

Thinking about ophthalmology teaching team building

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关于眼科学教学团队建设的思考

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摘要

建设高绩效的眼科教学团队,对于眼科教师的专业发展和人才培养质量的提高具有十分重要的作用。文章就眼科教学团队建设现状及存在的问题,眼科教学团队建设的意义及建设策略进行了思考。

关键词:眼科学;教学团队;建设;思考

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Abstract

• Building high performance teaching team of ophthalmology has a very important role for teachers' professional development and the improvement of the quality of ophthalmology personnel training. In this paper, the situation and existing problems of ophthalmology teaching team, the meaning of building ophthalmology teaching team, and the strategies for building team were considered.

• **KEYWORDS:** ophthalmology; teaching team; building; thinking

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INTRODUCTION

Based on the definition of Robbins, team refers to groups of individuals collaborated in order to achieve a certain goal by a formula^[1]. The common goals of behavior and effective communication and cooperation are the essential characteristics of the team. The teaching team building is an important part of the construction of higher education faculty, and is the important strategy for enhancing the teaching quality and achieving the sustainable development of higher education.

The ophthalmology is one of the compulsory courses for clinical medical students. Because of the elaborate and complex local anatomy, professional features, and special eye examination equipment, it is not easy to understand for beginners. On the other hand, the few eye theory and practice lesson hours increase the teaching difficulty, as well as put forward the new challenges to the ophthalmic teachers. How to make full use of the limited number of teaching hours to enable students to learn and earn, which requires an efficient and excellent ophthalmology teaching team.

THE CURRENT SITUATION AND EXISTING PROBLEMS FOR OPHTHALMOLOGY TEACHING TEAM BUILDING

Since the implementation of the "Quality Project", medical schools are widely starting to focus on the construction work of the teaching team. Because of the short practice time and lack of experience, the theoretical research is not very fully. In addition, the ophthalmology clinical teaching is traditionally regarded as the 'small subjects'. With respect to the 'big subjects' of internal medicine, surgery, obstetrics and gynecology and pediatrics, the attention and study of ophthalmology teaching team building relatively lag. The situation and existing problems for ophthalmology teaching team-building as follow^[2-4]:

At present, the department of ophthalmology teaching and research in most of the colleges or universities is set up in the affiliated hospital or the teaching hospital. Generally, school or clinic college of medicine directly manages the department of ophthalmology teaching and research. For a long time, the department of ophthalmology teaching and research is served as a top-down teacher management organization at the grass-roots level administrated by the school or clinic college of medicine.

The whole teaching awareness of the team is weak, and the cohesion and fighting capacity is lack. In the teaching activity, the team spirit of some ophthalmology teachers is not strong, and they do not have a whole concept. Some teachers

are only doing individual teaching, lack of communication and cooperation with each other, without professional and teaching division of labor, take the teaching as a personal work and result in the repeated teaching and contradiction. Some teachers due to a long stick to their own way of traditional teaching methods, so that the team lacks cohesion, unwilling to explore innovative teaching methods. Therefore, the teaching team is unable to form a unified goal and unified action, manifested only individual divergence the non-team cohesion, greatly weakened the significance and role of team building.

The teacher training is weak. Almost all ophthalmology teachers are the clinical ophthalmologists. They need to undertake the arduous clinical task, lack of the teaching ability and skills training, and some teachers are easily satisfied with the status quo, unable to produce learning motivation.

With the increasing strengthening of the utilitarian value-oriented university development process as well as the research function, the clinical and scientific research functions of the ophthalmology department are continuously emerging, however, the teaching function is increasingly weakening, which results in a situation of 'great importance to the clinical', 'great importance to the scientific research' and 'look down on teaching'. From the development of the overall situation, the department of ophthalmology teaching and research, regardless of its organizational management and operation mechanism or its actual role of behavior orientation, is significantly lag behind the need for reform of the teaching.

THE MEANING OF OPHTHALMOLOGY TEACHING TEAM BUILDING

The information technology in today is highly developing, and the ophthalmology new equipment, new technology and new methods are rapidly developing, on the one hand, the need of knowledge of the students is increasingly diversified, and the teaching content is increasing deepen. In this case, any teaching process becomes extremely complicated, traditional teachers' individual teaching mode can not meet the requirements of the modern ophthalmology teaching, which need to build an effective ophthalmology teaching team, to enhance the effect and the overall quality of teaching. To establish an efficient and excellent teaching team, the meaning lies in [2,3].

