Table 4.19 Descriptive Analysis Table of Each Skills Item

Question Item	Min	Max	M	SD	Skewness	Kurtosis
Skills 1	3	5	4.44	0.574	-0.412	-0.747
Skills 2	2	5	4.02	0.727	-0.347	-0.076
Skills 3	2	5	4.37	0.715	-1.011	1.010
Skills 4	2	5	4.23	0.757	-0.981	1.232
Skills 5	2	5	4.23	0.757	-0.699	0.054
Skills 6	3	5	4.42	0.605	-0.520	-0.584
Skills 7	3	5	4.42	0.605	-0.520	-0.584
Skills 8	2	5	4.29	0.637	-0.801	1.918
Skills 9	3	5	4.35	0.653	-0.495	-0.647
Skills 10	3	5	4.48	0.542	-0.306	-1.131
Skills 11	3	5	4.35	0.623	-0.396	-0.612
Skills 12	3	5	4.31	0.673	-0.457	-0.727
Skills 13	3	5	4.31	0.701	-0.512	-0.817
Skills 14	3	5	4.42	0.667	-0.738	-0.496
Skills 15	3	5	4.29	0.667	-0.404	-0.719
Skills 17	3	5	4.38	0.599	-0.387	-0.636
Skills 18	2	5	4.27	0.819	-0.989	0.514
Skills 19	2	5	3.96	0.928	-0.534	-0.556

3) Descriptive analysis of the behavior

Table 4.20 Descriptive Analysis Table for Each Behavioral Item

Question Item	Min	Max	M	SD	Skewness	Kurtosis
Behavior 1	3	5	4.62	0.53	-0.896	-0.351
Behavior 2	3	5	4.50	0.577	-0.636	-0.555
Behavior 3	3	5	4.46	0.609	-0.66	-0.468

Table 4.20 Descriptive Analysis Table for Each Behavioral Item (Cont.)

Question Item	Min	Max	M	SD	Skewness	Kurtosis
Behavior 4	3	5	4.58	0.537	-0.714	-0.689
Behavior 5	3	5	4.44	0.608	-0.589	-0.534
Behavior 6	3	5	4.46	0.576	-0.485	-0.701
Behavior 7	3	5	4.42	0.667	-0.738	-0.496
Behavior 8	3	5	4.38	0.631	-0.519	-0.588
Behavior 9	3	5	4.44	0.608	-0.589	-0.534
Behavior 10	3	5	4.46	0.541	-0.229	-1.164

The Table 4.20 shows the descriptive statistical analysis results of the ten behavioral question items. For each item, the minimum (Min), maximum (Max), mean (M), standard deviation (SD), skewness (Skewness), and kurtosis (Kurtosis). The average score range of the ten items is from 4.38 to 4.62, and the standard deviation range is 0.530 to 0.667. Moreover, the sample has a high ability level of the essential items, and the absolute skewness and kurtosis values are less than 5, so all the items conform to the normal distribution.

4) Descriptive analysis of disposition

Table 4.21 shows the results of the descriptive statistical analysis of the twelve disposition problem items. The average score range of the twelve questions is 4.37-4.58, and the standard deviation range is 0.537-0.658. All the samples have a high ability level for the importance of other questions, and the absolute value of skewness and kurtosis are less than 5, that is, that all items conform to the normal distribution.

Table 4.21 Descriptive Analysis Table of Each Disposition Item

Question Item	Min	Max	M	SD	Skewness	Kurtosis
Disposition 1	3	5	4.54	0.576	-0.795	-0.331
Disposition 2	3	5	4.46	0.609	-0.66	-0.468
Disposition 3	3	5	4.58	0.537	-0.714	-0.689
Disposition 4	3	5	4.44	0.608	-0.589	-0.534
Disposition 5	3	5	4.40	0.664	-0.675	-0.553
Disposition 6	3	5	4.54	0.541	-0.544	-0.926
Disposition 7	3	5	4.46	0.609	-0.66	-0.468
Disposition 8	2	5	4.37	0.658	-0.983	1.82
Disposition 9	3	5	4.52	0.542	-0.463	-1.013
Disposition 10	3	5	4.52	0.542	-0.463	-1.013
Disposition 11	3	5	4.46	0.576	-0.485	-0.701
Disposition 12	3	5	4.50	0.542	-0.384	-1.081

5) Descriptive analysis of the variables

Table 4.22 illustrates that the average score for knowledge is 4.42, indicating that lecturers generally exhibit stability in the Teaching Competency Evaluation Index for knowledge. The small standard deviation suggests concentrated scores and underscores the high importance placed on knowledge. Similarly, the average score for skills is 4.31, with a small standard deviation, reflecting concentrated scores and highlighting the significant weight given to skills. The average score for behavior among lecturers is 4.48, with a small standard deviation, indicating consistency within the group and emphasizing the importance of behavioral aspects.

Lastly, the average score for disposition is 4.48, with a small standard deviation, indicating consistency within the group regarding disposition and emphasizing its weight in evaluations.

Table 4.22 Variable Descriptive Analysis Table

Variable	Min	Max	M	SD	Skewness	Kurtosis
Knowledge	3.00	5.00	4.42	0.520	-0.577	-0.644
Skills	3.00	5.00	4.31	0.473	-0.296	-0.326
Behavior	3.60	5.00	4.48	0.451	-0.188	-1.377
Disposition	3.67	5.00	4.48	0.462	-0.147	-1.590

4.1.9 Analysis of the Differences in Weights of Population Variables on Teaching Indicators

1) Analysis of gender on the weight difference of teaching index

Table 4.23 Gender Independent Sample T-test Analysis Table for Each Variable

Variable	Sex	Sample Capacity	M	SD	T	P
Knowledge	Man	20	4.43	0.465	0.117	0.907
	Woman	32	4.41	0.559		
Skills	Man	20	4.40	0.409	0.961	0.341
	Woman	32	4.27	0.509		
Behavior	Man	20	4.53	0.367	0.648	0.520
	Woman	32	4.45	0.500		
Disposition	Man	20	4.54	0.413	0.760	0.451
	Woman	32	4.45	0.492		

2) Analysis of the difference of ethnic weights of teaching indicators

Differential analysis of samples from different ethnic groups by independent sample T-test of SPSS22.0. According to the Table 4.24, there is no significant difference in knowledge, skills, behavior and disposition ($P > 0.05$), indicating that there is no significant difference in knowledge, skills, behavior and disposition.

Table 4.24 Independent Sample T-test Analysis Table for Each Variable by Ethnicity

Variable	Nation	Sample capacity	M	SD	T	P
Knowledge	The Han Nationality	43	4.44	0.471	0.512	0.621
	Minority Nationality	9	4.31	0.736		
Skills	The Han Nationality	43	4.31	0.413	-0.007	0.994
	Minority Nationality	9	4.32	0.729		
Behavior	The Han Nationality	43	4.47	0.445	-0.328	0.744
	Minority Nationality	9	4.52	0.504		
Disposition	The Han Nationality	43	4.49	0.447	0.334	0.740
	Minority Nationality	9	4.44	0.555		

3) Difference analysis of age on teaching indicators

A differential analysis of samples across different ages was conducted using one-way ANOVA in SPSS 22.0. Table 4.25 indicates that there are no significant differences in knowledge, skills, behavior, and disposition among different age groups ($P > 0.05$). This suggests that there is no significant variation in knowledge, skills, behavior, and disposition across different ages.

Table 4.25 One-way Analysis of Variance Table of Age on Each Variable

Variable	Age	Sample Capacity	M	SD	F	P
Knowledge	Under 30 Years of Age	11	4.58	0.562	0.806	0.452
	30-45 Years Old	37	4.39	0.471		
	46-60 Years Old	4	4.25	0.854		
Skills	Under 30 Years of Age	11	4.33	0.483	0.015	0.985
	30-45 Years Old	37	4.32	0.430		
	46-60 Years Old	4	4.28	0.895		
Behavior	Under 30 Years of Age	11	4.50	0.420	0.132	0.877
	30-45 Years Old	37	4.46	0.472		
	46-60 Years Old	4	4.58	0.419		
Disposition	Under 30 Years of Age	11	4.54	0.451	0.180	0.836
	30-45 Years Old	37	4.46	0.477		
	46-60 Years Old	4	4.54	0.433		

4) Analysis of the weight difference of the teaching index

Differential analysis of samples with different titles by one-way analysis of variance in SPSS22.0. Table 4.26 shows no significant difference in knowledge, skills, behavior, and disposition ($P > 0.05$), which shows no significant difference in different titles in knowledge, skills, behavior, and disposition.

Table 4.26 One-way Variance Analysis Table of Professional Title and Each Variable

Variable	Professional Ranks and Titles	Sample Capacity	M	SD	F	P
Knowledge	Assistant	26	4.35	0.567	1.524	0.220
	Lecturer	18	4.36	0.473		
	Adjunct Professor	6	4.77	0.388		
	Professor	2	4.80	0.000		
Skills	Assistant	26	4.19	0.518	2.572	0.065
	Lecturer	18	4.33	0.378		
	Adjunct Professor	6	4.66	0.359		
	Professor	2	4.79	0.226		
Behavior	Assistant	26	4.42	0.468	0.596	0.621
	Lecturer	18	4.48	0.467		
	Adjunct Professor	6	4.68	0.354		
	Professor	2	4.60	0.424		
Disposition	Assistant	26	4.42	0.468	2.560	0.066
	Lecturer	18	4.40	0.457		
	Adjunct Professor	6	4.83	0.258		
	Professor	2	5.00	0.000		

5) Analysis of the weight difference of teaching experience on teaching index

Variable	Teaching Experience	Sample Capacity	M	SD	F	P	LSD
Knowledge	Under 5 Years	32	4.27	0.539	2.706	0.056	
	5-10 Years	12	4.6	0.467			
	10-15 Years	3	4.73	0.231			
	More than 15 Years	5	4.76	0.261			
Skills	Under 5 Years	32	4.17	0.465	3.368	0.026	1 < 2, 4
	5-10 Years	12	4.51	0.411			
	10-15 Years	3	4.4	0.527			
	More than 15 Years	5	4.72	0.279			
Behavior	Under 5 Years	32	4.4	0.472	1.243	0.304	
	5-10 Years	12	4.5	0.457			
	10-15 Years	3	4.67	0.351			
	More than 15 Years	5	4.78	0.205			
Disposition	Under 5 Years	32	4.41	0.475	0.858	0.469	
	5-10 Years	12	4.61	0.469			
	10-15 Years	3	4.47	0.476			
	More than 15 Years	5	4.67	0.338			

Note: Under 5 Years = 1; 5-10 Years = 2; 10-15 Years = 3; More than 15 Years = 4

The differences in each variable among samples with different teaching experiences were analyzed through a one-way analysis of the variance of SPSS22.0. Table 4.27 shows no significant difference in knowledge, behavior, and disposition between teaching experiences ($P>0.05$). There is no significant difference in knowledge, behavior, and disposition between different teaching experiences. There is a substantial difference in skills ($P=0.026<0.05$). It can be seen from the average that the index weight importance of skills is the lowest among those with less than 5 years of experience. It can be seen from LSD that the importance of skills is considered to be those with less than 5 years of experience. The significance of the indicator weight is lower than that of samples with 5-10 years of teaching experience and more than 15 years of teaching experience.

6) Analysis of the weight difference of educational background on teaching index

Table 4.28 One-way ANOVA Analysis Table of Educational Background on Each Variable

Variable	Educational Background	Sample Capacity	M	SD	F	P
Knowledge	Bachelor's Degree	7	4.23	0.647	1.621	0.208
	Master's Degree	42	4.42	0.503		
	Doctoral Degree	3	4.87	0.115		
Skills	Bachelor's Degree	7	4.20	0.585	2.369	0.104
	Master's Degree	42	4.30	0.449		
	Doctoral Degree	3	4.86	0.201		
Behavior	Bachelor's Degree	7	4.44	0.310	0.511	0.603
	Master's Degree	42	4.46	0.476		
	Doctoral Degree	3	4.73	0.379		
Disposition	Bachelor's Degree	7	4.45	0.339	2.084	0.135
	Master's Degree	42	4.45	0.477		
	Doctoral Degree	3	5.00	0.000		

Differential analysis of samples with different degrees by one-way ANOVA of SPSS22.0. Table 4.28 shows that there are no significant differences in knowledge, skills, behavior, and disposition among different degrees ($P > 0.05$), which indicates that there are no significant differences in knowledge, skills, behavior, and disposition.

7) Analysis of the difference of teaching index weight among teaching subjects

Table 4.29 Independent Sample T-test Analysis Table for Each Variable by Taught Subjects

Variable	Professor Subject	Sample Capacity	M	SD	T	P
Knowledge	Visual Communication Design	34	4.48	0.460	1.209	0.232
	Visual Communication Design and Other Subjects	18	4.30	0.615		
Skills	Visual Communication Design	34	4.38	0.417	1.363	0.179
	Visual Communication Design and Other Subjects	18	4.19	0.557		
Behavior	Visual Communication Design	34	4.55	0.435	1.632	0.109
	Visual Communication Design and Other Subjects	18	4.34	0.460		
Disposition	Visual Communication Design	34	4.56	0.451	1.724	0.091
	Visual Communication Design and Other Subjects	18	4.33	0.457		

The differences in each variable among samples from different teaching subjects were analyzed using the independent sample T-test in SPSS 22.0. Table 4.29 indicates that there are no significant differences in knowledge, skills, behavior, and

disposition between different teaching subjects ($P > 0.05$). This suggests that there is no significant variation in knowledge, skills, behavior, and disposition across different teaching subjects.

4.2 THE ANALYSIS OF QUALITATIVE DATA

This study utilized grounded theory to qualitatively analyze the data through three steps: open coding, axial coding, and selective coding. The study ensured validity through theoretical saturation testing. Each interview was independently coded twice, following a one-third proportion to avoid mutual influence. Initially, transcripts were analyzed independently, identifying sentences closely related to the research content for conceptualization, and categorizing these concepts for further refinement. Subsequently, codes were compared individually, identifying instances of identical and differing coding content. Consistent codes were prioritized, while divergent codes underwent thorough review and comparison. Through extensive literature review and analysis, concepts appearing infrequently (less than twice) and unable to be categorized were excluded from the study.

Table 4.30 Perspectives of Visual Communication Design Administrators in Yunnan Province Universities on Teaching Competence Evaluation Indicators

	The perspective of evaluation indicators of lecturer teaching competence
Administrator 1	The professional knowledge of visual communication design lecturers is essential for evaluating their teaching competence. Lecturers must have extensive and in-depth theoretical knowledge and practical skills and be able to apply the latest design trends and technologies to teaching. In addition, lecturers should be able to critically analyze and evaluate design works to help students understand design's core concepts and principles. It is also essential to regularly participate in professional training

Table 4.30 Perspectives of Visual Communication Design Administrators in Yunnan Province Universities on Teaching Competence Evaluation Indicators
(Cont.)

	and academic exchanges to keep professional knowledge updated. The lecturers' professional knowledge level can be effectively evaluated through test scores, course feedback, and peer reviews. Lecturers should be able to provide rich and diverse teaching resources, including books, cases, online resources, etc., to help students better understand and master the knowledge and skills of visual communication design. Visual communication design often requires teamwork to complete. Lecturers should be able to guide students to cooperate with team members effectively, coordinate team relationships, and achieve design goals. Lecturers should be able to pay attention to each student's individual characteristics and learning needs, provide personalized teaching guidance, and help them give full play to their potential. Lecturers should be able to objectively and comprehensively evaluate students' creative works, including innovation, expressiveness, and technical application, help students discover advantages and disadvantages, and provide suggestions for improvement. In the field of design, teamwork is essential. Lecturers should have teamwork and leadership skills, be able to effectively organize and manage teamwork, mobilize team members' enthusiasm, and achieve common design goals. Lecturers should be able to establish a good emotional connection with students, understand and care about students' emotional needs, be good at emotional communication, effectively deal with emotional problems that arise in teaching, and create a positive learning atmosphere.
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Table 4.30 Perspectives of Visual Communication Design Administrators in Yunnan Province Universities on Teaching Competence Evaluation Indicators (Cont.)

Administrator 2	We hope that visual communication design lecturers adopt various teaching methods, including case analysis, practical operation, group discussion, etc., to meet the learning needs of different students and stimulate their creativity and active thinking. Excellent visual communication design lecturers should combine theoretical knowledge with practical skills, focus on cultivating students' practical operation ability, and help them continuously improve their design level in practice. Lecturers should have good feedback and guidance capabilities, promptly give students specific and compelling feedback, guide them to find problems and propose solutions, and promote personal growth and professional development. The innovation and effectiveness of teaching methods are essential indicators for evaluating the competence of visual communication design lecturers. Lecturers should be able to use various teaching methods, such as project-based learning flexibly, flipped classrooms, and online education technologies, to meet the learning needs of different students. Interactivity and participation in the school are important aspects of evaluating teaching methods. Lecturers need to be able to stimulate students' interest and creativity and encourage them to participate actively in the learning process. Teaching competency evaluation can be carried out in various ways, such as student feedback, classroom observation, and teaching effect analysis. Lecturers should have interdisciplinary knowledge and skills, integrate art, design, and technology knowledge into teaching, and cultivate students' comprehensive abilities. The lecturer's teaching methods need to
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Table 4.30 Perspectives of Visual Communication Design Administrators in Yunnan Province Universities on Teaching Competence Evaluation Indicators
(Cont.)

	be inspiring and guiding and can stimulate students' creativity and independent thinking. We also value the lecturer's attention to students' individual needs and their comprehensive support for students' development. The lecturer's continuous professional development and teaching innovation ability are essential evaluation indicators. They should constantly update their teaching concepts and methods to adapt to the ever-changing educational needs.
Administrator 3	Rich practical experience is an integral part of the teaching competence of visual communication design lecturers. Lecturers should have practical project operation experience, be able to combine theoretical knowledge with practice and provide practical guidance for students. Practical experience is reflected not only in the lecturer's design works and projects but also through cooperation with the industry, internship guidance, and project management. Practical experience can be evaluated through the lecturer's project experience, students' internship feedback, and industry recognition. To impart accurate and comprehensive professional expertise to students, visual communication design lecturers must have solid professional knowledge of design principles, color science, typesetting skills, etc. Lecturers should be able to convey knowledge to students clearly and accurately, stimulate students' interest in learning, and communicate and exchange with students effectively to promote the achievement of teaching results. Lecturers should be student-centered, pay attention to students' learning needs and disposition development, flexibly adjust teaching methods and content, help

Table 4.30 Perspectives of Visual Communication Design Administrators in Yunnan Province Universities on Teaching Competence Evaluation Indicators
(Cont.)

	students give full play to their potential, and achieve personalized learning. Lecturers should have solid subject knowledge and professional skills and be able to impart relevant theoretical and practical content effectively. Lecturers' teaching design and classroom management capabilities are crucial. They should be able to design targeted teaching activities and effectively manage students' learning processes. Lecturers should pay attention to students' individual needs and learning differences and be able to flexibly adjust teaching strategies to promote the development of each student. Lecturers' continuous professional development and ability to reflect on their teaching are also essential evaluation indicators. They should be able to reflect on and improve their teaching practice constantly.
Administrator 4	In today's digital age, the ability to apply technology is an essential indicator for evaluating the teaching competence of visual communication design lecturers. Lecturers must be proficient in and apply various design software and tools and be able to guide students to use the latest design technology. Lecturers should also be able to integrate emerging technologies into teaching, such as virtual reality, augmented reality, and artificial intelligence, to enhance the interactivity and experience of teaching. Evaluating the ability to apply technology can be done in many ways, such as classroom performance, student work, and technical competition results. Lecturers should be able to stimulate students' creative potential, guide them to find inspiration, use their imagination, and cultivate their innovative thinking and design ability. In the teaching of visual

Table 4.30 Perspectives of Visual Communication Design Administrators in Yunnan Province Universities on Teaching Competence Evaluation Indicators (Cont.)

	communication design, lecturers usually need to organize and manage various design projects, so they need to have good project management skills, be able to effectively plan and organize teaching activities, and ensure the smooth completion of the project. Lecturers should have a deep understanding of the visual communication design industry, understand the development dynamics and trends of the industry, and be able to update their knowledge and teaching content promptly to keep pace with the times. Lecturers should be able to reflect and improve, critically analyze teaching practices, summarize lessons learned promptly, find and enhance problems, and continuously improve teaching levels. Lecturers should have an entrepreneurial spirit, continuously innovate in teaching practice, give full play to their professional advantages, expand teaching areas, and provide students with more abundant learning resources and opportunities. Lecturers should have clear educational concepts and positive educational values, be able to guide students to establish a correct outlook on life and values and cultivate their sense of social responsibility and civic awareness.
Administrator 5	Competence of visual communication design lecturers. Lecturers should be able to adopt various teaching methods, including case analysis, practical operation, group discussion, etc., to meet the learning needs of different students and stimulate their creativity and active thinking. Excellent visual communication design lecturers should be able to combine theoretical knowledge with practical skills, focus on cultivating students' practical operation ability, and help them continuously improve their design level in

Table 4.30 Perspectives of Visual Communication Design Administrators in Yunnan Province Universities on Teaching Competence Evaluation Indicators
(Cont.)

	practice. Lecturers should have good feedback and guidance capabilities, promptly give students specific and practical feedback, guide them to find problems and propose solutions, and promote personal growth and professional development. Visual communication design is a discipline that relies heavily on visual expression and creative communication. Lecturers must also have good communication skills to ensure they can convey knowledge and effectively guide students. Good communication skills are reflected in classroom teaching and interaction and feedback with students. Lecturers need to be able to listen to students' ideas and opinions and give timely and constructive feedback. This helps to establish an open and interactive learning environment and promote students' learning and development. Lecturers should be able to guide students to think critically, analyze and evaluate design works, cultivate their critical thinking ability, and improve design quality. Visual communication design often involves the application of various design software and tools. Lecturers should be proficient in relevant technologies and be able to guide students to use multiple technical means to create designs flexibly. Lecturers should have rich practical experience and be able to use their expertise to provide students with practical teaching guidance and suggestions to help them better cope with the challenges in design practice.
Administrator 6	Visual communication design lecturers should be able to design courses, including determining teaching objectives, compiling teaching outlines, designing course content and teaching activities, etc., to ensure the systematisms and coherence of the

Table 4.30 Perspectives of Visual Communication Design Administrators in Yunnan Province Universities on Teaching Competence Evaluation Indicators
(Cont.)

	teaching process. Lecturers should be able to effectively evaluate students' learning performance, including homework and classroom performance evaluations, and give students timely feedback to guide them to self-reflection and improvement. Lecturers should have a lifelong learning consciousness, constantly pursue self-improvement and professional development, participate in various training and academic exchange activities, update teaching concepts and knowledge structure, and keep in line with the forefront of the industry. The lecturer's disposition traits, such as patience, empathy, and a positive teaching attitude, impact students' learning experiences and results. A passionate and responsible lecturer can inspire students' enthusiasm for learning. Lecturers need to have a high sense of responsibility and professional ethics, care and respect every student, and help them overcome difficulties and challenges in learning. By setting a positive example, lecturers can inspire students to pursue excellence and maintain a positive attitude in learning and life. Lecturers should have solid professional knowledge and practical experience and be able to provide students with the latest industry trends and practical skills training. The lecturer's teaching methods and resources should be rich and varied to meet different students' learning needs and learning styles. We also pay attention to the lecturer's interpersonal and teamwork skills because this helps to establish an excellent lecturers-student relationship and promotes cooperative learning among students. The lecturer's teaching reflection and professional development ability is also one of
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Table 4.30 Perspectives of Visual Communication Design Administrators in Yunnan Province Universities on Teaching Competence Evaluation Indicators
(Cont.)

	critical evaluation indicators. They should be able to constantly reflect on their teaching practice and improve their teaching level.
Administrator 7	The field of visual communication design changes rapidly, and lecturers need to continue professional development and participate in training and academic exchanges to ensure that their knowledge and skills are always at the forefront. Lecturers should actively participate in various professional development activities, such as workshops, seminars, and academic conferences, to continuously update and enhance their professional knowledge and skills. In addition, lecturers can also obtain higher educational and professional qualifications through continuing education and advanced courses, thereby improving their teaching level and ability. Lecturers should have a wide range of subject knowledge and professional skills and be able to guide students' learning and practice comprehensively. Lecturers' teaching methods and resources should be forward-looking and adaptable to the ever-changing industry needs and technological development. We also pay attention to lecturers' teaching attitude and emotional support ability. They should be able to actively guide students and encourage them to realize their potential and become outstanding talents in the industry. Lecturers' continuous professional development and academic research ability are critical evaluation indicators. They should be able to continuously update their knowledge and skills, maintain efficiency, and update their teaching level. Visual communication design lecturers should have innovative awareness and the ability to guide students to continuously explore new design ideas and

Table 4.30 Perspectives of Visual Communication Design Administrators in Yunnan Province Universities on Teaching Competence Evaluation Indicators (Cont.)

	methods and cultivate their creative spirit and creativity. Lecturers should be able to combine knowledge from different disciplines with visual communication design, broaden students' horizons, and develop their comprehensive abilities and interdisciplinary thinking. Excellent lecturers should have social responsibility, pay attention to social issues, guide students to combine design skills with social practice, and positively contribute to social development.
Administrator 8	Several specific indicators need to be paid attention to in order to evaluate the teaching competence of visual communication design lecturers. First, the lecturer should have rich industry experience and professional knowledge and be able to combine practical experience with theoretical knowledge to provide students with a more comprehensive education. Secondly, the lecturer's teaching methods and resources should be innovative and adaptable, and they should be able to meet different students' learning needs. Third, the lecturer should have good teamwork and communication skills and establish a good cooperative relationship with students and colleagues. Fourth, critical evaluation indicators are the lecturer's teaching reflection and professional development ability. They should be able to reflect on teaching practice and improve their teaching level constantly. Fifth, the lecturer should establish a student-centered teaching concept and flexibly adjust teaching methods and content to meet students' personalized needs. Sixth, the student-centered teaching concept emphasizes the subject status of students and pays attention to students' differences and learning needs. Seventh, the

Table 4.30 Perspectives of Visual Communication Design Administrators in Yunnan Province Universities on Teaching Competence Evaluation Indicators
(Cont.)

	lecturer needs to understand the interests and characteristics of each student, formulate personalized teaching plans and goals, and help students give full play to their potential. Finally, the lecturer's professional development and academic research ability are critical evaluation indicators. They should constantly pursue knowledge updates and improvements in teaching methods.
Administrator 9	I think lecturers should have rich industry experience and practical ability, combine theoretical knowledge with actual cases, and provide students with rich learning resources and valuable opportunities. Secondly, the lecturer's teaching methods and teaching resources should be forward-looking and innovative and be able to lead students to understand the latest industry trends and technological developments. In addition, we also pay attention to the lecturer's student care and personalized guidance ability. They should be able to pay attention to each student's learning progress and needs and provide targeted guidance and support. In addition, the lecturer's continuous professional development and teaching reflection ability are also essential evaluation indicators. They should be able to continue to learn and grow to improve their teaching level and professional quality. Finally, a practical evaluation and feedback mechanism is an essential means to enhance the quality of teaching. Lecturers should understand students' learning progress through various evaluation methods and provide constructive feedback to help students make continuous progress. Evaluation includes traditional exams and homework and can be carried out through project presentations, portfolio reviews, and student self-

Table 4.30 Perspectives of Visual Communication Design Administrators in Yunnan Province Universities on Teaching Competence Evaluation Indicators (Cont.)

	evaluation. Timely and effective feedback can help students understand their learning situation, clarify the direction and improvement methods, and thus continuously improve learning effects and abilities. Lecturers should have a sense of social responsibility, pay attention to social issues, and guide students to combine design skills with social practice to contribute to social development positively.
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4.2.1 Open Coding and Extracting Concepts and Categories

Open coding refers to the initial stage in research where collected data is decomposed, compared, conceptualized, and categorized. It involves breaking down a large volume of data based on specific principles, assigning conceptual labels, and reassembling them in novel ways (Chen Xiangming, 2000). The objective is to identify similar types or patterns within the raw data and assign names to these types, thereby establishing the concepts and dimensions involved.

Open coding comprises three primary steps:

- 1) Conceptualization: Extracting content from original comments, breaking them down into independent sentences, and deriving coding elements from these sentences. This transformation shifts from colloquial language to refined language, forming initial concepts.
- 2) Concept Classification: Optimizing, analyzing, and filtering concepts to gather those within the same category. This involves examining relationships between words and organizing concept clusters that belong to the same category.
- 3) Categorization: Further abstracting and naming groups of concepts, refining the conceptual bundles.

These steps are crucial for developing a structured approach to analyzing qualitative data, ensuring systematic and rigorous exploration of themes and patterns.

Table 4.31 Open Coding Results Table

Interview Content Capture	The Categories of Open Coding Extraction	Frequency
Do the lecturers possess the professional knowledge, practical experience, and visual communication skills to keep up with the times, continuously learn, and improve? Can the lecturers operate and use artificial intelligence to assist in completing designs and use their creative thinking to enhance designs?	Understand various knowledge in the discipline	9
Assess whether lecturers value student feedback and evaluation and whether they can adjust teaching strategies and methods promptly to meet the learning and growth needs of students.	Mastering and applying educational methods and strategies	1
At the national level, this thing has a threshold and an essential condition for lecturers. As lecturers, this is something that we must achieve. Especially in recent years, we have emphasized the importance of professional ethics and conduct, as well as the code of conduct for lecturers.	Familiar with the relevant guidelines of lecturers' professional ethics and ethics	9

Table 4.31 Open Coding Results Table (Cont.)

Has the class had its unique style? Can we guide students to integrate into the design work based on local characteristics, learn advertising, communication, and marketing to enrich their knowledge reserves, transform them into language that students can understand, and reflect them in their design texts?	Able to acquire and effectively impart relevant knowledge to students	8
Including teaching students and organizing lectures, everything is fine. The main area for improvement of teaching competencies lies in the updating of the knowledge system and the changes in the overall environment, which will present this problem.	Update of lecturers Knowledge System	13
Finally, there is practical teaching competencies and practical operation ability, which are also abilities that visual communication lecturers should possess. Of course, some new lecturers may need to be stronger than experienced lecturers regarding course structure, distribution, management, and arrangement. They may need to gain experience in controlling the pace of the teaching process and completing formative and summative assessment forms for students.	Possess disciplinary and professional abilities	14

Table 4.31 Open Coding Results Table (Cont.)

Finally, there is practical teaching competencies and practical operation ability, which are also abilities that visual communication lecturers should possess. Of course, some new lecturers may need to be stronger than experienced lecturers regarding course structure, distribution, management, and arrangement. They may need to gain experience in controlling the pace of the teaching process and completing formative and summative assessment forms for students.	Course structure distribution arrangement	2
Lastly, his professional ability can be gradually improved, including forming a good learning relationship between lecturers and students. An important indicator that cannot be ignored is lecturer's ethics and style, which are highly valued by the country.	Student relationship maintenance	2
Of course, some new lecturers may need to be stronger than experienced lecturers regarding course structure, distribution, management, and arrangement. They may need to gain experience in controlling the pace of the teaching process and completing formative and summative assessment forms for students.	Grasping the rhythm of the teaching process	3
Respect students' religious beliefs and values, care about their learning status, be able to create formative and summative assessment forms for students, record their shortcomings and problems, reject personal biases, stereotypes, and discriminatory views, and treat every student equally and fairly.	Complete the Student Formative Assessment Form	5

Table 4.31 Open Coding Results Table (Cont.)

Whether personalized teaching guidance and professional learning strategy suggestions are provided to students, whether course knowledge is clearly expressed, whether students can conscientiously and responsibly complete process and summary assessment forms, whether the course structure is reasonably distributed, and whether the pace of the teaching process is grasped.	Complete the student summary assessment form	5
The lecturer's teaching is directly related to how he communicates with students and how students can more easily accept it.	Communication and discussion between lecturers and students	6
The ability to express course knowledge, provide personalized teaching guidance, provide professional learning strategy suggestions, and select auxiliary tutorials.	Personalized student teaching guidance	7
The ability to express course knowledge, provide personalized teaching guidance, provide professional learning strategy suggestions, and select auxiliary tutorials. Our lecturer's ability to convey course knowledge is also essential. We respect students, respect their beliefs and values, believe in and affirm their abilities, encourage students to face challenges appropriately, provide personalized teaching guidance, provide professional learning strategies, and grasp the pace of teaching.	Professional learning strategy recommendations provided	7

Table 4.31 Open Coding Results Table (Cont.)

Our lecturer's ability to convey course knowledge is also essential. We respect students, respect their beliefs and values, believe in and affirm their abilities, encourage students to face challenges appropriately, provide personalized teaching guidance, provide professional learning strategies, and grasp the pace of teaching.	Respect students' personal beliefs and values	5
Assess whether lecturers value student feedback and evaluation and whether they can adjust teaching strategies and methods promptly to meet students' learning and growth needs.	Reasonable use of teaching methods and strategies	5
Assess whether lecturers can reasonably design teaching content related to visual communication design, including curriculum design, teaching outline, teaching plan, etc., to ensure the completeness and adaptability of the content.	Development of professional course teaching syllabus	2
The ability to express course knowledge, provide personalized teaching guidance, provide professional learning strategy suggestions, and select auxiliary tutorials.	Selection of teaching aids materials	2
Assess whether lecturers can reasonably design teaching content related to visual communication design, including curriculum design, teaching outline, teaching plan, etc., to ensure the completeness and adaptability of the content.	Course Development Contact	1

Table 4.31 Open Coding Results Table (Cont.)

Assess whether lecturers value student feedback and evaluation and whether they can adjust teaching strategies and methods promptly to meet students' learning and growth needs.	Effective teaching feedback provision	2
Another thing is that our disciplinary and professional development is also good now. It is also benchmarking against some of the country's strategies, critical areas, and industries for growth. This should also be a key focus for us as lecturers, which is the combination of our profession and industry. The integration of our teaching and industry is also critical.	Teaching based on training objectives	2
Assess whether lecturers can effectively organize classroom teaching activities, manage student learning order, and create a positive learning atmosphere.	Encourage active classroom communication	1
Lecturers can systematically examine their teaching practices, identify existing problems and shortcomings, and adjust and improve teaching methods and strategies promptly to enhance the quality of teaching and effectiveness.	Having self-awareness ability	2
Teaching competencies is a process of accumulation and output. Only when his knowledge reserve is sufficient can he be able to output? In addition, his professional technical ability is also essential. He must be proficient in operating various commonly used visual communication design software to demonstrate the operation process to students better.	Proficient in using design professional software	3

Table 4.31 Open Coding Results Table (Cont.)

Evaluate whether lecturers have adopted diverse and flexible teaching methods and strategies, effectively stimulated students' learning interest and enthusiasm and promoting the digestion and absorption of knowledge.	Development of student abilities and learning attitudes	2
Doing this indicator well will be a challenge for lecturers in the future. Our lecturers will become better and better under the requirements of the indicator. This will affect not only lecturers but also students. The requirements for lecturers are more specific, and students will also be paid more attention. It is also a challenge for students. lecturers give students moderate challenges and promote their continuous progress.	Provide students with moderate support and challenges	2
Students' primary teaching and problem-solving abilities are necessary, including improving primary education, accumulating personal knowledge, personal disposition, and effective communication with students. Then, it is essential to be able to judge the market outside of school to guide students to better engage in learning and practices.	Guide students to think through dialogue	1
Of course, as lecturers, our ability to express ourselves is essential. Being able to tell the knowledge we have mastered so that students can understand and absorb it is a necessary ability for lecturers.	Clear communication of course knowledge	6

Table 4.31 Open Coding Results Table (Cont.)

The lecturer's professional ethics and style, psychological qualities, as well as whether they have patience and inclusiveness to accept students' shortcomings and mistakes, patiently explain to students clearly, answer questions and clarify doubts, can encourage students to actively learn.	Students answer questions quickly and accurately	4
Assess whether lecturers can effectively organize classroom teaching activities, manage student learning order, and create a positive learning atmosphere.	Creating a good classroom atmosphere and maintaining teaching order and environment	2
The research ability of a lecturers can also affect their teaching competencies. Through scientific research and practice, gain experience and share it with students. The audience is college students, who can feel the strength of this lecturer's teaching competencies.	Integrating scientific research achievements into teaching	6
Lastly, it is his professional ability, as I believe it can be gradually improved, including forming a good learning relationship between lecturers and students. An important indicator that cannot be ignored is lecturer's ethics and style, which are highly valued by the country.	Good lecturers-student interaction	4

Table 4.31 Open Coding Results Table (Cont.)

Our teaching and students' learning abilities are used to build the evaluation indicators for visual communication lecturers in our college. To evaluate a lecturer's teaching competencies, we should consider their knowledge reserves, disposition traits, professional ethics, communication methods with students, as well as their professional skills, literacy, research abilities, teaching styles, and other aspects from a comprehensive perspective.	Showcasing good professional competence, teaching skills, and knowledge	3
Disposition is closely tied to our current system because, in China, we emphasize professional ethics and conduct and maintain appropriate professional relationships. This is very good, and I have no objections. It is perfect.	Ensuring appropriate professional relationships in lecturers-student interactions	4
He has these abilities, and he needs to systematically organize and organize this practical ability, so that he can pass on his experience to the students.	Sharing personal experiences, viewpoints, emotions, or ideas to promote student growth	6

Table 4.31 Open Coding Results Table (Cont.)

Disposition can also be refined. You can reduce the number of disposition-related items and provide them with a summary and integration. Additionally, innovation in teaching and the classroom can be categorized into skills, with a slight emphasis on professional abilities.	Classroom flexibility and innovation	3
The second and most important thing is his overall state of mind, his mental state. It is still necessary to have a positive state of life and teaching. It requires good psychological regulation to better adapt to the high degree of variability in our teaching of visual communication design.	Have a positive attitude towards teaching activities and student learning	4
The lecturer's professional ethics and style, psychological qualities, patience, and inclusiveness to accept students' shortcomings and mistakes, patiently explaining to students clearly, answering questions, and clarifying doubts can encourage students to learn actively.	Enthusiastically facing inquiries from others and actively asking them	3
Thinking is active and cheerful; action is quick; course knowledge is conveyed clearly; the ability to do things well and solidly; whether one is humble and friendly; whether there are biases, stereotypes, and discriminatory ideas, etc., are all indicators that can be used to evaluate visual communication, design lecturers.	Maintain a humble, humble, and respectful attitude	2

Table 4.31 Open Coding Results Table (Cont.)

We cannot overly demand that every lecturer be perfect. With a humorous style like yours, some lecturers may not be humorous and their teaching competencies is not a problem, but their teaching effectiveness is very good.	Having a humorous and relaxed teaching style	4
Respect students' religious beliefs and values, care about their learning status, be able to create formative and summative assessment forms for students, record their shortcomings and problems, reject personal biases, stereotypes, and discriminatory views, and treat every student equally and fairly.	Identify and understand personal biases, stereotypes, and discriminatory beliefs	2
From this perspective, our lecturers are doing very well, supporting students in promoting their own ethnic and cultural characteristics, encouraging students, and believing that our lecturers in Yunnan are doing very well in terms of students.	Believing in students' learning potential and abilities	5
Many factors can affect the above issues. The lecturer's educational background, teaching experience, practical cases, disposition and style, behavior and conduct, and professional ethics and style will all affect his teaching competencies. Whether the old lecturers have tolerance, is proactive, has an optimistic attitude, is good at communicating and communicating with students, is willing to listen to students' problems, and helps students solve problems will all affect his teaching competencies.	Positive lecturers-student interaction and educational attitude	4

Table 4.31 Open Coding Results Table (Cont.)

The changes in the entire market, including the younger and older generations, are apparent. Therefore, copywriting skills may also be necessary. However, apart from professionalism, psychological qualities are also crucial. Because many new math communication lecturers nowadays are very young, especially those born in the 1990s. This wave of young lecturers, if their emotions are unstable, will also have a lot of impact on their students, affecting their teaching.	Maintaining a stable emotional state towards educational challenges and student needs	2
The lecturer's professional ethics, psychological qualities, and whether they have patience and inclusiveness to accept students' shortcomings and mistakes, patiently explain to students clearly, answer their questions, and clarify their doubts can encourage students to learn actively.	Maintain a tolerant and patient attitude towards students	4

Using NVivo 12.0, interview data underwent meticulous word-by-word coding and labeling to derive initial concepts and identify conceptual categories from the original data. Open coding yielded 46 initial categories with 192 nodes. The top ten categories included clear communication of course knowledge, integrating scientific research into teaching, sharing personal experiences to foster student growth, personalized student guidance, providing learning strategies, effective knowledge transfer, understanding subject expertise, adherence to professional ethics, updating knowledge systems, and possessing professional subject abilities.

4.2.2 Axial Coding

Open coding of the text line by line and sentence by sentence allows for the confirmation and development of concepts, their characteristics, and dimensions. The step is to name similar events and situations and classify them to form categories, resulting in a list of coding codes and categories. In the open coding process of this study, a total of 46 initial categories were generated, totaling 192 nodes. Based on this, four main categories were obtained using axial coding: knowledge, skills, behavior, and disposition, as shown in Table 4.32.

Table 4.32 Axial Encoding Results Table

Main Category	Corresponding Category	The Connotation of Categories
Knowledge	Mastering subject specific knowledge and professional abilities	Understand the history of visual communication design, Chinese and foreign design history, graphic composition, three-dimensional composition, constructivism, humanism, behaviorism, cognitivism, etc., and possess disciplinary and professional abilities, such as practical teaching and operation abilities.
Main Category	Corresponding Category	The Connotation of Categories
	Mastering and applying educational methods and strategies	Mastering and applying the most effective and beneficial educational methods and strategies in undergraduate education.
	Familiar with the relevant guidelines of lecturers professional ethics and ethics	Familiarize oneself with the rules, principles, and guidelines related to lecturers professional ethics and educational teaching ethics, namely the "Ten Guidelines for Professional Behavior of College lecturers in the New Era".

Table 4.32 Axial Encoding Results Table (Cont.)

	Able to acquire and effectively impart relevant knowledge to students	The relevant knowledge and information obtained through in-depth research on the subject, field, or theme of visual communication design can be effectively imparted to students.
	Update of lecturers Knowledge System	Being able to keep up with the times and update one's own knowledge system.
Skill	Course structure distribution arrangement	Reasonably arrange the course structure distribution based on the actual class situation
	Student relationship maintenance	Being able to remember the names of students and develop relationships with them
	Grasping the rhythm of the teaching process	Being able to grasp the pace of the classroom and allocate teaching process time reasonably
	Complete the Student Formative Assessment Form	lecturers are able to conscientiously and responsibly complete the student formative assessment form
	Complete the student summary assessment form	lecturers are able to conscientiously and responsibly complete the student summary assessment form
	Communication and discussion between lecturers and students	Able to engage in open, honest, and supportive communication with students to discuss various difficulties, challenges, or issues that students may face

Table 4.32 Axial Encoding Results Table (Cont.)

	Personalized student teaching guidance	Develop personalized plans based on students' performance issues in specific courses or fields to help them improve their relevant professional skills or knowledge levels
	Professional learning strategy recommendations provided	Provide students with learning strategies or suggestions to make it easier for them to adapt to their majors
	Respect students' personal beliefs and values	Respecting students' religious beliefs and values, and providing them with an equal and harmonious classroom atmosphere
	Reasonable use of teaching methods and strategies	Adopting effective methods and strategies to stimulate students' curiosity and interest in learning, while cultivating their critical thinking abilities
	Development of professional course teaching syllabus	Be able to develop a curriculum outline for this major based on the talent development plan.
	Selection of teaching aids materials	Select suitable auxiliary reading materials based on the development needs of students' professional courses
	Course Development Contact	When developing courses, the ability to link course outcomes, reading materials, teaching methods, and learning assessments
	Effective teaching feedback provision	Design assignments with accuracy, reliability, and fairness to provide students with feedback on their academic abilities

Table 4.32 Axial Encoding Results Table (Cont.)

	Teaching based on training objectives	Teaching based on undergraduate professional talent training objectives
	Encourage active classroom communication	lecturers encourage active classroom communication and create a lively classroom atmosphere
	Having self-awareness ability	lecturers can discover their strengths, weaknesses, and growth opportunities
	Proficient in using design professional software	Proficient in operating Photoshop, Illustrator, InDesign, CorelDRAW, 3D Max, etc
	Proficient in using teaching tools	Can use Blackboard, Curtain Projector, DSL, Canvas, etc
Behavior	Development of student abilities and learning attitudes	Cultivate students' ability for self-directed learning and a positive attitude towards learning
	Provide students with moderate support and challenges	Provide students with moderate support and challenges to promote their learning and growth
	Guide students to think through dialogue	Guide students to engage in deep, meaningful, and inspiring dialogue and thinking
	Clear communication of course knowledge	Communicate and interpret the concepts, knowledge, and information in the course to students in a clear, easily understandable, and directly related way to the course content

Table 4.32 Axial Encoding Results Table (Cont.)

Students answer questions quickly and accurately	Being able to respond quickly when students ask questions, providing accurate, detailed, and beneficial answers, helping students understand the course content and solve doubts
Creating a Good Classroom Atmosphere	Create a classroom atmosphere that is orderly, supportive, and encourages learning, making students more willing to participate and immerse themselves in the course content
Teaching Order and Environmental Maintenance	Take measures to ensure that students comply with the policies, rules, and expectations set by the school or class, actively maintain school order, promote learning, and create a positive academic and social environment
Integrating scientific research achievements into teaching	Integrating personal and expert research achievements into teaching cases for teaching purposes
Good lecturers-student interaction	Maintain a friendly, equal, and respectful attitude towards interacting with students in daily life or outside of campus.
Showcasing good professional competence, teaching skills, and knowledge	The professional competence, teaching skills, and knowledge demonstrated in their educational work, timely attending classes, being ready to ask students questions at any time, and providing timely feedback on student assignments

Table 4.32 Axial Encoding Results Table (Cont.)

Disposition	Ensuring appropriate professional relationships in lecturers-student interactions	lecturers need to ensure an appropriate and professional relationship in their interaction with students
	Sharing personal experiences, viewpoints, emotions, or ideas to promote student growth	lecturers share personal experiences, perspectives, emotions, or ideas in a conscious and purposeful manner in appropriate contexts to promote student learning and development
	Classroom flexibility and innovation	lecturers should innovate in the classroom and not blindly copy textbook content. Actively support and advocate for necessary changes and improvements in educational curricula
	Have a positive attitude towards teaching activities and student learning	Show enthusiasm, concern, and positive attitude towards teaching activities and student learning in the educational process
	Enthusiastically facing inquiries from others and actively asking them	lecturers are able to face inquiries from others with enthusiasm and actively inquire about them
	Maintain a humble, humble, and respectful attitude	Maintain a humble, humble, and respectful attitude, not overly emphasizing one's own status or authority, but being willing to listen to students' opinions, receive feedback, and continue to learn and grow

Table 4.32 Axial Encoding Results Table (Cont.)

	Having a humorous and relaxed teaching style	Having a humorous and relaxed style, able to use humor, jokes, or interesting stories in the classroom to attract students' attention, increase learning pleasure, and relieve tension
	Identify and understand personal biases, stereotypes, and discriminatory beliefs	Ability to identify and understand potential biases, stereotypes, or discriminatory beliefs, and understand how these biases affect teaching and interaction with students
	Believing in students' learning potential and abilities	Believing that every student has the potential and ability to learn, regardless of their background, characteristics, or previous academic performance
	Positive lecturers-student interaction and educational attitude	Show a genuine, honest, and transparent attitude in interacting with students and the educational process
	Maintaining a stable emotional state towards educational challenges and student needs	Being able to maintain a calm, peaceful, and emotionally stable state when facing various educational challenges and student needs
	Maintain a tolerant and patient attitude towards students	Maintain a tolerant and patient attitude towards students, and be able to accept their shortcomings and mistakes

The four main categories of the ability of visual communication lecturers in universities are obtained through grounded theory coding.

1) Knowledge primarily encompasses understanding various subject types, applying educational methods, adhering to professional ethics, effectively imparting knowledge, updating knowledge systems, and possessing professional abilities. Notably, understanding subject types had a frequency of 9 mentions, updating knowledge systems had 13 mentions, and possessing professional abilities had 14 mentions. This highlights the importance of lecturers maintaining and expanding their professional knowledge consistently across a broad spectrum.

2) Skills mainly consist of course structure distribution arrangement, student relationship maintenance, rhythm control of teaching process, completion of student formative assessment forms, lecturers-student communication and discussion, personalized teaching guidance for students, provision of professional learning strategy suggestions, teaching in combination with training objectives, encouraging active classroom communication, possessing self-awareness ability, proficiently using design professional software, and proficiently using teaching tools. The most frequent occurrence among them is communication and discussion between lecturers and students, with a frequency of 6. The reasonable use of teaching strategies and methods, with a frequency of 5, indicates that communication and teaching strategies are the two most essential points lecturers must possess. lecturers need to master the ability to communicate with students and develop appropriate learning strategies for students.

3) Behavior is mainly developed by cultivating students' abilities and learning attitudes, providing them with moderate support and challenges, guiding them to engage in dialogue and thinking, conveying explicit course knowledge, answering questions quickly and accurately, creating a good classroom atmosphere, maintaining teaching order and environment, integrating scientific research results into teaching, and demonstrating good professional competence, teaching skills, and knowledge. Among them, the most frequent is clear communication of course knowledge, with a frequency of 6. Integrating scientific research knowledge into teaching also has a

frequency of 6, indicating the importance of expression and knowledge integration ability in teaching. lecturers need to vividly and vividly express their professional knowledge, and more importantly, they need to master the way knowledge is represented.

4) Disposition in lecturers-student interactions mainly ensure. Personal experiences, viewpoints, emotions, or ideas are shared to promote student growth. The classroom is flexible and innovative, with a positive attitude towards teaching activities and student learning. It has a humorous and relaxed teaching style, identifies and understands personal biases, stereotypes, and discriminatory views, believes in student learning potential and abilities, maintains a positive attitude towards lecturers-student interaction and education, maintains a stable emotional state towards educational challenges and student needs, and maintain a tolerant and patient attitude towards students. The top three most frequently shared experiences, viewpoints, emotions, or ideas promote student growth, with a frequency of 6. They believe in students' learning potential and abilities, with a frequency of 5. Possessing a positive attitude towards teaching activities and student learning, as well as maintaining a tolerant and patient attitude towards students, with a frequency of 4. This indicates that the lecturer's encouragement, support, tolerance, and attention to students are the abilities required by their disposition.

4.3 THE ANALYSIS OF THE FOCUS GROUP DISCUSSION

The researcher created a teaching competency evaluation index system for visual communication design lecturers in Yunnan universities, organized a focus group of five experts, and invited them to discuss the index system (Cohen et al., 2017; Punch, 2009). After organizing the experts to present their perspectives and conduct discussions, opinions, suggestions, and insights, the modification suggestions for the indicators were made, and the guidelines for evaluating the teaching

competency of visual communication design lecturers in Yunnan universities were determined.

Table 4.33 shows the experts' perspectives on the construction of the evaluation index system for the teaching ability of lecturers in the visual communication design major. Table 4.34 shows their discussion and suggestions on the evaluation system.

Table 4.33 Expert Perspective on the Construction of the Evaluation Index System for Teaching Competence of Visual Communication Design Lecturers

	A perspective on the construction of a teaching competency evaluation index system for visual communication design lecturers
Expert 1	Academic background: The lecturer should have a solid educational background and master the theoretical and practical knowledge of visual communication design. Technical skills: Proficient in design software and tools, such as Adobe Creative Suite. Industry dynamics: Understand and keep up with the latest design trends and technological developments to ensure teaching content's cutting-edge and practical nature. Innovation ability: Be able to guide students in conducting creative thinking training and stimulate students' design innovation ability. Practical experience: The lecturer should have prosperous industry practical experience and be able to integrate actual project cases into teaching to improve students' practical ability. Project management: Have the ability to guide students to complete design projects, from project planning, and execution to summary and evaluation. Autonomous learning: Cultivate students' autonomous learning ability and stimulate their learning interest and intrinsic motivation.

Table 4.33 Expert Perspective on the Construction of the Evaluation Index System for Teaching Competence of Visual Communication Design Lecturers (Cont.)

	Learning methods: Teach effective learning methods and strategies to help students master autonomous learning skills. Lifelong learning: Guide students in establishing the concept of lifelong learning and continuously improving their professional level and comprehensive quality. Multi-evaluation: Use diversified Teaching competency evaluation methods, including classroom performance, project results, academic papers, etc., to comprehensively evaluate students' learning effects. Self-evaluation: Encourage students to conduct self-evaluation and reflection, help them recognize their strengths and weaknesses, and develop improvement plans. Peer evaluation: Introduce a peer evaluation mechanism to promote learning exchanges and expected progress among students through mutual evaluation among classmates. Interactive teaching: Lecturers should adopt interactive teaching methods to increase communication and interaction between lecturers and students and improve classroom participation. Discussion and feedback: Encourage students to actively participate in class discussions and provide timely feedback to help them understand and digest what they have learned. Group activities: Organize group activities and cooperative projects to promote student cooperation and communication and improve learning outcomes.
Expert 2	Interdisciplinary knowledge: Be able to organically integrate design with knowledge of other disciplines (such as culture, sociology, psychology, etc.) to broaden students' design vision. Cultural literacy: Have profound cultural literacy, be able to guide

Table 4.33 Expert Perspective on the Construction of the Evaluation Index System for Teaching Competence of Visual Communication Design Lecturers (Cont.)

	students to integrate cultural elements into design, and enhance the connotation of design works. Global vision: Have an international perspective and be able to help students understand global design trends and practices from different cultural backgrounds. Teaching methods: Be able to adopt diversified and interactive teaching methods to improve classroom participation and learning effects. Communication skills: Have good communication and expression skills, convey knowledge clearly, and communicate with students effectively. Feedback mechanism: Be able to evaluate students' work promptly and effectively, provide constructive feedback, and promote students' progress. Works display: Regularly organize student works display, provide a platform for students to display their design results, and enhance students' sense of accomplishment and self-confidence. Promotion channels: The school's official website, social media, design competitions, and other channels can be used to promote student work and enhance students' professional competitiveness. Industry connections: Establish connections with the design industry, invite industry experts to review student works, and provide students with internship and employment opportunities. Digital skills: Lecturers should have strong digital skills, be proficient in using various design software and tools, and teach students to master these skills. Information literacy: Cultivate students' information literacy, help them effectively obtain, evaluate, and use information, and improve design
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Table 4.33 Expert Perspective on the Construction of the Evaluation Index System for Teaching Competence of Visual Communication Design Lecturers (Cont.)

	efficiency and effectiveness. Data analysis: Guide students to master basic data analysis skills, use data to drive design decisions, and improve the scientific and rationality of design.
Expert 3	Professional ethics: Lecturers should have high professional ethics, rigorous scholarship, respect students, and maintain academic integrity. Sense of responsibility: Have a strong sense of responsibility for teaching and student growth, and be committed to the all-round development of students. Teamwork: Be able to work closely with other lecturers, industry experts, and off-campus resources to improve the quality of teaching and students' learning experience jointly. Self-improvement: Lecturers should have a continuous learning attitude and constantly update and expand their professional knowledge and skills to adapt to the rapidly developing design industry. Professional development: Participate in professional training, seminars, and conferences, maintain academic and industry activity, and obtain the latest information and technology. Research ability: Have the ability to conduct academic research and practical research, and be able to apply research results to teaching, and improve the scholarly depth and practical application value of teaching content. Scientific evaluation: Establish a scientific and objective teaching effect evaluation system covering students' learning outcomes, classroom participation, creativity, and technical level. Multi-faceted feedback: Lecturers should be good at using various feedback methods, including individual guidance, classroom discussion,

Table 4.33 Expert Perspective on the Construction of the Evaluation Index System for Teaching Competence of Visual Communication Design Lecturers (Cont.)

	project review, etc., to help students improve comprehensively. Evaluation tools: Use modern technical means, such as online evaluation platforms, learning analysis tools, etc., to track and evaluate students' learning progress in real-time. International exchange: Conduct international exchange and cooperation projects to provide students with global learning and practice opportunities. Cultural understanding: Help students understand and respect design concepts and practice methods in different cultural backgrounds, cultivate global vision, and develop cross-cultural communication skills. Cooperation projects: Establish cooperative relations with international design institutions and colleges, organize international design competitions, workshops, and exhibitions, and provide students with a diverse learning platform.
Expert 4	Teaching objectives: Lecturers should set clear teaching objectives to ensure each class and each project has clear learning objectives and expected outcomes. Course design: Be able to design courses scientifically and design reasonable course content and structure based on teaching objectives, student needs, and industry development. Evaluation criteria: Establish clear criteria and indicators to ensure students' learning outcomes can be evaluated objectively and fairly. Personalized guidance: Lecturers should provide personalized learning guidance and support based on the characteristics and needs of each student to help students realize their unique potential. Diversified resources: Provide rich learning resources and practical opportunities to meet different students' learning needs and interests.

Table 4.33 Expert Perspective on the Construction of the Evaluation Index System for Teaching Competence of Visual Communication Design Lecturers (Cont.)

	Psychological support: Pay attention to students' mental health, provide appropriate psychological counseling and support, and help students overcome difficulties in learning and life. Resource development: Lecturers should be able to develop and utilize a variety of teaching resources, including textbooks, case libraries, digital resources, etc., to enrich teaching content. Technology application: Use modern educational technologies, such as virtual reality (VR), augmented reality (AR), online teaching platforms, etc., to improve teaching effectiveness and students' learning experience. Resource integration: Ability to integrate resources inside and outside the school, including industry resources, expert resources, and international resources, to provide students with diverse learning and practice opportunities. Research ability: Lecturers should have solid academic research ability, be able to conduct theoretical and practical research, and apply research results to teaching. Teaching combination: Introduce the latest research results, theoretical frontiers, and practical cases into the classroom to enhance teaching content's academic depth and practical application value. Scientific research projects: Encourage and guide students to participate in scientific research projects and cultivate students' scientific thinking and innovation ability through practical research. Mental health: Pay attention to students' mental health, provide necessary psychological counseling, and help students cope with the pressure and challenges in learning and life. Emotional education: Attach importance to emotional education and help students establish good interpersonal relationships and positive
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Table 4.33 Expert Perspective on the Construction of the Evaluation Index System for Teaching Competence of Visual Communication Design Lecturers (Cont.)

	emotional experiences. Support system: Establish a complete student support system, including psychological counseling, learning guidance, and life help, to fully support students' development.
Expert 5	Social awareness: Lecturers should guide students to pay attention to social issues, solve practical problems through design, and enhance students' sense of social responsibility. Public welfare projects: Encourage and guide students to participate in public welfare design projects and use design to positively impact society. Sustainable design: Emphasize sustainable design in teaching and cultivate students' sense of responsibility for the environment and society. Global vision: Lecturers should have a global vision and be able to introduce and analyze design trends and cases worldwide. Cultural diversity: Pay attention to the influence of multiculturalism and encourage students to understand and respect design styles and concepts under different cultural backgrounds. International cooperation: Promote and participate in international cooperation projects, provide students with global learning and exchange opportunities, and broaden their horizons. Classroom management: Lecturers should have practical classroom management skills, maintain classroom discipline, and stimulate students' interest and enthusiasm in learning. Teaching organization: Reasonably arrange teaching content and progress to ensure each class has a clear theme and goal. Interactive teaching: Be good at organizing and guiding classroom

Table 4.33 Expert Perspective on the Construction of the Evaluation Index System
for Teaching Competence of Visual Communication Design Lecturers
(Cont.)

	discussions, teamwork, and interactive activities to enhance students' sense of participation and learning effects. Technical ability: Lecturers should have a solid technical foundation and be proficient in software and tools related to visual communication design. Artistic literacy: Students who possess profound artistic accomplishment can be guided to incorporate artistic elements into their designs and enhance the beauty and artistic value of their works. Balanced development: Focus on the balanced development of technology and art and cultivate students with both strong technical capabilities and unique artistic perspectives and creativity Professional ethics: Lecturers should have high professional ethics, teach students to abide by industry ethics standards in design, and safeguard intellectual property rights. Social responsibility: Guide students to consider the impact of design on society and the environment and encourage them to reflect social responsibility in their designs. Ethical education: Integrate ethical and moral education into the curriculum to help students establish correct values and professional ethics.
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Table 4.34 Focus Group Discussion Suggestion Table

item	Focus group discussion content	Content extraction
1	Understanding the world of communication designers, Chinese and foreign designers, graphic composition, three-dimensional composition, and later on, the knowledge of humanism, behaviorism, and politicism is not a single knowledge system and should be discussed separately.	The indicator has been changed to master the basic knowledge of the discipline, understand relevant historical knowledge, and assist in the appropriate knowledge of the discipline.
2	Integrating similar items and making specific adjustments to some details may generate only a few other emotions and overthink human nature when the lecturers does this questionnaire. For example, expressing understanding, care, and sympathy for students' feelings and needs is inappropriate in disposition indicators. This belongs to personal emotional issues and is not related to teaching competencies.	Integrate similarity items and remove the item expressing understanding, care, and sympathy towards students' emotions and needs from disposition indicators.
3	Reducing and merging, according to the existing system, is still a routine process. Most schools worldwide conduct evaluations in various ways, with lecturers and students in a fatigued state, with no more than ten secondary indicators.	Delete and merge indicators. Four primary indicators, with no more than 10 secondary indicators each.

Table 4.34 Focus Group Discussion Suggestion Table (Cont.)

4	Reflecting the regional characteristics of Yunnan, Yunnan is a region with numerous ethnic minorities. Of course, our lecturers are also influenced by some ethnic characteristics, and their teaching styles and characteristics will differ. Their practical experience will also be related to ethnic traits, and their teaching will also influence students. lecturers in ethnic minority areas are enthusiastic, simple, and very popular among students.	Integrating regional characteristics as indicators to reflect the influence of regional culture.
5	Divide it into objective and subjective dimensions, such as the lecturer's educational background and how they grew up. Has the major studied throughout the learning process been visual communication design, from undergraduate to master's and doctoral degrees, or has it been interdisciplinary from other disciplines? These objective data analyses should be more detailed.	Precisely refine the disciplinary background investigation and add an item to check if the significant studied is consistent.
6	Too many rules and regulations can put too much pressure on lecturers. It should be simple and intuitive and not overly demand that every lecturer be perfect. For example, with this humorous style, some lecturers may not be funny, and their teaching competencies is fine. However, their teaching effectiveness is excellent, and there is no need to limit lecturers too strictly. lecturers also need space.	Integrate content similarities, delete and merge indicators, delete the established humorous teaching style, and respect the teaching style of each lecturers.

4.4 CONCLUSION

Firstly, the researchers analyzed a survey of visual communication design lecturers from 23 universities in Yunnan Province using the "Visual Communication Design Lecturer Teaching Competence Evaluation Index Questionnaire." This provided insights into the importance of teaching competence among these lecturers across various demographic variables. It also gathered perspectives on the evaluation indicators from visual communication design lecturers in Yunnan universities.

Secondly, semi-structured interviews were conducted with administrators from nine universities to understand their perspectives on the teaching competence evaluation index system for visual communication design lecturers in Yunnan universities.

Finally, through focus group discussions, specific modification suggestions were gathered. These discussions clarified the specific indicators for evaluating the teaching competence of visual communication design lecturers in universities across Yunnan Province.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATION

This study aims to achieve three objectives. Firstly, it seeks to assess the significance of teaching competence among visual communication design lecturers in Yunnan universities across various demographic variables. Secondly, it aims to gather the perspectives of visual communication design lecturers in Yunnan universities regarding the evaluation indicators of teaching competence. Lastly, the study aims to identify specific indicators for evaluating the teaching competence of visual communication design lecturers in Yunnan universities.

5.1 CONCLUSION

This study utilized random sampling to select 52 undergraduate visual communication design lecturers from 345 lecturers across 23 universities in Yunnan. A designated questionnaire survey was conducted following a pre-test involving 30 lecturers. The scales and interview questions passed reliability checks and the Index of Concurrence (IOC). Quantitative data were collected from completed questionnaires, while qualitative data stemmed from interview surveys, all of which were analyzed using SPSS and NVivo software.

Initially, SPSS software was employed to analyze demographic data through descriptive statistical analysis, providing fundamental statistical values. Additionally, chi-square tests were used to compare categorical variables between intervention and control groups at baseline. These tests indicated no significant differences in gender, ethnicity, age, professional title, teaching experience, highest education level, and subject taught.

For the questionnaire data analysis, the process included:

- 1) Conducting frequency analysis of personal characteristics in the first part of the questionnaire.
- 2) Performing reliability analysis of knowledge, skills, behavior, and disposition in the second part.
- 3) Conducting descriptive analysis of knowledge, skills, behavior, and disposition, including average values across these dimensions.
- 4) Analyzing differences in personal characteristics and average values of knowledge, skills, behavior, and disposition.
- 5) Assessing reliability and validity of knowledge, skills, behavior, and disposition.
- 6) Conducting descriptive analysis of knowledge, skills, behavior, and disposition in the third part of the questionnaire, along with average values.
- 7) Further analyzing differences between personal characteristics and average values of knowledge, skills, behavior, and disposition.

The rigorous data analysis aimed to address research questions and ensure the accuracy of the study's findings, particularly addressing Research Questions 1 and 2.

The following are the data analysis results for Research Question 1.

Research Question 1: Does the teaching competencies of visual communication design lecturers in Yunnan universities vary significantly due to different demographic variables?

- 1) Gender: Significant differences were found between men and women in skills ($P < 0.05$), behavior ($P < 0.05$), and disposition ($P < 0.05$). Men scored significantly higher in these areas compared to women. However, there was no significant difference in knowledge ($P = 0.097 > 0.05$) between genders.

2) Ethnicity: There were no significant differences in knowledge, skills, and behaviors between Han people and ethnic minorities ($P>0.05$). Han people generally scored higher in knowledge and skills, but these differences were not significant. Ethnic minorities scored higher in disposition ($P=0.047<0.05$) compared to Han people.

3) Age: There were significant differences in knowledge, skills, and behavior across different age groups ($P<0.05$). Younger lecturers (under 30 years old) showed higher significance in knowledge compared to those aged 46-60 years. Similarly, younger lecturers displayed higher skills and behavior significance than older counterparts. Generally, knowledge, skills, and behavior decreased with age.

4) Professional Titles: Significant differences were observed in knowledge and skills between different professional titles ($P<0.05$). Higher professional titles correlated with higher scores in knowledge and skills. Teaching assistants and lecturers scored significantly lower than associate professors and professors in both knowledge and skills.

5) Teaching Experience: Significant differences were found in knowledge and skills among different teaching experience groups ($P<0.05$). More experienced lecturers (over 10 years) scored higher in knowledge and skills compared to those with less experience (under 5 years). Skills were also significantly higher in lecturers with over 15 years of experience compared to those with less than 5 years.

6) Educational Background: There were no significant differences in disposition among different educational backgrounds ($P>0.05$). However, significant differences were observed in knowledge, skills, and behavior based on academic qualifications ($P<0.05$). Higher academic qualifications were associated with higher scores in these areas, with doctoral students scoring significantly higher than master's and bachelor's degree holders.

7) Teaching Subjects: There were no significant differences in knowledge and disposition among different teaching subjects ($P>0.05$). However, significant differences were found in skills and behaviors ($P<0.05$). Lecturers teaching visual communication design subjects showed higher skills and behaviors compared to those teaching other subjects or a combination of visual communication design with other subjects.

These findings provide insights into the varied teaching competencies among visual communication design lecturers in Yunnan universities across different demographic variables.

The following are the data analysis results for Research Question 2.

Research Question 2: What evaluation indicators do visual communication design lecturers in Yunnan universities think can reflect their teaching competencies?

1) Descriptive Statistical Analysis:

Knowledge Items: The average score ranges from 4.25 to 4.62 with standard deviations between 0.565 and 0.864. The skewness and kurtosis values are less than 5, indicating normal distribution.

Skill Items: The average score ranges from 3.96 to 4.48 with standard deviations between 0.539 and 0.928. Skill 19 received the lowest score at 3.96, indicating it is perceived as less important.

Behavioral Items: The average score ranges from 4.38 to 4.62 with standard deviations between 0.530 and 0.667. Skewness and kurtosis values are within acceptable limits for normal distribution.

Disposition Items: The average score ranges from 4.37 to 4.58 with standard deviations between 0.537 and 0.658. Skewness and kurtosis values are also within acceptable limits.

2) Reliability Analysis:

Variables: Knowledge ($\alpha = 0.823$), Skills ($\alpha = 0.941$), Behavior ($\alpha = 0.921$), and Disposition ($\alpha = 0.945$). All reliability coefficients exceed 0.7, indicating good internal consistency.

Overall Scale: The α coefficient for the overall scale is 0.971, exceeding the standard threshold of 0.8, indicating excellent overall consistency in the Teaching Competency Evaluation Indicators.

3) Validity Analysis:

KMO Measure: Values range from 0.710 to 0.872 for all variables, indicating good sample adequacy.

Bartlett's Test: The test of sphericity was passed, confirming that correlations between variables are sufficiently strong for factor analysis.

Conclusion: The validity of each variable in the Teaching Competency Evaluation Index is considered good based on these measures.

These findings suggest that the questionnaire data on the Teaching Competency Evaluation Indicators for visual communication design lecturers in Yunnan universities are reliable and valid for further analysis and interpretation. The high reliability and validity coefficients ensure confidence in the consistency and suitability of the data for drawing conclusions and making recommendations based on the study's objectives.

The following are the data analysis results for Research Question 3.

Research Question 3: What specific indicators should be included in the evaluation index system of teaching competencies of visual communication design lecturers in Yunnan universities?

Through interviews with visual communication design professional administrators at 7 universities, the information obtained was coded and extracted through thematic analysis, and it was concluded that lecturers in this evaluation index system should follow the following guidelines: 1. Understand various subject knowledge; 2. Master and apply educational methods and strategies; 3. Be familiar with relevant standards of lecturers' professional ethics; 4. Be able to acquire and effectively impart relevant knowledge to students; 5. Update lecturers' knowledge system; 6. Have subject professional abilities; 7. Arrange curriculum structure and distribution; 8. maintain student relationships; 9. Grasp the rhythm of the teaching process; 10. Complete student formative assessment forms; 11. Student summative assessment forms; 12. Communication and discussion between lecturers and students; 13. Personalized student teaching guidance; 14. Provide professional learning strategy suggestions; 15. Respect students' personal beliefs and values; 16. Use reasonable teaching methods and strategies; 17. Formulate professional course syllabus; 18. Selection of teaching aids; 19. Curriculum development links; 20. Provide effective teaching feedback; 21. Teach according to the training objectives; 22. Encourage active and active classroom communication; 23. Have the ability of self-awareness; 24. Proficient in using professional design software; 25. Proficient in using teaching tools; 26. Cultivate students' skills and learning attitudes; 27. Provide students with Moderate support and challenge; 28. Guide students to dialogue and thinking; 29. Clear communication of course knowledge; 30. Answer students' questions quickly and accurately; 31. Create a good classroom atmosphere, maintain teaching order and environment; 32. Integrate scientific research results into teaching; 33. lecturers Good interaction between students and students; 34. Demonstrate exemplary professionalism, teaching skills, and knowledge; 35. Ensure appropriate professional relationships in lecturers-student interactions; 36. Share personal experiences, opinions, emotions, or ideas to promote student growth; 37. Flexibility and innovation in the classroom; 38. Have a positive attitude towards teaching activities and student learning; 39. Be enthusiastic about inquiries from others and actively ask others; 40. Maintain a humble, open-minded, and respectful attitude; 41. Have a humorous and relaxed teaching style; 42. Recognize understanding of Personal biases, stereotypes, and discriminatory concepts; 43. Believe in students' learning potential and abilities;

44. Have a correct attitude towards lecturers-student interaction and education; 45. Maintain a stable emotional state towards educational challenges and student needs; 46. Be tolerant and patient with students' manners.

Based on the results of demographic variable frequency analysis, descriptive statistical analysis, One-Way ANOVA analysis of variance, thematic analysis, etc., the conclusion can be described as follows.

This study explores the significance of the teaching competence of visual communication design lecturers in Yunnan universities in different demographic variables. The data analysis results show that gender has no significant difference in the knowledge of visual communication design lecturers' teaching competence, but males are slightly higher than females in skills, behavior, and disposition; ethnicity has no significant difference in the knowledge, skills, and behavior of visual communication design lecturers' teaching competence, and ethnic minorities are slightly higher than Han people in disposition; age has no significant difference in the knowledge, skills, behavior, and disposition of visual communication design lecturers' teaching competence. The higher the title, the higher the value of knowledge and skills; the higher the teaching experience, the higher the value of knowledge and skills; undergraduates and master's students are less significant in knowledge, skills, and behavior than doctoral students, and the samples whose teaching subjects are visual communication design have greater significance in skills and behavior than the samples whose teaching subjects are visual communication design and other subjects.

This study explores the perspectives of visual communication design lecturers in Yunnan universities on the evaluation indicators of teaching competence. According to the lecturers' scores on the weights of the preliminary evaluation indicators in the questionnaire weight section, 4 first-level indicators and 46 specific second-level indicators were obtained; the samples have a high level of ability for the importance of the 46 items, and the absolute values of skewness and kurtosis are less than 5, which means that all items conform to the normal distribution, indicating that

the sample setting of the preliminary teaching competence evaluation indicators is reasonable.

This study explores the specific teaching competence evaluation indicators of visual communication design lecturers in Yunnan universities. By encoding the collected information, 46 criteria that lecturers should follow in the evaluation indicator system are obtained, and four primary categories, namely knowledge, skills, behavior, and disposition, are received by axial coding.

5.2 DISCUSSION

5.2.1 Factors Affecting Lecturers' Teaching Competencies

Many factors influence lecturers' teaching competencies, including lecturers' professional knowledge level, teaching methods and strategies, relationship with students, classroom management ability, teaching experience, educational background, lecturers' disposition, lecturers' scientific research ability, etc., as the following scholars mentioned in the relevant content of the discussion.

In a study by Darling-Hammond (2012), it was found that both teaching experience and academic qualifications have a substantial impact on lecturers' abilities in the classroom. Increased teaching experience often correlates with enhanced proficiency in teaching skills and classroom management, allowing educators to navigate various teaching challenges more effectively. Furthermore, lecturers' academic qualifications and professional background directly contribute to the depth and accuracy of their understanding of teaching content, ultimately influencing the overall quality of their teaching practice.

Case studies conducted by Miller and Wu (2021) in classrooms revealed a stark contrast in the guidelines to enhance lecturer's effectiveness. Irrespective of age, teaching experience, or technological proficiency, educators must transition from

traditional face-to-face instruction to online tutoring in early education. These findings highlight unprecedented challenges and underscore the abrupt shifts occurring in education.

The study by Nye, Konstantopoulos, and Hedges (2004) delved into the question of "How Big is the lecturers Effect?" Their findings suggested that gender, ethnicity, and age are frequently overlooked when assessing lecturers' effectiveness, yet they are considered significant predictors. Research indicates that the quality of teaching is not inherently linked to lecturers' characteristics but rather to their instructional methods, level of professional knowledge, and ability to provide care and support to students.

According to research conducted by Monk (1994), full-time lecturers generally exhibit more robust professional competencies in the subjects they teach than their part-time counterparts. This disparity is attributed to the more profound subject expertise and more excellent teaching experience typically possessed by full-time educators, enabling them to comprehend and convey complex concepts more effectively, ultimately enhancing student learning outcomes.

According to the data analysis of this study, teaching experience and academic qualifications significantly impact lecturers' teaching competencies, which is consistent with the discussion in the study of Hammond (2012), and also shows gender, ethnicity, and age. Other factors are not the main ones affecting lecturers' teaching competencies. Agree with Nye et al. (2004). As a necessary ability for lecturers, scientific research ability also affects lecturers' teaching competencies. Sharing scientific research experience can allow students to learn practical content better, similar to the viewpoint discussed in the article by Monk (1994).

In discussing factors affecting lecturers' teaching competencies, we must realize that lecturers' teaching experience, educational background, scientific research ability, personal disposition, relationship with students, and management capabilities will all significantly impact teaching quality. lecturers can respond more flexibly to

different teaching scenarios. Student needs through rich teaching experience, and their educational background directly reflects the foundation of their professional knowledge and teaching skills. At the same time, solid scientific research capabilities can provide the latest knowledge and methods for teaching and continuously promote the update and innovation of teaching. In addition, lecturers' characteristics such as patience, responsibility, enthusiasm, etc., and the excellent relationship established with students are crucial to creating a positive learning atmosphere and stimulating students' interest in learning. Finally, lecturers' management capabilities also directly affect the maintenance of classroom order and the improvement of teaching effects. Therefore, comprehensive consideration of lecturers' multiple factors is vital to improving teaching quality and promoting students' all-round development.

5.2.2 Elements for Constructing Teaching Competency Evaluation Indicators

Several factors need to be considered when constructing Teaching competency evaluation indicators to ensure the comprehensiveness and accuracy of the evaluation, as mentioned in the relevant content scholars discuss.

In constructing Teaching competency evaluation indicators, Cheng (2016) emphasizes considering multiple elements. Firstly, the clarity and appropriateness of teaching objectives are crucial. Evaluation indicators should align with teaching objectives and comprehensively reflect all aspects of teaching. Secondly, the evaluation method must exhibit scientific and objectivity, basing assessments on objective data and reliable evidence. Additionally, the distribution of weights and the comprehensiveness of evaluation indicators are vital considerations. It is essential to comprehensively evaluate the importance of each indicator and overall teaching quality performance.

When constructing Teaching competency evaluation indicators, it is crucial to consider lecturers' knowledge level, skills, disposition characteristics, and professional behaviors, as mentioned by Hanushek and Rivkin (2012). These factors collectively

reflect the lecturer's teaching competencies and professionalism and play a significant role in evaluating teaching quality.

In developing an assessment model, Holtzhausen (2022) adopts a theory-generating research design guided by the work of Chinn and Kramer (2018). The study involves four key steps: conceptual analysis, situating concepts in relationships, description and critical reflection of the model, and evaluation. Data for model evaluation were collected through personal in-depth interviews.

According to Greenhalgh et al. (2013), ensuring the validity and reliability of Teaching competency evaluation indicators when constructing them is essential. These indicators should have clear definitions and operationalization, accurately reflecting teaching quality and effectiveness. Furthermore, the evaluation process must be fair, transparent, and verifiable to maintain objectivity and impartiality in the assessment results.

In discussions by Alonzo (2021), the significance of assessment in education extends to its pivotal role in guiding educational reform efforts. Within numerous education reform movements, assessment is frequently regarded as essential for shaping classroom teaching practices, as educators often adjust their teaching approaches to align with assessment requirements. Consequently, training lecturers to develop practical tests can be viewed as a lever to involve student lecturers in curriculum reform endeavors effectively.

5.2.3 Guidelines to be Followed for Teaching Competency Evaluation Indicators

The guidelines followed by Teaching competency evaluation indicators are multi-faceted and need to consider teaching preparation, teaching environment, teaching implementation, professional responsibilities, classroom management, student needs, student participation, curriculum design, teaching reflection, etc., as discussed by the following scholars. Mentioned.

The Teaching competency evaluation framework developed by Danielson (2007) enjoys widespread usage for assessing lecturers' instructional abilities. This systematic framework is a tool for lecturers and educational institutions to gauge teaching effectiveness. With its four domains of teaching preparation, teaching environment, teaching implementation, and professional responsibility, the framework incorporates a range of indicators and standards. These components facilitate the comprehensive evaluation of lecturers' instructional performance, aiding their understanding of teaching practices and offering guidance for improvement.

According to Cheng (2016), the initial step in crafting Teaching competency evaluation indicators involves ensuring the clarity and appropriateness of teaching objectives. Evaluation indicators should align with teaching objectives to comprehensively reflect all aspects of teaching. The evaluation method should also incorporate scientific and objective measures, assessing indicators based on accurate data and reliable evidence. The distribution of weights and the comprehensiveness of evaluation indicators are crucial considerations, with the importance of each indicator and overall performance in teaching quality requiring comprehensive evaluation.

The lecturer's evaluation model and related teaching strategies and methods designed by Marzano (2017) propose new teaching concepts that combine the art and science of teaching to cope with today's complex educational environment and student needs. This model is based on the lecturer's influential leadership framework and is designed to evaluate lecturers' performance in teaching, classroom management, student engagement, and more. It also introduces a series of practical teaching strategies and methods, including providing clear teaching goals, stimulating students' interest, promoting students' thinking and cooperation, etc., emphasizing that lecturers must have professional teaching skills and can lead teams and promote educational reform ability.

Xu (2013) and Xie et al. (2015) have contributed significant frameworks and evaluation index systems for assessing the teaching competencies of college educators. In his work, Xu Jihong (2013) proposed a novel three-dimensional structural model of

teaching competencies, building upon research conducted by Molenaar et al. Within this model, Xu argued that teaching competencies are structured around three key dimensions: ability composition, work field, and teaching activity levels. Specifically, the teaching activity level encompasses skills in design, development, utilization, management, and evaluation. The work field level involves primary professional skills, micro-teaching techniques, meso curriculum design, and macro-professional abilities. Additionally, the ability component encompasses personal traits, attitudes, knowledge, and skills. Based on this framework, Xu developed an evaluation index for assessing the teaching competencies of college educators.

According to Xie et al. (2015), the teaching competencies of college educators encompass six key aspects: the lecturer's role cognition ability, student learning and understanding ability, curriculum design and development ability, teaching design and implementation ability, academic reflection and evaluation ability, along with technology enhancement of teaching competencies. Based on these aspects, they devised an evaluation index system for assessing the teaching competencies of college lecturers in education.

Drawing upon the concept of dual perspectives, Wang (2019) developed a structural system outlining lecturers' core competencies and abilities. Within this framework, lecturers are assessed across six main areas: moral literacy, educational spirit, cultural accomplishment, educational teaching competencies, learning and innovation ability, and communication and cooperation ability. Specifically, educational teaching competencies comprise six critical competencies: course understanding, course development, instructional design, teaching implementation, teaching management, and Teaching competency evaluation.

The Teaching Competency Scale (TCS) by Swank (2021) is designed to assess doctoral students' and faculty's perceived level of teaching competence. It includes four assessment areas: knowledge, skills, behavior, and disposition.

In their study, Sen et al. (2021) systematically reviewed the literature concerning outstanding lecturers from both domestic and international contexts. Through a comprehensive analysis, they identified common factors and delineated critical behavioral characteristic indicators exhibited by exceptional lecturers, emphasizing pre-class preparation and teaching design. These indicators encompass four crucial behavioral characteristics, including creating a conducive classroom learning atmosphere, managing student behavior, implementing effective classroom teaching, and achieving student development goals while assuming professional responsibilities and actively pursuing professional development. Additionally, the importance of personal traits, attitudes, knowledge, and skills, as proposed by Xu (2013), was underscored as essential in understanding lecturers' effectiveness.

According to the results of this study's data analysis, the main categories of capabilities for visual communication lecturers in colleges and universities are knowledge, skills, behavior, and disposition, similar to Swank's (2021) research, albeit with different emphasis on specific details. Meanwhile, the teaching abilities of college lecturers, according to Xie et al. (2015), encompass the lecturer's role cognition ability, student learning understanding ability, curriculum design and development ability, teaching design and implementation ability, academic reflection and evaluation ability, and technology-enhanced teaching capabilities, among others. The study aligns with Marzano (2017) precise and scientific approach to lecturer evaluation models and related teaching strategies and methods.

Teaching competency evaluation indicators encompass multifaceted guidelines that cover various teaching areas, including pre-teaching preparations, classroom environment creation, teaching process implementation, lecturer's professional responsibility, classroom management, student engagement, course design rationale, and post-teaching reflection and summary. By comprehensively considering these aspects, teaching quality can be evaluated more thoroughly and objectively, providing valuable guidance and suggestions for teaching improvement.

5.2.4 Teaching Competency Evaluation Indicators of Visual Communication Design Lecturers in Yunnan Universities

Table 5.1 Visual Communication Design Lecturers Teaching competency evaluation Index System

First-level indicators	Second-level indicators	Details
Knowledge	Understand various subject knowledge and possess subject professional abilities	Understand the professional basic knowledge and public basic knowledge of various visual communication design disciplines, and possess subject professional abilities, such as practical teaching competencies, practical ability, etc.
	Master and apply educational methods and strategies, and integrate scientific research results into teaching	Master and apply educational methods and strategies considered most effective and beneficial in undergraduate-level education. Integrate personal and expert scientific research results into teaching cases for teaching.
	Be familiar with relevant standards of professional ethics for lecturers	Be familiar with the rules, principles and guidelines related to lecturers' professional ethics and education and teaching ethics, namely the "Ten Codes of Professional Conduct for College lecturers in the New Era".

Table 5.1 Visual Communication Design Lecturers Teaching competency evaluation Index System (Cont.)

	lecturers' knowledge system is updated to enable them to acquire and effectively impart relevant knowledge to students	Their own knowledge system can keep pace with the times, update their own knowledge system, and effectively impart relevant knowledge and information acquired through in-depth study of visual communication design disciplines, fields or topics to students.
	Develop professional course syllabus, select teaching aids, and teach based on training objectives	Able to formulate the syllabus for this professional course based on the talent training plan.
Skill	Grasp the rhythm of the teaching process, arrange the distribution of course structure, flexible and innovative classrooms, and link curriculum development	According to the actual class situation, the lecturers can grasp the rhythm of the class, reasonably distribute the time of the teaching process and the distribution of the course structure. The lecturers innovate in the classroom and does not copy the textbook content mechanically. The organization actively supports and advocates for necessary changes and improvements in educational curricula and is able to link course outcomes, reading materials, teaching methods and learning assessments when developing curricula.

Table 5.1 Visual Communication Design Lecturers Teaching competency evaluation Index System (Cont.)

	Course knowledge is conveyed clearly and students answer questions quickly and accurately	Communicate and explain course concepts, knowledge and information to students in a clear, easy-to-understand way that is directly related to the course content. Respond quickly when students ask questions, provide accurate, detailed and helpful answers to help students understand course content and resolve doubts
	Ability to self-aware and provide effective teaching feedback	lecturers can identify their strengths, weaknesses and room for growth, design assignments that are accurate, reliable and fair, and provide students with feedback on their academic abilities.
	Teaching order and environmental maintenance	Take steps to ensure that students comply with the policies, rules and expectations established within the school or class, actively maintain order in the school, promote learning and create a positive academic and social environment
	Have a relaxed teaching style	Possess a humorous and light-hearted style and be able to use humor, jokes or interesting stories in class to attract students' attention, increase learning enjoyment and relieve tension
	Proficient in using professional design software and teaching tools	Proficient in Photoshop, Illustrator, InDesign, CorelDRAW, 3Ds Max, etc., and able to use Blackboard, Curtain Projector, DSL, Canvas, etc.

Table 5.1 Visual Communication Design Lecturers Teaching competency evaluation Index System (Cont.)

	Provide personalized student teaching guidance and professional learning strategy suggestions, and use reasonable teaching methods and strategies	Develop personalized plans based on students' performance problems in specific courses or fields to help them improve relevant professional skills or knowledge levels, provide students with learning strategies or suggestions to make it easier for them to adapt to the major, and adopt effective methods and strategies to inspire students' curiosity and interest in learning while developing their critical thinking skills
	Demonstrate good professionalism, teaching skills and knowledge	The professionalism, teaching skills and professional knowledge demonstrated in his educational work, attending classes on time, being prepared for students' questions at any time, and providing timely feedback on students' homework
Behavior	Complete student formative assessment forms and summative assessment forms	lecturers can complete student summative assessment forms and student formative assessment forms seriously and responsibly.
	Create a good classroom atmosphere and encourage active classroom communication	Create an orderly, supportive and encouraging classroom atmosphere so that students are more willing to participate and devote themselves to the course content. lecturers encourage active classroom communication and create an active classroom atmosphere.

Table 5.1 Visual Communication Design Lecturers Teaching competency evaluation Index System (Cont.)

	Cultivate students' abilities and learning attitudes, and provide students with appropriate support and challenges	Cultivate students' ability to learn independently and a positive learning attitude, and provide students with appropriate support and challenges to promote their learning and growth
	Believe in students' learning potential and abilities and guide students to dialogue and think	Believe that every student has the potential and ability to learn, regardless of their background, characteristics or previous academic performance, and guide students to have in-depth, meaningful and inspiring conversations and thinking
	Ensuring appropriate professional relationships in lecturers-student interactions	lecturers need to ensure an appropriate, professional relationship in their interactions with students
	Sharing of personal experiences, opinions, emotions or ideas promotes student growth	lecturers share personal experiences, opinions, emotions or ideas in appropriate contexts in a conscious and purposeful manner to enhance student learning and development
	Have a positive attitude towards teaching activities and student learning	Demonstrate enthusiasm, concern and a positive attitude towards teaching activities and student learning in the educational process

Table 5.1 Visual Communication Design Lecturers Teaching competency evaluation Index System (Cont.)

Disposition	Facing other people's inquiries enthusiastically and actively questioning others	lecturers can enthusiastically face inquiries from others and actively ask others
	Maintain an attitude of humility, open-mindedness and respect	Maintain a humble, open-minded and respectful attitude, do not overemphasize one's status or authority, but are willing to listen to students' opinions, accept feedback, and continue to learn and grow
	Recognize and understand personal biases, stereotypes and discriminatory beliefs	Ability to identify and understand biases, stereotypes or discriminatory beliefs that one may have and understand how these biases impact teaching and interactions with students
	lecturers-student interaction and educational attitude are correct, lecturers and students communicate and discuss, and lecturers-student interaction is good	Demonstrate authenticity, honesty, and transparency in interactions and education with students, and be able to communicate with students in an open, honest, and supportive manner to discuss various difficulties, challenges, or issues students may face in their daily lives or Outside the campus, maintain a friendly, approachable, equal and respectful attitude when interacting with students
	Maintain a stable emotional state regarding educational challenges and student needs	Ability to remain calm, peaceful, and emotionally stable in the face of a variety of educational challenges and student needs

Table 5.1 Visual Communication Design Lecturers Teaching competency evaluation Index System (Cont.)

	Maintain an inclusive and patient attitude towards students	Maintain a tolerant and patient attitude towards students and be able to accept their shortcomings and mistakes
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5.3 RECOMMENDATIONS

5.3.1 Practical Recommendations

The implementation of the Teaching Competency Evaluation Index system for visual communication design lecturers in Yunnan universities will play a pivotal role in advancing teaching reforms and elevating teaching quality. This initiative is poised to foster the growth and development of lecturers while enhancing the overall strength and reputation of our institutions.

By establishing a clear and comprehensive evaluation index system, lecturers will gain valuable insights into their teaching performance. Defined standards and indicators will enable lecturers to identify strengths and areas needing improvement, thereby facilitating targeted adjustments and enhancements in teaching methods and strategies. Regular evaluation and constructive feedback will be instrumental in driving continuous professional development among lecturers.

Moreover, the evaluation index system will serve as a catalyst for improving teaching quality and ultimately enhancing student satisfaction. By adapting teaching content and methods based on evaluation outcomes, lecturers can better meet the diverse learning needs of students.

The systematic implementation of the evaluation index system will also provide essential data for empirical teaching research. Analysis of evaluation results will enable rigorous examination of teaching effectiveness, offering both theoretical insights and practical support for ongoing teaching reform and innovation efforts.

Furthermore, this initiative is expected to foster greater collaboration and knowledge-sharing among lecturers. Through the exchange of teaching experiences and outcomes, lecturers can collectively address teaching challenges, leverage best practices, and collectively elevate teaching standards.

Lastly, the adoption of a scientifically grounded evaluation index system will bolster the school's ability to showcase its teaching quality and operational excellence. By demonstrating our commitment to rigorous evaluation and continuous improvement, we aim to enhance our institutional reputation, attract top-tier students and lecturers, and reinforce our position as a leader in higher education.

In conclusion, the researcher will improve the deficiencies in the current research in future teaching practice. The researcher believes future visual communication design teaching in Yunnan universities will be further enhanced and optimized. Teaching competency evaluation Indicators of Visual Communication Design lecturers in Yunnan Universities, the system will improve its scientific nature and practicality, provide more effective support, and guarantee the improvement of teaching quality and the professional development of lecturers.

These recommendations underscore our commitment to advancing teaching excellence and ensuring our lecturers are equipped to deliver impactful educational experiences that resonate with our students and stakeholders alike.

5.3.2 Recommendations for Further Research

The development of the Teaching Competency Evaluation Index system for visual communication design lecturers in Yunnan universities marks an important step, yet there are areas for further enhancement and exploration:

- 1) Validation and Optimization of Index System: Conduct field surveys and experiments to validate and optimize the weightings of items in the evaluation

index system. Track actual teaching cases and student learning outcomes to analyze correlations between evaluation indicators and teaching performance.

2) Comparison with Other Disciplines: Compare the Visual Communication Design Teaching Competency Evaluation Index with similar systems in related disciplines. Explore similarities, differences, and best practices from other disciplines to enhance the effectiveness and applicability of the index system.

3) Longitudinal Studies: Design long-term research plans to track the professional development of lecturers and the learning outcomes of students over multiple semesters or years. This longitudinal approach will provide insights into the sustained impact of teaching methods and strategies on both lecturers and students.

These research directions will address current gaps and further strengthen the scientific basis and practical application of the Teaching Competency Evaluation Index system for visual communication design lecturers in Yunnan universities.

5.3.3 Educational Implications

The development and implementation of the Teaching Competency Evaluation Index system for visual communication design lecturers in Yunnan universities carry significant educational implications:

For Lecturers:

1) Enhanced Teaching Effectiveness: Clear evaluation standards and feedback mechanisms enable lecturers to assess and improve their teaching performance systematically. In addition, the evaluation index system can also motivate lecturers to continuously improve their teaching level, enhance their sense of responsibility and mission in teaching, and thus better provide support and guidance for students' learning and growth. Rabia and Kamaal (2023) believes that through scientific and reasonable evaluation, schools can better discover the strengths and

weaknesses of lecturers, provide targeted teaching training and support, and thus improve the quality and level of teaching.

2) Professional Development: Objective evaluations foster continuous improvement and innovation in teaching methods, supporting lecturers in fulfilling their teaching responsibilities effectively.

3) Motivation and Responsibility: Regular evaluations promote a sense of responsibility and mission among lecturers, encouraging them to enhance their teaching quality and provide better guidance to students.

For Students:

1) Clear Learning Standards: Students benefit from transparent evaluation criteria, enabling them to understand course expectations and their own learning progress.

2) Improved Learning Experience: Enhanced teaching quality and innovative methods lead to a richer and more effective learning environment, catering to students' diverse needs and promoting active engagement.

3) Informed Decision-Making: Openness in evaluation indicators helps students make informed choices regarding courses and lecturers, fostering positive interactions and cooperation.

In Smith and Hill (2019) research also shows that at the same time, the openness and transparency of evaluation indicators can also help students understand the teaching characteristics and advantages of lecturers and better choose courses and lecturers that suit their learning needs, thereby promoting benign interaction and cooperation between lecturers and students.

As an emerging discipline, establishing Teaching competency evaluation indicators for visual communication design can promote the development and innovation of the discipline. The continuous improvement and updating of evaluation

indicators reflect the needs and trends of discipline development, helps guide lecturers to pay more attention to cutting-edge discipline knowledge and technology, and promotes the innovation and updating of teaching content and methods.

At the same time, establishing an evaluation index system can also encourage exchanges and cooperation within and outside the discipline, improve the overall level of the discipline, and inject new vitality and motivation into the development of the discipline. In summary, studying the evaluation index system of visual communication design lecturers in Yunnan universities can not only help improve the teaching quality and students' learning experience but also motivate lecturers' teaching enthusiasm and professional development and promote the overall improvement of education and teaching.

For Discipline Development:

1) Promoting Innovation: The index system stimulates discipline-specific innovation by encouraging lecturers to integrate cutting-edge knowledge and technologies into their teaching practices.

2) Enhancing Collaboration: Collaboration within and outside the discipline elevates overall academic standards, fosters interdisciplinary exchanges, and revitalizes the discipline.

In conclusion, the study of Teaching Competency Evaluation Index systems for visual communication design lecturers in Yunnan universities not only enhances teaching quality and student learning experiences but also catalyzes lecturers' professional growth and discipline innovation. This endeavor contributes to the continuous improvement of education and teaching practices, reinforcing the vitality and development of the discipline as a whole.

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APPENDICES





APPENDIX A

THE LIST OF IOC CHECK EXPERTS

The List of Five Experts for IOC Check

Professor. Dr. Hu Yunbin

Director of Visual Communication Department, School of Design, Yunnan University of Arts

Academic background: Doctor of Art from the Academy of Fine Arts, Tsinghua University, master's tutor, special researcher of the Academic Committee of the Chinese Academy of Management Sciences, and member of the Yunnan Artists Association. Responsible for completing the "Yunnan Provincial Key Projects on Philosophy and Social Sciences" and the "Yunnan Provincial College Teaching Reform Research Project"; art works have been selected for national and provincial art exhibitions; design works have won the "Special Prize" in national and provincial professional competitions. "Gold Award" etc.

Professor . Dr. Sen wen

Director of the Graduate Studies Department of Yunnan University of Arts

Academic background: PhD in Design Art from Hunan University. Master tutor, former deputy dean of the School of Design of Yunnan University of the Arts, member of the Yunnan Artists Association, member of the Asian Animation Education Society, and executive director of the Yunnan Interior Design Branch of the Architectural Society of China. Engaged in teaching, research and creation of animation and digital media art, industrial design, environmental design, etc. His main research directions are design ecosystem and local design, rural revitalization and sustainable design.

Associate professor. postdoctoral fellow. Dr. Huang Dekai

Director of the “Belt and Road” Country Research Center of Sichuan Police College

Academic background: Institute of International Relations, Yunnan University, PhD in International Relations, Yunnan Academy of Social Sciences/China (Kunming) Institute of South and Southeast Asia and Chinese Academy of Social Sciences, International Politics, postdoctoral fellow. Visiting scholar at Nanyang Technological University in Singapore, executive director of the Asian Social Sciences Association,

deputy editor-in-chief of "Asian Social Sciences"; Distinguished Researcher at Sichuan University of Light and Chemical Technology, Distinguished Researcher at Yibin University; Visiting Professor and Doctoral Supervisor of Law at the University in Thailand.

Dr. Yang Li

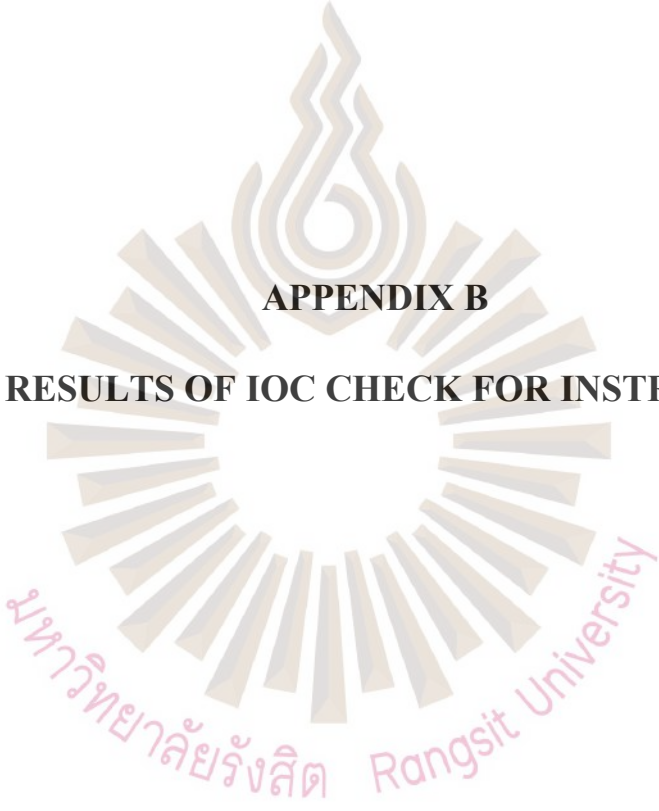
Full-time lecturers at the School of Creative Design, Hainan Tropical Ocean University

Academic background: Mokwon University, Korea, PhD in Plastic Arts, member of the Color Education Professional Committee of the China Fashion Color Association, member of the Hainan Artists Association; chaired or participated in 7 national, provincial, and municipal scientific research projects; in recent years, he has participated in " He has published more than ten academic papers in provincial-level and above-level publications such as "Sichuan Drama", "Printing and Dyeing", "Ceramics", "Beauty and Times", "Art Science and Technology"; the 2021 work "SIREN" won the 19th Busan International Environmental Art Festival (BIEAF) painting , gold medal in the modeling and imaging categories.

Dr. Sun Tian

Full-time lecturer, School of Education, Yunnan Technology and Business University

Academic background: Doctoral Degree in Education from Rangsit University, Thailand. Main research direction is educational research. Member of the Chinese Mental Health Association, Yunnan Psychological Counselor Association, Yunnan Social Psychology Society, and Yunnan Arts and Crafts Industry Association.

The background of the page features a large, faint watermark of the Rangsit University logo. The logo is circular, with a stylized flame or sunburst design at the top. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

APPENDIX B

THE RESULTS OF IOC CHECK FOR INSTRUMENTS

Part I IOC Scores of Demographic Information Questionnaire							
Item	Questions	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	IOC Scores
1	What is the gender of the respondent? A.Male B.Female	+1	+1	+1	+1	+1	1
2	What is the nationality of the respondent? A.Han B.Minorities	+1	+1	+1	+1	+1	1
3	What is the age of the respondent? A. Under 30 years old B. 30-45 years old C.46-59 years old D.60 years old and above	+1	+1	+1	+1	+1	1

4	What is the interviewee' s professional title? A. Teaching assistant B. Lecturer C.Associate Professor D.Professor	+1	+1	+1	+1	+1	1
5	What is the interviewee' s teaching experience? A. Less than 5 years B. 5-10 years C.10-15 years D. 15 years and above	+1	+1	+1	+1	+1	1
6	What is the respondent' s educational background? A. Undergraduate degree	+1	+1	+1	+1	+1	1

	B.Master degree C.Doctoral degree D. Other						
7	What subject does the respondent teach? A. Visual communication design B. Visual communication design and other subjects	+1	+1	+1	+1	+1	1
Average Score							1
Part II IOC Scores of visual communication design lecturers Teaching competency evaluation indicator weight questionnaire							
Item	Questions	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	IOC Scores
1	Understand the history of visual communication design, Chinese	+1	+1	+1	+1	+1	1

	and foreign design history, two-dimensional composition, three-dimensional composition, constructivism, humanism, behaviorism, cognitivism, and other knowledge.						
2	Master and apply the educational methods and strategies considered to be the most effective and beneficial in undergraduate-level education.	+1	+1	+1	+1	+1	1
3	Be familiar with the rules, principles and guidelines	+1	+1	+1	+1	+1	1

	related to lecturers' professional ethics and education and teaching ethics, namely the "Ten Codes of Professional Conduct for College lecturers in the New Era" .						
4	Understand the role of lecturers in supervising and guiding students in the learning process.	+1	+1	+1	+1	+1	1
5	Relevant knowledge and information acquired through in-depth study of visual communication design	+1	+1	+1	+1	+1	1

	disciplines, fields or topics can be effectively imparted to students.						
6	Reasonably arrange the course structure distribution according to the actual class situation.	+1	+1	+1	+1	+1	1
7	Be able to remember students' names and develop relationships with students.	0	+1	+1	+1	+1	0.8
8	Able to grasp the rhythm of the class and reasonably distribute time in the teaching process.	+1	+1	+1	+1	+1	1

9	Complete the student formative assessment form seriously and responsibly	+1	+1	+1	+1	+1	1
10	Complete the student summative assessment form seriously and responsibly	+1	+1	+1	+1	+1	1
11	Ability to communicate openly, honestly, and supportively with students to discuss various difficulties, challenges, or issues students may face.	+1	+1	+1	+1	+1	1
12	Develop personalized plans based on students' performance	+1	+1	+1	+1	+1	1

	issues in specific courses or fields to help them improve relevant professional skills or knowledge.						
13	Provide students with learning strategies or suggestions to make it easier for them to adapt to the major.	+1	+1	+1	+1	+1	1
14	Respect students' religious beliefs and values and provide students with an equal and harmonious classroom atmosphere.	+1	+1	+1	+1	+1	1
15	Adopt effective methods and	+1	+1	+1	+1	+1	1

	strategies to stimulate students' curiosity and interest in learning, while cultivating their critical thinking skills.						
16	Be able to formulate the syllabus for the professional course based on the talent training plan.	+1	+1	+1	+1	+1	1
17	Select appropriate supplementary reading materials based on students' professional course development needs.	+1	+1	+1	+1	+1	1
18	Able to link course	+1	+1	+1	+1	+1	1

	outcomes, readings, teaching methods and learning assessments when developing courses.						
19	Design assignments that are accurate, reliable, and fair to provide students with feedback on their academic abilities.	+1	+1	+1	+1	+1	1
20	Provide teaching according to the undergraduate professional talent training objectives.	+1	+1	+1	+1	+1	1
21	Encourage active and lively classroom	+1	+1	+1	+1	+1	1

	communication.						
22	Be able to discover your own strengths, weaknesses and room for growth.	+1	+1	+1	+1	+1	1
23	Proficient in operating Photoshop, Illustrator, InDesign, CorelDRAW, 3Ds Max, etc.	0	+1	+1	+1	+1	0.8
24	Be able to use Blackboard, Curtain Projector, DSL, Canvas, etc.	+1	+1	0	+1	+1	0.8
25	Cultivate students' independent learning ability and positive learning attitude.	+1	+1	+1	+1	+1	1
26	Provide students	+1	+1	+1	+1	+1	1

	with appropriate support and challenges to promote their learning and growth.						
27	Guide students to have in-depth, meaningful and inspiring conversations and thinking.	+1	+1	+1	+1	+1	1
28	28. Communicate and explain course concepts, knowledge and information to students in a clear, easy-to-understand manner and directly related to course content.	+1	+1	+1	+1	+1	1
29	Respond quickly when	+1	+1	+1	0	+1	0.8

	students ask questions, provide accurate, detailed and helpful answers to help students understand course content and resolve doubts.						
30	Create an orderly, supportive and encouraging classroom atmosphere so that students are more willing to participate and engage in course content.	+1	+1	+1	+1	+1	1
31	Take steps to ensure that students comply with the policies, rules and expectations established	+1	+1	+1	+1	+1	1

	within the school or class, actively maintain school order, promote learning and create a positive academic and social environment.						
32	Integrate personal and expert scientific research results into teaching cases for teaching.	+1	+1	+1	+1	+1	1
33	In daily life or outside the campus, maintain a friendly, approachable, equal and respectful attitude when interacting with students.	+1	+1	+1	+1	+1	1

34	Demonstrate professional qualities, teaching skills and professional knowledge in their educational work, attend classes on time, be prepared for students' questions at any time, and provide timely feedback on students' homework.	+1	+1	+1	+1	+1	1
35	lecturers need to ensure an appropriate, professional relationship in their interactions with students.	+1	+1	+1	+1	+1	1
36	lecturers share personal experiences, opinions,	+1	+1	+1	+1	+1	1

	emotions or ideas in appropriate contexts and in a conscious and purposeful manner to promote student learning and development.						
37	lecturers innovate in the classroom and do not copy textbook content mechanically. The organization actively supports and advocates for necessary changes and improvements in educational curricula.	+1	+1	+1	+1	+1	1
38	Show enthusiasm, concern and a	+1	+1	+1	+1	+1	1

	positive attitude towards teaching activities and student learning in the educational process.						
39	Facing other people' s inquiries with enthusiasm and actively asking others.	+1	+1	+1	+1	+1	1
40	Maintain a humble, open-minded and respectful attitude. Do not overemphasize your status or authority, but be willing to listen to students' opinions, accept feedback, and continue to learn and grow.	+1	+1	+1	+1	+1	1

41	Possess a humorous and relaxed style and be able to use humor, jokes or interesting stories in class to attract students' attention, increase learning fun and relieve tension.	+1	+1	0	+1	+1	0.8
42	Demonstrate understanding, concern, and empathy for students' emotions and needs.	+1	0	+1	+1	+1	0.8
43	Ability to identify and understand biases, stereotypes, or discriminatory ideas that one may have and	+1	+1	+1	+1	0	0.8

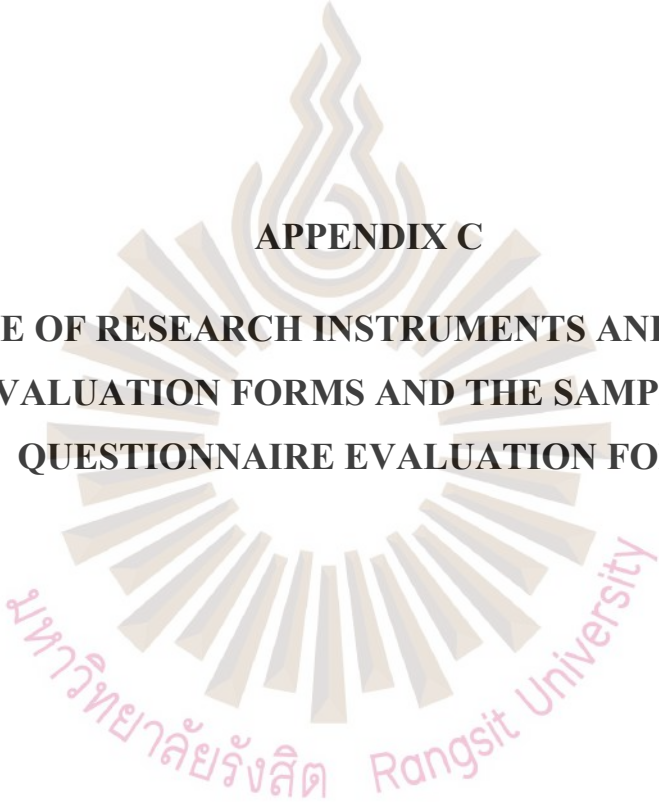
	understand how these biases may affect teaching and interactions with students.						
44	firmly believes that every student has the potential and ability to learn, regardless of their background, characteristics or previous academic performance.	+1	+1	+1	+1	+1	1
45	Demonstrate authenticity, honesty and transparency in interactions and education with students.	+1	+1	+1	+1	+1	1
46	Ability to maintain a calm, peaceful, and	+1	+1	+1	+1	+1	1

	emotionally stable state in the face of various educational challenges and student needs.						
Average Score							0.97



Part III IOC Scores of semi-structured interview questions							
Item	Questions	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	IOC Scores
1	What do you think of the current teaching competencies of visual communication design lecturers in Yunnan universities?	+1	+1	+1	+1	+1	1
2	What abilities do you think visual communication design lecturers should have?	+1	+1	+1	+1	+1	1
3	What factors do you think affect the teaching competencies of visual communication design lecturers?	+1	+1	+1	+1	+1	1
4	What do you think are the important	+1	+1	+1	+1	+1	1

	indicators for building a Teaching competency evaluation indicator system for visual communication design lecturers?						
5	What aspects of the "Visual Communication Design lecturers teaching competencies Questionnaire" in this study do you think need improvement?	+1	+1	+1	+1	+1	1
6	What impact do you think the implementation of the Teaching competency evaluation index system for visual communication	+1	+1	+1	+1	+1	1

The logo of Rangsit University is a large, faint watermark in the background. It features a stylized flame or sunburst design at the top, with a circular base containing the university's name in Thai and English. The text "มหาวิทยาลัยรังสิต" is written in Thai script, and "Rangsit University" is written in English, both in a pinkish-red color.

APPENDIX C

SAMPLE OF RESEARCH INSTRUMENTS AND EXPERTS' EVALUATION FORMS AND THE SAMPLE OF QUESTIONNAIRE EVALUATION FORM

TEACHING COMPETENCIES OF VISUAL COMMUNICATION DESIGN LECTURERS OF YUNNAN UNIVERSITIES IN CHINA

The teaching of visual communication design lecturers involves professional skills and aesthetic education, which cannot be assessed only through a national unified teaching competence evaluation index system. Given this situation, it is necessary to rethink, modify, improve, or reconstruct the current evaluation scheme and indicators. The key to solving the problem lies in the evaluation scheme's feasibility and the evaluation indicators' scientific nature (General Office of the People's Government of Yunnan Province, 2022).

The researchers aim to study the shortcomings of the current evaluation indicators for the teaching competence of visual communication design lecturers in Yunnan universities and formulate an evaluation index system based on the characteristics of the teaching competence of lecturers in Yunnan universities. According to the theme of this article and this study, the teaching competence of lecturers in visual communication design majors in universities in Yunnan Province is improved by examining the indicator system.

This research aims to achieve the following three objectives:

- 1.To determine the significance of teaching competencies by demographic variables of visual communication design lecturers in Yunnan universities.
- 2.To gain the perspectives about teaching competencies evaluation indicators of visual communication design lecturers in Yunnan universities.
- 3.To obtain the specific indicators for the teaching competencies evaluation of visual communication design lecturers in Yunnan universities.

The following tables consist of three parts: The first part is the primary information survey of the respondents, and the second part is the visual communication design lecturers teaching competency evaluation indicator weight questionnaire, referring to the teaching competence table (TCS), the third part is the

semi-structured interview questions. The experts are invited to check the content validity of each item of the research instrument. Thank you very much.

Researcher

Yuxuan Xie



Index of Item-Objective Congruence (IOC)					
Part I: Primary Information Survey of the Respondents					
项目-目标一致性指数 (IOC)					
第一部分: 受访者主要信息调查					
<i>The expert is kindly requested to examine each item of the research instrument for its content validity.</i> 请专家检查研究工具的每一项内容的有效性。			Expert's Review 专家点评		
NO.	Items	Agree	Not Sure	Disagree	Comment 评论
		+1	0	-1	
1	What is the gender of the respondent? 您的性别是? A. Male B. Female A.男 B.女				
2	What is the nationality of the respondent? 您的民族是? A. Han B. Minorities A.汉族 B.少数民族				
3	What is the age of the respondent? 您的年龄是? A. Under 30 years old B. 30-45 years old B. 46-59 years old D. 60 years old and above				

	A.30 岁以下 B.30-45 C.46-59 岁 D.60 及以上				
4	What is the interviewee' s professional title? 您的职称是? A. Teaching assistant B. Lecturer B. Associate Professor D.Professor A. 助教 B.讲师 C.副教授 D.教授				
5	What is the interviewee's teaching experience? 您的教学经验是? A. Less than 5 years B. 5-10 years B. 10-15 years D. 15 years and above A. 5 年以下 B. 5-10 C.10-15 年 D.15 年及以上				
6	What is the respondent' s educational background? 您的教育背景是? A. Undergraduate degree B.Master degree B. Doctoral degree D. Other A. 大学本科 B.硕士研究生 C.博士研究生 D.其他				

7	What subject does the respondent teach? 您所教授的科目是? A. Visual communication design B. Visual communication design and other subjects A.视觉传达设计 B.视觉传达设计和其他科目				
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Index of Item-Objective Congruence (IOC)					
Part II: Visual Communication Design Lecturers Teaching Competency Evaluation Indicator Weight Questionnaire					
项目-目标一致性指数 (IOC)					
第二部分：视觉传达设计教师教学胜任力评价指标权重问卷					
The expert is kindly requested to examine each item of the research instrument for its content validity.					Expert's Review
请专家检查研究工具的每一项内容的有效性。					专家点评
NO.	Items	Agree	Not Sure	Disagree	Comment 评论
		1	0	-1	
1	Understand the history of visual communication design, Chinese and foreign design history, two-dimensional composition, three-dimensional composition, constructivism, humanism, behaviorism, cognitivism, and other knowledge. 了解视觉传达设计史、中外设计史、平面构成、立体构成、建构主义、人文主义、行为主义、认知主义等知识。				
2	Master and apply the educational methods and strategies considered to be the most effective and beneficial in undergraduate-level education. 掌握和应用在本科水平教育中认为最有效、最有益的教育方法和策略。				
3	Be familiar with the rules, principles and guidelines related to lecturers' professional ethics and education and teaching ethics, namely the "Ten Codes of Professional Conduct for College lecturers in the New Era".				

	熟悉与教师职业道德和教育教学伦理相关的规则、原则和准则，即《新时代高校教师职业行为十项准则》。				
4	Understand the role of lecturers in supervising and guiding students in the learning process. 理解教师在学生学习过程中起到的监督和指导作用。				
5	Relevant knowledge and information acquired through in-depth study of visual communication design disciplines, fields or topics can be effectively imparted to students. 通过深入研究视觉传达设计学科、领域或主题而获取的相关知识和信息，能够有效地传授给学生。				
6	Reasonably arrange the course structure distribution according to the actual class situation. 根据实际上课情况，合理安排课程结构分布。				
7	Be able to remember students' names and develop relationships with students. 能记住学生的名字，发展与学生的关系。				
8	Able to grasp the rhythm of the class and reasonably distribute time in the teaching process. 能把握课堂节奏，合理分布教学过程环节时间。				
9	Complete the student formative assessment form seriously and responsibly. 认真负责的完成学生形成性考核表。				
10	Complete the student summative assessment form seriously and responsibly. 认真负责的完成学生总结性考核表。				
11	Ability to communicate openly, honestly, and supportively with students to discuss various difficulties, challenges, or issues students may face. 能与学生进行开放、诚实和支持性的交流，以讨论学生可能面临的各种困难、挑战或问题。				

12	Develop personalized plans based on students' performance issues in specific courses or fields to help them improve relevant professional skills or knowledge.				
	根据学生在特定课程或领域中的表现问题，制定个性化的计划，以帮助他们提高相关的专业技能或知识水平。				
13	Provide students with learning strategies or suggestions to make it easier for them to adapt to the major.				
	为学生提供学习策略或建议，让其更容易适应该专业。				
14	Respect students' religious beliefs and values and provide students with an equal and harmonious classroom atmosphere.				
	在尊重学生的宗教信仰和价值观，为学生提供平等和谐的课堂氛围。				
15	Adopt effective methods and strategies to stimulate students' curiosity and interest in learning, while cultivating their critical thinking skills.				
	采取有效的方法和策略，以激发学生的好奇心和学习兴趣，同时培养他们的批判性思维能力。				
16	Be able to formulate the syllabus for the professional course based on the talent training plan.				
	能够根据人才培养方案，制定该专业课程教学大纲。				
17	Select appropriate supplementary reading materials based on students' professional course development needs.				
	根据学生专业课程发展需要，选择适合的辅助阅读材料。				
18	Able to link course outcomes, readings, teaching methods and learning assessments when developing courses.				
	在开发课程时，能将课程成果、阅读材料、教学方法和学习评估联系起来。				

19	Design assignments that are accurate, reliable, and fair to provide students with feedback on their academic abilities.				
	设计具有准确性、可靠性和公平性的作业，为学生提供有关他们的学术能力的反馈。				
20	Provide teaching according to the undergraduate professional talent training objectives.				
	根据本科专业人才培养目标进行授课。				
21	Encourage active and lively classroom communication.				
	鼓励积极活跃的课堂交流。				
22	Be able to discover your own strengths, weaknesses and room for growth.				
	能发现自己优势、劣势及成长空间				
23	Proficient in operating Photoshop, Illustrator, InDesign, CorelDRAW, 3Ds Max, etc.				
	熟练操作 Photoshop、Illustrator、InDesign、CorelDRAW、3Ds Max 等。				
24	Be able to use Blackboard, Curtain Projector, DSL, Canvas, etc.				
	会使用 Blackboard、Curtain Projector、DSL、Canvas 等。				
25	Cultivate students' independent learning ability and positive learning attitude.				
	培养学生自主学习的能力和积极的学习态度。				
26	Provide students with appropriate support and challenges to promote their learning and growth.				
	为学生提供适度的支持和挑战，以促进他们的学习和成长。				
27	Guide students to have in-depth, meaningful and inspiring conversations and thinking.				
	引导学生有深度、有意义、有启发性的对话和思考。				

28	Communicate and explain course concepts, knowledge and information to students in a clear, easy-to-understand manner and directly related to course content.				
	以一种明确、易于理解且与课程内容直接相关的方式，向学生传达和阐释课程中的概念、知识和信息。				
29	Respond quickly when students ask questions, provide accurate, detailed and helpful answers to help students understand course content and resolve doubts.				
	在学生提出问题时能迅速作出回应，提供准确、详细和有益的答案，帮助学生理解课程内容和解决疑惑。				
30	Create an orderly, supportive and encouraging classroom atmosphere so that students are more willing to participate and engage in course content.				
	创建一个秩序井然、支持性和鼓励学习的课堂氛围，使学生更愿意参与和投入到课程内容中。				
31	Take steps to ensure that students comply with the policies, rules and expectations established within the school or class, actively maintain school order, promote learning and create a positive academic and social environment.				
	采取措施来确保学生遵守学校或班级内制定的政策、规则和期望，积极维护学校秩序、促进学习和创造积极的学术和社交环境。				
32	Integrate personal and expert scientific research results into teaching cases for teaching.				
	将个人及专家科研成果融入教学案例中进行教学。				
33	In daily life or outside the campus, maintain a friendly, approachable, equal and respectful attitude when interacting with students.				
	在日常生活中或校园之外，保持友善、亲近、平等和尊重的态度与学生互动。				

34	Demonstrate professional qualities, teaching skills and professional knowledge in their educational work, attend classes on time, be prepared for students' questions at any time, and provide timely feedback on students' homework.				
	在其教育工作中展现出的专业素养、教学技能和专业知 识， 准时上课、随时为学生提问做好准备、及时地反馈学生作业中的情况。				
35	lecturers need to ensure an appropriate, professional relationship in their interactions with students.				
	教师需要在与学生的互动中确保一种恰当的、职业性的关系。				
36	lecturers share personal experiences, opinions, emotions or ideas in appropriate contexts and in a conscious and purposeful manner to promote student learning and development.				
	教师在合适的情境下，以有意识和目的的方式分享个人经验、观点、情感或想法，以促进学生的学习和发展。				
37	lecturers innovate in the classroom and do not copy textbook content mechanically. The organization actively supports and advocates for necessary changes and improvements in educational curricula.				
	教师课堂创新，不生搬硬套课本内容。构积极支持和提倡对教育课程进行必要的变革和改进。				
38	Show enthusiasm, concern and a positive attitude towards teaching activities and student learning in the educational process.				
	对教育过程中的教学活动和学生的学习表现出热情、关心和积极的态度。				

Index of Item-Objective Congruence (IOC) Part III : Semi-Structured Interview Questions 项目-目标一致性指数 (IOC) 第三部分：半结构化面试问题					
<i>The expert is kindly requested to examine each item of the research instrument for its content validity.</i> 请专家检查研究工具的每一项内容的有效性。		Expert's Review 专家点评			
N O.	Items	Agree	Not Sure	Disagree	Comment 评论
		+1	0	-1	
1	What do you think of the current teaching competencies of visual communication design lecturers in Yunnan universities? 您认为目前云南高校视觉传达设计教师的教学胜任力如何？				
2	What abilities do you think visual communication design lecturers should have? 您认为视觉传达设计教师应该具备哪些能力？				
3	What factors do you think affect the teaching competencies of visual communication design lecturers? 您认为影响视觉传达设计教师教学胜任力的因素有哪些？				
4	What do you think are the important indicators for building a Teaching competency evaluation indicator system for visual communication design lecturers? 您认为构建视觉传达设计教师教学胜任力评价指				

	标体系的重要指标有哪些?				
5	What aspects of the "Visual Communication Design lecturersteaching competencies Questionnaire" in this study do you think need improvement? 您认为该研究中的“视觉传达设计教师教学胜任力调查问卷”哪些方面需要改进?				
6	What impact do you think the implementation of the Teaching competency evaluation index system for visual communication lecturers in Yunnan universities will have on lecturers' teaching abilities? 您认为实施云南高校视觉传达教师教学胜任力评价指标体系对教师教学胜任力有什么影响?				
7	What expectations or suggestions do you have for the future development of visual communication design education? 您对未来视觉传达设计教育的发展有什么期望或建议?				

The background of the page features a large, faint watermark of the Rangsit University logo. The logo is a circular emblem with a stylized flame or sunburst at the top, radiating lines forming a circle, and the university's name in Thai and English at the bottom.

APPENDIX D

**CERTIFICATE OF APPROVAL BY ETHICS REVIEW BOARD
OF RANGSIT UNIVERSITY**

 COA. No. RSUERB2024-012	
Certificate of Approval By Ethics Review Board of Rangsit University	
COA. No.	COA. No. RSUERB2024-012
Protocol Title	THE TEACHING EVALUATION OF VISUAL COMMUNICATION DESIGN TEACHERS OF YUNNAN UNIVERSITIES IN CHINA
Principle Investigator	Yuxuan Xie
Co-Investigator	Asst. Prof. Dr. Supinda Lertlit
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	15 January 2024
Date of Expiration:	15 January 2026
The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP.	
 Signature..... (Associate Professor Dr. Paron Kauchanaphum) Chairman, Ethics Review Board for Human Research	
	
Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg 1) Rangsit University Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th	

APPENDIX E
REQUEST FOR PERMISSION TO COLLECT DATA FOR A
DOCTORAL DISSERTATION



มหาวิทยาลัยรังสิต Rangsit University T. (66) 2997 2200-30
เมืองทองธานี, ปทุมธานี 12000 Muang-Ake, Pathumthani Rd. F. (66) 2791 5757
กรุงเทพฯ 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

Suryadhep Teachers College

STC.4800/0536

22 December 2023

Subject: Request for Permission to Collect Data for a Doctoral Dissertation at Science and Technology City College of Kunming University Department

Dear Mr. Li Jinkang:

Chair of Science and Technology City College of Kunming University Department

Miss Xie Yuxuan, Student ID: 6204585 is now a candidate at the Doctor of Education Program in Educational Studies at Suryadhep Teachers College, Rangsit University, Pathumthani, Thailand. She has been conducting her research/dissertation, as partial fulfillment of the requirements for the Doctor of Education in Educational Studies, with a title of "THE TEACHING EVALUATION OF VISUAL COMMUNICATION DESIGN TEACHERS OF YUNNAN UNIVERSITIES IN CHINA" and her advisor is Asst. Prof. Dr. Supinda Lertlit.

Now she is at a stage of collecting data. For her research design, Science and Technology City College of Kunming University Department is considered to be the most suitable setting. Thus, we would like to ask for a permission for Miss Xie Yuxuan to collect data with the students in your department. The data collection will be performed with the English major students/respondents in two folds, first, the questionnaires will be provided, followed by the interviews in a focus group with the expects that the research findings will be useful for all the parties concerned to use for their benefits.

On behalf of the Dean of Suryadhep Teachers College, Rangsit University, I truly appreciate all the help and support for Miss Xie Yuxuan's Dissertation endeavor.

Yours sincerely,

李金康

2023.12.27

Dr. Pimurai Limpapath

Asst. Prof. Dr. Pimurai Limpapath,

Director of Doctor of Education Program
in Educational Studies (Ed. D.),

Suryadhep Teachers College,

Rangsit University, Thailand



มหาวิทยาลัยรังสิต Rangsit University T. (66) 2997 2200-30
เมืองทองธานี 12000 Muang-Ake, Pathumthani Rd. F. (66) 2791 5757
จ.ปทุมธานี 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

Suryadhep Teachers College

STC.4800/0537

22 December 2023

Subject: Request for Permission to Collect Data for a Doctoral Dissertation at Kunming Arts and Sciences College Department

Dear Ms. Yang Zhimei ,

Head of Kunming Arts and Sciences College Department

Miss Xie Yuxuan, Student ID: 6204585 is now a candidate at the Doctor of Education Program in Educational Studies at Suryadhep Teachers College, Rangsit University, Pathumthani, Thailand. She has been conducting her research/dissertation, as partial fulfillment of the requirements for the Doctor of Education in Educational Studies, with a title of "THE TEACHING EVALUATION OF VISUAL COMMUNICATION DESIGN TEACHERS OF YUNNAN UNIVERSITIES IN CHINA" and her advisor is Asst. Prof. Dr. Supinda Lertlit

Now she is at a stage of collecting data. For her research design, Kunming Arts and Sciences College Department is considered to be the most suitable setting. Thus, we would like to ask for a permission for Miss Xie Yuxuan to collect data with the students in your department. The data collection will be performed with the English major students/respondents in two folds, first, the questionnaires will be provided, followed by the interviews in a focus group with the expects that the research findings will be useful for all the parties concerned to use for their benefits.

On behalf of the Dean of Suryadhep Teachers College, Rangsit University, I truly appreciate all the help and support for Miss Xie Yuxuan's Dissertation endeavor.

Yours sincerely,


2023.12.29


Asst. Prof. Dr. Pimurai Limpapath,

Director of Doctor of Education Program
in Educational Studies (Ed. D.),

Suryadhep Teachers College,

Rangsit University, Thailand



มหาวิทยาลัยรังสิต Rangsit University T. (66) 2997 2200-30
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กรุงเทพฯ 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

Suryadhep Teachers College

STC.4800/0538

22 December 2023

Subject: Request for Permission to Collect Data for a Doctoral Dissertation at Kunming Communication College

Dear Ms. Yang Chunxiao,

Dean of Kunming Communication College

Miss Xie Yuxuan, Student ID: 6204585 is now a candidate at the Doctor of Education Program in Educational Studies at Suryadhep Teachers College, Rangsit University, Pathumthani, Thailand. She has been conducting her research/dissertation, as partial fulfillment of the requirements for the Doctor of Education in Educational Studies, with a title of "THE TEACHING EVALUATION OF VISUAL COMMUNICATION DESIGN TEACHERS OF YUNNAN UNIVERSITIES IN CHINA" and her advisor is Asst Prof. Dr. Supinda Lertlit

Now she is at a stage of collecting data. For her research design, Kunming Communication College is considered to be the most suitable setting. Thus, we would like to ask for a permission for Miss Xie Yuxuan to collect data with the students in your department. The data collection will be performed with the English major students/respondents in two folds, first, the questionnaires will be provided, followed by the interviews in a focus group with the expects that the research findings will be useful for all the parties concerned to use for their benefits.

On behalf of the Dean of Suryadhep Teachers College, Rangsit University, I truly appreciate all the help and support for Miss Xie Yuxuan's Dissertation endeavor.

Yours sincerely,

Dr. Pimurai Limpapath

Asst. Prof. Dr. Pimurai Limpapath,

Director of Doctor of Education Program
in Educational Studies (Ed. D.),

Suryadhep Teachers College,

Rangsit University, Thailand

ตอบ 2023.12.29



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จ.ปทุมธานี 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

Suryadhep Teachers College

STC.4800/0539

22 December 2023

Subject: Request for Permission to Collect Data for a Doctoral Dissertation Kunming University Department

Dear Ms.Huang Jiayin,

Chair of Kunming University Department

Miss Xie Yuxuan, Student ID: 6204585 is now a candidate at the Doctor of Education Program in Educational Studies at Suryadhep Teachers College, Rangsit University, Pathumthani, Thailand. She has been conducting her research/dissertation, as partial fulfillment of the requirements for the Doctor of Education in Educational Studies, with a title of "THE TEACHING EVALUATION OF VISUAL COMMUNICATION DESIGN TEACHERS OF YUNNAN UNIVERSITIES IN CHINA" and her advisor is Asst. Prof. Dr. Supinda Lertlit

Now she is at a stage of collecting data. For her research design, Kunming University Department is considered to be the most suitable setting. Thus, we would like to ask for a permission for Miss Xie Yuxuan to collect data with the students in your department. The data collection will be performed with the English major students/respondents in two folds, first, the questionnaires will be provided, followed by the interviews in a focus group with the expects that the research findings will be useful for all the parties concerned to use for their benefits.

On behalf of the Dean of Suryadhep Teachers College, Rangsit University, I truly appreciate all the help and support for Miss Xie Yuxuan's Dissertation endeavor.

Yours sincerely,

黄家胤

2023. 12. 25

Dr. Pimurai Limpapath

Asst. Prof. Dr. Pimurai Limpapath,

Director of Doctor of Education Program
in Educational Studies (Ed. D.),

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Rangsit University, Thailand



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Suryadhep Teachers College

STC.4800/0540

22 December 2023

Subject: Request for Permission to Collect Data for a Doctoral Dissertation at Yunnan Technology and Business University Department

Dear Ms.Tan Meiling,

Chair of Yunnan Technology and Business University Department

Miss Xie Yuxuan, Student ID: 6204585 is now a candidate at the Doctor of Education Program in Educational Studies at Suryadhep Teachers College, Rangsit University, Pathumthani, Thailand. She has been conducting her research/dissertation, as partial fulfillment of the requirements for the Doctor of Education in Educational Studies, with a title of "THE TEACHING EVALUATION OF VISUAL COMMUNICATION DESIGN TEACHERS OF YUNNAN UNIVERSITIES IN CHINA" and her advisor is Asst. Prof. Dr. Supinda Lertlit

Now she is at a stage of collecting data. For her research design, Yunnan Technology and Business University Department is considered to be the most suitable setting. Thus, we would like to ask for a permission for Miss Xie Yuxuan to collect data with the students in your department. The data collection will be performed with the English major students/respondents in two folds, first, the questionnaires will be provided, followed by the interviews in a focus group with the expects that the research findings will be useful for all the parties concerned to use for their benefits.

On behalf of the Dean of Suryadhep Teachers College, Rangsit University, I truly appreciate all the help and support for Miss Xie Yuxuan's Dissertation endeavor.

Yours sincerely,

谭美龄
2023.12.23

Dr. Pimurai Limpapath

Asst. Prof. Dr. Pimurai Limpapath,

Director of Doctor of Education Program
in Educational Studies (Ed. D.),

Suryadhep Teachers College,

Rangsit University, Thailand



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Suryadhep Teachers College

STC.4800/0541

22 December 2023

Subject: Request for Permission to Collect Data for a Doctoral Dissertation at Yunnan Art University Design College

Dear Mr. Yang Linghui

Vice Dean of Yunnan Art University Design College

Miss Xie Yuxuan, Student ID: 6204585 is now a candidate at the Doctor of Education Program in Educational Studies at Suryadhep Teachers College, Rangsit University, Pathumthani, Thailand. She has been conducting her research/dissertation, as partial fulfillment of the requirements for the Doctor of Education in Educational Studies, with a title of "THE TEACHING EVALUATION OF VISUAL COMMUNICATION DESIGN TEACHERS OF YUNNAN UNIVERSITIES IN CHINA" and her advisor is Asst. Prof. Dr. Supinda Lertlit

Now she is at a stage of collecting data. For her research design, Yunnan Art University Design College is considered to be the most suitable setting. Thus, we would like to ask for a permission for Miss Xie Yuxuan to collect data with the students in your department. The data collection will be performed with the English major students/respondents in two folds, first, the questionnaires will be provided, followed by the interviews in a focus group with the expects that the research findings will be useful for all the parties concerned to use for their benefits.

On behalf of the Dean of Suryadhep Teachers College, Rangsit University, I truly appreciate all the help and support for Miss Xie Yuxuan's Dissertation endeavor.

Yours sincerely,

 2023.12.29.



Asst. Prof. Dr. Pimurai Limpapath,

Director of Doctor of Education Program
in Educational Studies (Ed. D.),

Suryadhep Teachers College,

Rangsit University, Thailand



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Suryadhep Teachers College

STC.4800/0542

22 December 2023

Subject: Request for Permission to Collect Data for a Doctoral Dissertation at Yunnan Minzu University

Dear Mr. Cui Xuhui,

Department Head of Yunnan Minzu University

Miss Xie Yuxuan, Student ID: 6204585 is now a candidate at the Doctor of Education Program in Educational Studies at Suryadhep Teachers College, Rangsit University, Pathumthani, Thailand. She has been conducting her research/dissertation, as partial fulfillment of the requirements for the Doctor of Education in Educational Studies, with a title of "THE TEACHING EVALUATION OF VISUAL COMMUNICATION DESIGN TEACHERS OF YUNNAN UNIVERSITIES IN CHINA" and her advisor is Asst. Prof. Dr. Supinda Lertlit

Now she is at a stage of collecting data. For her research design, Head of Yunnan Minzu University is considered to be the most suitable setting. Thus, we would like to ask for a permission for Miss Xie Yuxuan to collect data with the students in your department. The data collection will be performed with the English major students/respondents in two folds, first, the questionnaires will be provided, followed by the interviews in a focus group with the expects that the research findings will be useful for all the parties concerned to use for their benefits.

On behalf of the Dean of Suryadhep Teachers College, Rangsit University, I truly appreciate all the help and support for Miss Xie Yuxuan's Dissertation endeavor.

Yours sincerely,

崔旭辉

2023. 12. 26

Dr. Pimurai Limpapath

Asst. Prof. Dr. Pimurai Limpapath,

Director of Doctor of Education Program
in Educational Studies (Ed. D.),

Suryadhep Teachers College,

Rangsit University, Thailand



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Suryadhep Teachers College

STC.4800/0543

22 December 2023

Subject: Request for Permission to Collect Data for a Doctoral Dissertation at Cultures of Yunnan University of Business Management Department

Dear Ms. Chen Yuansheng,

Head of Yunnan University of Business Management Department

Miss Xie Yuxuan, Student ID: 6204585 is now a candidate at the Doctor of Education Program in Educational Studies at Suryadhep Teachers College, Rangsit University, Pathumthani, Thailand. She has been conducting her research/dissertation, as partial fulfillment of the requirements for the Doctor of Education in Educational Studies, with a title of "THE TEACHING EVALUATION OF VISUAL COMMUNICATION DESIGN TEACHERS OF YUNNAN UNIVERSITIES IN CHINA" and her advisor is Asst. Prof. Dr. Supinda Lertlit

Now she is at a stage of collecting data. For her research design, Yunnan University of Business Management is considered to be the most suitable setting. Thus, we would like to ask for a permission for Miss Xie Yuxuan to collect data with the students in your department. The data collection will be performed with the English major students/respondents in two folds, first, the questionnaires will be provided, followed by the interviews in a focus group with the expects that the research findings will be useful for all the parties concerned to use for their benefits.

On behalf of the Dean of Suryadhep Teachers College, Rangsit University, I truly appreciate all the help and support for Miss Xie Yuxuan's Dissertation endeavor.

Yours sincerely,

Dr. Pimurai Limpapath

Asst. Prof. Dr. Pimurai Limpapath,

Director of Doctor of Education Program
 in Educational Studies (Ed. D.),

Suryadhep Teachers College,

Rangsit University, Thailand

陈元晟 2024.1.4



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Suryadhep Teachers College

STC.4800/0544

22 December 2023

Subject: Request for Permission to Collect Data for a Doctoral Dissertation at Cultures of Yunnan University of Finance and Economics

Dear Mr. Song Mingyang,

Head of Yunnan University of Finance and Economics Department

Miss Xie Yuxuan, Student ID: 6204585 is now a candidate at the Doctor of Education Program in Educational Studies at Suryadhep Teachers College, Rangsit University, Pathumthani, Thailand. She has been conducting her research/dissertation, as partial fulfillment of the requirements for the Doctor of Education in Educational Studies, with a title of "THE TEACHING EVALUATION OF VISUAL COMMUNICATION DESIGN TEACHERS OF YUNNAN UNIVERSITIES IN CHINA" and her advisor is Asst. Prof. Dr. Supinda Lertlit

Now she is at a stage of collecting data. For her research design, Yunnan University of Finance and Economics is considered to be the most suitable setting. Thus, we would like to ask for a permission for Miss Xie Yuxuan to collect data with the students in your department. The data collection will be performed with the English major students/respondents in two folds, first, the questionnaires will be provided, followed by the interviews in a focus group with the expects that the research findings will be useful for all the parties concerned to use for their benefits.

On behalf of the Dean of Suryadhep Teachers College, Rangsit University, I truly appreciate all the help and support for Miss Xie Yuxuan's Dissertation endeavor.

Yours sincerely,

宋明阳

2024.1.3

Dr. Pimurai Limpath

Asst. Prof. Dr. Pimurai Limpath,

Director of Doctor of Education Program
in Educational Studies (Ed. D.),

Suryadhep Teachers College,

Rangsit University, Thailand



APPENDIX F
QUALITATIVE DATA

It shows the qualitative data from one interviewee. The interview recording was documented in the script as follows..

R is the abbreviation for researcher

A is the abbreviation for administrator

R: Good morning. How are you?

A: everything is fine.

R: lecturers, I am thrilled to interview you today. I will conduct an hour-and-a-half interview with you.

A: OK.

R: As the manager of the school's visual communication design major, what do you think of the teaching competencies of your school's old visual communication design lecturers?

A: How should I put it? The teaching competencies of the visual communication design lecturers in our school is relatively good because most lecturers are from different majors and have received corresponding education. However, some lecturers with more senior qualifications, especially lecturers who have been teaching for more than 20 years, correspond to their knowledge storage ability and update speed. Some things could be improved.

R: What specific aspects are the deficiencies? Can you tell me more specifically?

A: The entire visual communication is not only a problem of the teaching system but also has a lot to do with his output channels, especially the channels on the media platform, and these things themselves are also changing. For example, our lecturers who has been teaching for over 20 years may be familiar with traditional media, such as magazines and newspapers. Still, he may be familiar with some of the

newer things today, such as new media, such as some BiliBili, TikTok, and other media. On the screen, his level of adaptation could be a lot higher.

R: Do you think these deficiencies will affect their teaching competencies?

A: teaching competencies needs to be improved by updating the knowledge system and changing the general environment. This problem will appear above. Not to mention, not keeping up with the times naturally impacts their teaching competencies.

R: Do you know the teaching competencies of lecturers in other visual communication design professional schools in Yunnan Province?

A: From the evaluation of undergraduate majors conducted every five years by the National Education Department, we can see part of it. Compared with other provinces and cities, our visual communication design central in Yunnan Province is still at a lower-middle level. The teaching quality of lecturers Ability still needs to be improved.

R: In what aspects do you mean lecturers' teaching abilities are mainly reflected?

A: The most essential professional skills you must have include organizing, understanding, and expressing graphics and symbols. This is more important. Copywriting and thinking logic also need significant improvement because the symbol system we are facing now includes the work objects we are facing now. This change in the entire market has prominent characteristics among young people and older generations, so overall, copywriting ability may also be more important than practical ability, and whether you can do projects is very critical.

R: Do you think practical ability is essential?

A: Visual communication lecturers are not only able to solve styling problems but also solve practical problems and can do projects; they have more say in teaching. In addition, apart from their majors, psychological quality is crucial. Many factors affect lecturers' teaching competencies.

R: Can you tell us specifically what factors will affect a lecturer's teaching competencies?

A: From a macro perspective, the regional environment has a more significant impact because, in some places, it places little emphasis on visual communication design, and in some areas, its local characteristics may not be pronounced. Its expression is relative. There are restrictions on the situation.

R: Can you tell me more specifically?

A: For example, if you go to Anhui, Jiangsu, and other places, Jiangsu may be better. Let's take Anhui as an example. Anhui itself, as well as its ethnic and folk characteristics, maybe more prosperous. Not so much. This may cause some visual limitations and a need for distinctiveness in terms of the overall environment. Like Yunnan, its characteristics are relatively prominent, its ethnic and folk characteristics are relatively affluent, and it also has prospects in terms of industrial development.

R: What do you think schools can do to solve these problems?

A: The school can provide more practical platforms, go to schools in other places to exchange and learn, learn other people's advanced technologies, and at the same time export our local characteristic culture and do some assessments to let lecturers understand their shortcomings. , thereby making improvements.

R: What do you think the evaluation indicators should include?

A: It depends on the lecturer's professional ability, modeling ability, knowledge reserve, software skills, psychological quality, lecturers ethics, personal disposition, teaching style, teaching attitude, teaching enthusiasm, professional quality, scientific research ability, etc.

R: lecturers, look, this is an indicator questionnaire I made. Could you take a look at it? Please give me some suggestions or opinions.

A: Your entire system, including investigating these issues, is relatively comprehensive, especially in character. Compared with our current system, the binding is relatively tight because, In China, we attach great importance to lecturers-lecturers ethics and maintaining a proper professional relationship. This is very good. I have no objection. It is perfect. I suggest integrating similar items and making some specific adjustments to the details. lecturers may not generate too many other emotions when they take this questionnaire. A simple questionnaire is more popular and more accessible to accept.

R: If the lecturers says this indicator is implemented for visual communication design lecturers in your school, what impact will it have?

A: If there is this evaluation indicator, it will have a positive impact. From what I can tell you, our school currently lacks an evaluation system for lecturers. If we can have a targeted evaluation index system, it will be beneficial to our school.

R: Can you elaborate?

A: From our overall Teaching competency evaluation, it is still a bit general. We still need a lecturers ability evaluation index specific to the major. We are still just mastering this skill from the basics, and then the lecturers will. There shouldn't be any problems with one's disposition because we can't tell who can be used and who can exert their subjective initiative in it.

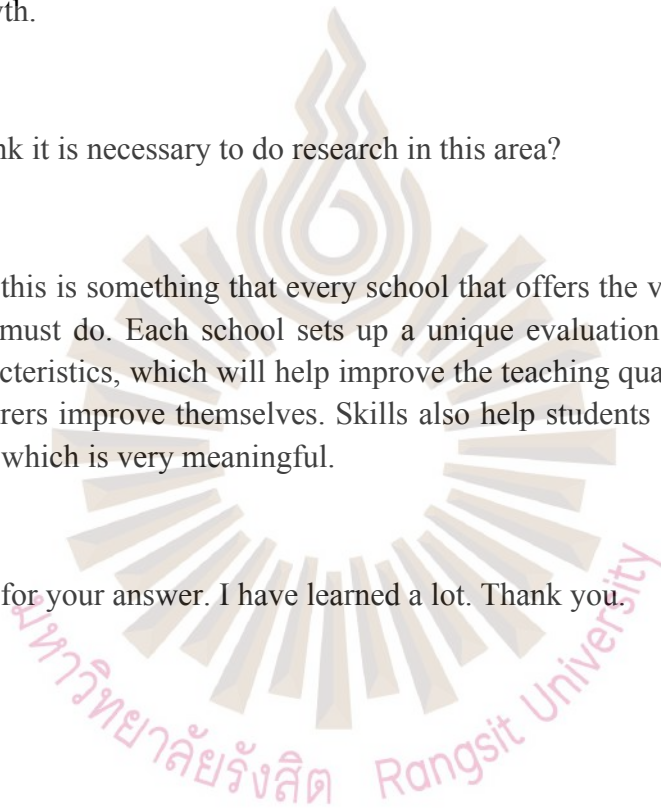
R:Can you give more details?

A: The evaluation index system can help lecturers systematically understand their professional development needs, guide them toward targeted professional development and learning, and improve their teaching competencies and level. By establishing a Teaching competency evaluation index system, we can create a good atmosphere focusing on teaching quality and improving lecturers' teaching abilities. It can also promote communication and cooperation among lecturers and promote their expected growth.

R: Do you think it is necessary to do research in this area?

A: Of course, this is something that every school that offers the visual communication design major must do. Each school sets up a unique evaluation system based on its regional characteristics, which will help improve the teaching quality of local lecturers and help lecturers improve themselves. Skills also help students obtain more learning opportunities, which is very meaningful.

R: Thank you for your answer. I have learned a lot. Thank you.



The background of the page features a large, faint watermark of the Rangsit University logo. The logo is circular, with a stylized flame or sunburst design at the top. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

APPENDIX G
CONSENT FORM

Date...../...../.....

Name of participant _____ Aged _____ years old
 Address _____ District _____ Province _____
 Postal code _____ Telephone number _____

I hereby submit my consent to participate in the research project entitled
TEACHING COMPETENCIES OF VISUAL COMMUNICATION DESIGN
LECTURES OF YUNNAN UNIVERSITIES IN CHINA.

I have already been informed as follows:

The background and objectives of the research project.

The procedural details that the participant has to perform or be treated. Possible benefits and risks of participating in the study (Including prevention and remediation plan if risk occurs).

I thoroughly read the information sheet for participant.

I also received explanations and my questions were answered honestly by the principal investigator.

I therefore agree to participate in this research:

I have the right to receive additional information on the benefits and risks of taking part in the study. I have the right to withdraw from participation at any time without penalty. My withdrawal will not affect my treatment in any way. I allow the researcher to use the participant's personal data obtained from this study, but do not permit publicly sharing my identity.

If I feel physically or mentally uncomfortable during from participating in this study, we will tell the researcher as soon as possible. If any adverse event occurs or there is a concern about the research process, I will be able to contact: Yuxuan Xie, Telephone number: +86 13888442387 .

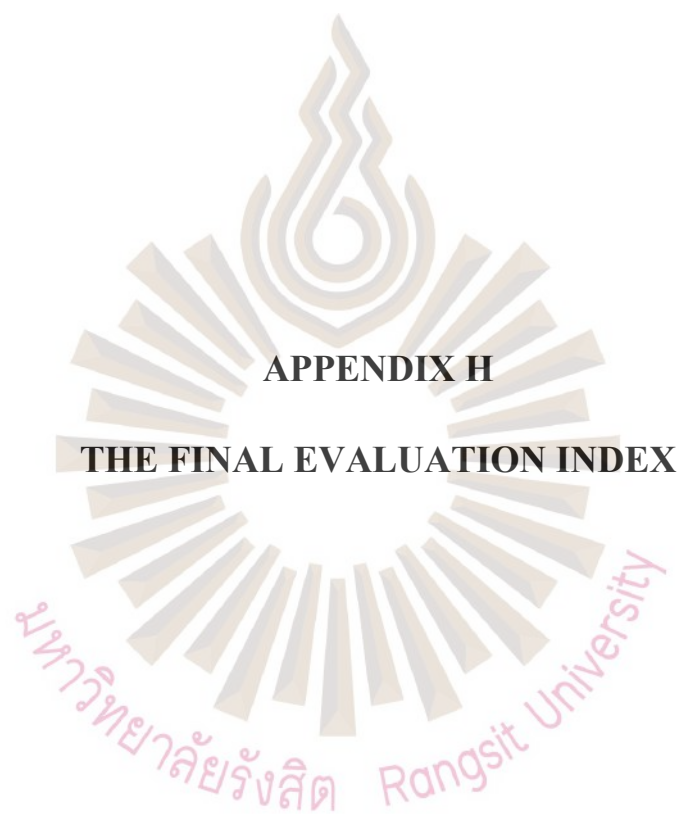
If I am not treated as indicated in the information sheet, I will be able to contact the Research Ethics Committee of Rangsit University at Research Ethics Office of Rangsit University, 52/347 Phahonyothin Rd., Tambon Lak Hok, Amphoe Muang, Pathum Thani Province, 12000, Thailand (Building 1, 5th Floor, Room 504), Tel. 66-2791-5728, Fax 66-2791-5689.

I have thoroughly read and understand the information sheet. The signatures below acknowledge my consent to participate in this research project.

Signature.....Participants

(.....)

Date...../...../.....



APPENDIX H

THE FINAL EVALUATION INDEX

Visual Communication Design lecturers Teaching competency evaluation Self-Assessment Form

视觉传达设计教师教学胜任力评价自评表

Knowledge Questions 知识类题

Score based on self-mastery 根据自我掌握情况评分	Incompetent 1 point 不胜任 1 分	competence 2 points 有限胜任 2 分	Moderate competence 3 points 中等胜任 3 分	Limited Competent 4 points 胜任 4 分	Very competent 5 points 非常胜任 5 分
1 Understand various subject knowledge and possess subject professional abilities. (Understand the professional basic knowledge and public basic knowledge of various visual communication design disciplines, and possess subject professional abilities, such as practical teaching competencies, practical ability, etc.) 了解各学科知识, 具备学科专业能力。 (了解各视觉传达设计学科的专业基础知识、公共基础知识, 具备学科专业能力, 如实践教学胜任力、实践能力等。)					
2 Master and apply educational methods and strategies, and integrate scientific research results into teaching. (Master and apply educational methods and strategies considered most effective and beneficial in undergraduate-level education. Integrate personal and expert scientific research results into teaching cases for teaching.) 掌握并运用教育方法与策略, 将科研成果融入教学。 (掌握并运用本科教育中最有效、最有益的教育方法与策略, 将个人及专家的科研成果融入教学案例进行教学。)					
3 Be familiar with relevant standards of professional ethics for lecturers. (Be familiar with the rules, principles and guidelines related to lecturers' professional ethics and education and teaching ethics, namely the "Ten Codes of Professional Conduct for College lecturers in the New Era".) 熟悉教师职业道德相关标准。 (熟悉教师职业道德、教育教学伦理相关的规则、原则和准则, 即《新时代高校教师职业行为十条规范》。)					

4	lecturers' knowledge system is updated to enable them to acquire and effectively impart relevant knowledge to students (Their own knowledge system can keep pace with the times, update their own knowledge system, and effectively impart relevant knowledge and information acquired through in-depth study of visual communication design disciplines, fields or topics to students.) 教师的知识体系更新，使其能够获得相关知识并有效地传授给学生。 (教师自身的知识体系能够与时俱进，更新自身的知识体系，并有效地将通过深入学习视觉传达设计学科、领域或主题所获得的相关知识和信息传授给学生。)	
5	Develop professional course syllabus, select teaching aids, and teach based on training objectives (Able to formulate the syllabus for this professional course based on the talent training plan.) 制定专业课程教学大纲，选择教学辅助工具，根据培养目标开展教学。 (能根据人才培养计划制定本专业课程教学大纲。)	

Visual Communication Design Lecturers Teaching competency evaluation Self-Assessment Form

视觉传达设计教师教学胜任力评价自评表

Skills Questions 技能类题

Score based on self-mastery 根据自我掌握情况评分	Incompetent 1 point 不胜任 1 分	competence 2 points 有限胜任 2 分	Moderate competence 3 points 中等胜任 3 分	Limited Competent 4 points 胜任 4 分	Very competent 5 points 非常胜任 5 分
1	Grasp the rhythm of the teaching process, arrange the distribution of course structure, flexible and innovative classrooms, and link curriculum development. (According to the actual class situation, the lecturers can grasp the rhythm of the class, reasonably distribute the time of the teaching process and the distribution of the course structure. The lecturers innovates in the classroom and does not copy the textbook content mechanically. The organization actively supports and advocates for necessary changes and improvements in educational curricula and is able to link course outcomes, reading materials, teaching methods and learning assessments when developing curricula.) 把握教学过程节奏，安排课程结构分布，灵活创新课堂，衔接课程发展。				

	(教师能根据课堂实际情况, 把握课堂节奏, 合理分配教学过程时间和课程结构分布。教师在课堂上创新, 不生搬硬套教科书内容。组织积极支持和倡导教育课程的必要变革和改进, 在课程开发时能够将课程成果、阅读材料、教学方法和学习评估联系起来。)	
2	Course knowledge is conveyed clearly and students answer questions quickly and accurately. (Communicate and explain course concepts, knowledge and information to students in a clear, easy-to-understand way that is directly related to the course content. Respond quickly when students ask questions, provide accurate, detailed and helpful answers to help students understand course content and resolve doubts) 课程知识传达清晰, 学生回答问题快速准确。 (以清晰、易懂、与课程内容直接相关的方式向学生传达和解释课程概念、知识和信息。在学生提问时快速回应, 提供准确、详细和有用的答案, 帮助学生理解课程内容并解决疑惑。)	
3	Ability to self-aware and provide effective teaching feedback. (lecturers can identify their strengths, weaknesses and room for growth, design assignments that are accurate, reliable and fair, and provide students with feedback on their academic abilities.) 具有自我认知能力并提供有效的教学反馈。 (教师能够识别自己的优势、劣势和成长空间, 设计准确、可靠、公平的作业, 并为学生提供有关其学术能力的反馈。)	
4	Teaching order and environmental maintenance. (Take steps to ensure that students comply with the policies, rules and expectations established within the school or class, actively maintain order in the school, promote learning and create a positive academic and social environment) 教学秩序与环境维护。 (采取措施确保学生遵守学校或班级内制定的政策、规则和期望, 积极维护学校秩序, 促进学习, 营造积极的学术和社会环境)	
5	Have a relaxed teaching style. (Possess a humorous and light-hearted style and be able to use humor, jokes or interesting stories in class to attract students' attention, increase learning enjoyment and relieve tension) 教学风格轻松。 (具有幽默轻松的风格, 能够在课堂上运用幽默、笑话或有趣的故事来吸引学生的注意力, 增加学习乐趣, 缓解紧张情绪)	
6	Proficient in using professional design software and teaching tools. (Proficient in Photoshop, Illustrator, InDesign, CorelDRAW, 3Ds Max, etc., and able to use Blackboard, Curtain Projector, DSL, Canvas, etc.)	

	熟练使用专业设计软件及教学工具。 (熟练使用 Photoshop、Illustrator、InDesign、CorelDRAW、3Ds Max 等, 并能使用 Blackboard、Curtain Projector、DSL、Canvas 等)	
7	Provide personalized student teaching guidance and professional learning strategy suggestions, and use reasonable teaching methods and strategies. (Develop personalized plans based on students' performance problems in specific courses or fields to help them improve relevant professional skills or knowledge levels, provide students with learning strategies or suggestions to make it easier for them to adapt to the major, and adopt effective methods and strategies to inspire students' curiosity and interest in learning while developing their critical thinking skills) 提供个性化的学生教学指导和专业学习策略建议, 采用合理的教学方法和策略。 (根据学生在特定课程或领域的表现问题制定个性化计划, 帮助学生提高相关专业技能或知识水平, 为学生提供学习策略或建议, 使其更容易适应专业, 采用有效的方法和策略, 激发学生的好奇心和学习兴趣, 同时培养学生的批判性思维能力)	
8	Demonstrate good professionalism, teaching skills and knowledge. (The professionalism, teaching skills and professional knowledge demonstrated in his educational work, attending classes on time, being prepared for students' questions at any time, and providing timely feedback on students' homework) 展现良好的专业素养、教学技巧和知识。 (在教育工作中展现的专业素养、教学技巧和专业知识, 按时上课, 随时准备回答学生的问题, 及时反馈学生的作业)	

Visual Communication Design lecturers Teaching competency evaluation Self-Assessment Form

视觉传达设计教师教学胜任力评价自评表

Behavior Questions 行为类题

Score based on self-mastery 根据自我掌握情况评分	Incompetent 1 point 不胜任 1 分	competence 2 points 有限胜任 2 分	Moderate competence 3 points 中等胜任 3 分	Limited Competent 4 points 胜任 4 分	Very competent 5 points 非常胜任 5 分
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1	Complete student formative assessment forms and summative assessment forms. (lecturers can complete student summative assessment forms and student formative assessment forms seriously and responsibly.) 填写学生形成性评估表和总结性评估表。 (老师能认真负责地填写学生总结性评估表和学生形成性评估表。)	
2	Create a good classroom atmosphere and encourage active classroom communication. (Create an orderly, supportive and encouraging classroom atmosphere so that students are more willing to participate and devote themselves to the course content. lecturers encourage active classroom communication and create an active classroom atmosphere.) 营造良好的课堂氛围，鼓励积极的课堂交流。 (营造有序、支持、鼓励的课堂氛围，让学生更愿意参与、投入到课程内容中。教师鼓励积极的课堂交流，营造活跃的课堂氛围。)	
3	Cultivate students' abilities and learning attitudes, and provide students with appropriate support and challenges. (Cultivate students' ability to learn independently and a positive learning attitude, and provide students with appropriate support and challenges to promote their learning and growth.) Cultively students' capabilities and learning disposition, and provide students with appropriate support and challenges. 培养学生的能力和学习态度，为学生提供适当的支持和挑战。 (培养学生自主学习的能力和积极的学习态度，为学生提供适当的支持和挑战，促进学生的学习和成长。)	
4	Believe in students' learning potential and abilities and guide students to dialogue and think. (Believe that every student has the potential and ability to learn, regardless of their background, characteristics or previous academic performance, and guide students to have in-depth, meaningful and inspiring conversations and thinking.) 相信学生的学习潜能与能力，引导学生对话与思考。 (相信每一位学生都有学习的潜能与能力，不论其背景、特质或过往的学业成绩如何，并引导学生进行深入、有意义、有启发性的对话与思考。)	
5	Ensuring appropriate professional relationships in lecturers-student interactions. (lecturers need to ensure an appropriate, professional relationship in their interactions with students.) 确保师生互动中存在适当的专业关系。 (教师需要确保与学生互动中存在适当的专业关系。)	

6	Sharing of personal experiences, opinions, emotions or ideas promotes student growth. (lecturers share personal experiences, opinions, emotions or ideas in appropriate contexts in a conscious and purposeful manner to enhance student learning and development.) 分享个人经历、观点、情感或想法可促进学生成长。 (教师在适当的情境中，有意识、有目的地分享个人经历、观点、情感或想法，以促进学生的学习和发展。)	
7	Have a positive attitude towards teaching activities and student learning. (Demonstrate enthusiasm, concern and a positive attitude towards teaching activities and student learning in the educational process.) 对教学活动和学生学习抱有积极的态度。 (在教育过程中表现出对教学活动和学生学习的热情、关心和积极的态度。)	

Visual Communication Design lecturers Teaching competency evaluation Self-Assessment Form					
视觉传达设计教师教学胜任力评价自评表					
Disposition Questions 性格类题					
Score based on self-mastery 根据自我掌握情况评分	Incompetent 1 point 不胜任 1 分	competence 2 points 有限胜任 2 分	Moderate competence 3 points 中等胜任 3 分	Limited Competent 4 points 胜任 4 分	Very competent 5 points 非常胜任 5 分
1	Facing other people's inquiries enthusiastically and actively questioning others. (lecturers can enthusiastically face inquiries from others and actively ask others.) 热情面对别人的询问，积极向别人提问。 (教师能热情面对别人的询问，积极向别人提问。)				
2	Maintain an attitude of humility, open-mindedness and respect. (Maintain a humble, open-minded and respectful attitude, do not overemphasize one's status or authority, but are willing to listen to students' opinions, accept feedback, and continue to learn)				

	and grow.) 保持谦逊、开放和尊重的态度。 (保持谦逊、开放和尊重的态度，不过分强调自己的地位或权威，但愿意倾听学生的意见，接受反馈，并不断学习和成长。)	
3	Recognize and understand personal biases, stereotypes and discriminatory beliefs. (Ability to identify and understand biases, stereotypes or discriminatory beliefs that one may have and understand how these biases impact teaching and interactions with students.) 认识和理解个人偏见、刻板印象和歧视性信念。 (能够识别和理解个人可能存在的偏见、刻板印象或歧视性信念，并了解这些偏见如何影响教学和与学生的互动。)	
4	lecturers-student interaction and educational attitude are correct, lecturers and students communicate and discuss, and lecturers-student interaction is good. (Demonstrate authenticity, honesty, and transparency in interactions and education with students, and be able to communicate with students in an open, honest, and supportive manner to discuss various difficulties, challenges, or issues students may face in their daily lives or outside the campus, maintain a friendly, approachable, equal and respectful attitude when interacting with students.) 师生互动与教育态度端正，师生沟通讨论，师生互动良好。 (在与学生的互动和教育中表现出真实、诚实、透明，能够以开放、诚实、支持的态度与学生沟通，讨论学生在日常生活中或校外可能面临的各种困难、挑战或问题，在与学生互动时保持友善、平易近人、平等、尊重的态度。)	
5	Maintain a stable emotional state regarding educational challenges and student needs. (Ability to remain calm, peaceful, and emotionally stable in the face of a variety of educational challenges and student needs.) 保持对教育挑战和学生需求的稳定情绪状态。 (面对各种教育挑战和学生需求时能够保持冷静、平和和情绪稳定。)	
6	Maintain an inclusive and patient attitude towards students. (Maintain a tolerant and patient attitude towards students and be able to accept their shortcomings and mistakes.) 对学生保持包容和耐心的态度。 (对学生保持宽容和耐心的态度，能够接受他们的缺点和错误。)	

BIOGRAPHY

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