Ophthalmology Specialty Construction and Enhancement of the Professional Development Level The specialty development and teacher professional development of ophthalmology are of great significance for condensing talents, and teaching and scientific research, and its level is an important indicator of the teaching and academic measure for an ophthalmology department. The key for ophthalmology specialty construction and teacher professional development is the leader, who is to have teaching experience, deep academic attainments and can unite a colleague for teaching and scientific research, as well as a series of dedication, solidarity and cooperation, the structure reasonable,

innovative thinking and the ability to innovate the ophthalmology professional teaching team.

Highlighting the Characteristics of Ophthalmology Teaching and Enhancing Core Competitiveness To build the innovative ophthalmology teaching team, the member structure should be reasonable, professional quality and the members should complement each other's clinical skills, fight together, to highlight the characteristics of ophthalmology teaching and enhance core competitiveness. On the one hand, the teaching team concerns the ophthalmology professional interest to explore the teaching and academic problems, and at the same time familiar with each other in teaching and research capacities, teaching effectiveness and character behavior. This tacit understanding, cooperation and innovation in conjunction with each other will provide convenient conditions. On the other hand, the teaching team is a group of teachers with quick thinking and relatively high degree of freedom. The growth of young teachers needs the veteran teachers' help and instruction. Veteran teachers also need to update professional knowledge in resource and share with young teachers their teaching philosophy. Forming a harmonious and relaxed, learning together, information sharing atmosphere is necessary. A harmonious environment with a strong sense of social responsibility and a sense of accomplishment will finally prompts the formation of the ophthalmology team characteristics with team-building and ophthalmology professional development integration. In general, the team with the characteristics will be able to have the high level and vitality, and have the big core competitiveness.

Promoting the overall level of teachers, improving quality of ophthalmology teaching Teaching team consists of the excellent teachers with different ophthalmology sub-specialty (such as cataract, glaucoma, optometry, etc) and excellent background, which is conducive to the understanding of ophthalmology teaching from a multidimensional perspective, to carry out ophthalmic teaching and research. In the teaching team, the teachers can exchange and explore the problems encountered in each other teaching activity, which can promote the new teaching concepts to apply to teaching practice, deepen the teaching understanding and expand the professional knowledge, strengthen professional skills, improve teaching strategies, promote the improvement of the actual teaching level, and enhance the ophthalmology teaching quality.

Playing leading exemplary role of the teacher and promoting the cultivation of young teachers The young teachers are the hope of the future development and the main force of the ophthalmology teaching. They need training and leading from their predecessors. On the one hand, teaching team can provide the opportunity for young teachers to learn from experts. On the other hand, the experts can play a lead exemplary role for these young teachers, so that they can provide direct guidance and help for young teachers. In general, the leaders selected for teaching team are academic

leaders in the field of ophthalmology. They should have the high teaching level, deep academic attainments, and ethics noble. The teaching team takes advantage of the leaders in teaching and academic guidance and demonstration for young teachers, which will improve the teaching level and ability of team members, bring up a large number of continuity, vigorous teaching backbone.

THINKING ABOUT OPHTHALMOLOGY TEACHING TEAM BUILDING STRATEGIES

From the concept and the requirements of the teaching team, the so-called ophthalmology teaching team is refers to an innovative teaching basic organizational form with the students as the object of service. The teachers in the teaching team are mutual collaboration and complementary with their skills. The main way of the teaching team is the reform of the ophthalmology teaching content and teaching method. The platform of the teaching team is a series of ophthalmology courses and specialty development, and the goal is the improvement of teaching level and teaching quality^[5].

Selection of the Cohesive Team Leader The team leader is the heart and soul of the team, which is an important foundation to ensure the realization of the team common goals^[6,7]. Compared with the general academic leader of ophthalmology, the requirement for the leader in ophthalmology teaching team is much higher. He must have certain academic achievement and academic insight in the field of ophthalmology, and can grasp the future development direction of ophthalmology. He must love ophthalmology teaching, and has the rich teaching experience and teaching skills. He must be of high moral character, generous and open-minded, and has attractive, solidarity, cohesion conduct accomplishment and personality charm. He must have strong leadership, organization and coordination ability, charisma and affinity, and can coordinate with the team members and create a harmonious team atmosphere. In this regard, the competition mechanism should be effectively introduced, and the leader position should be suitable for the people with high moral quality, rigorous scholarship, teaching experience, innovative teaching ideas, a relatively high academic attainments, a good spirit of cooperation, strong organizational management capabilities. At the same time, university or medical school should increase the leader training intensity, and constantly improve his organizational leadership and influence.

Buildthe Management Mode Sharing Team Leadership and Decision-Making Power, Give Full Play to Each Person's Potential Teaching team members consist of the ophthalmology teachers with knowledge and skills complement. There is no hierarchy between each other. They teach students ophthalmology knowledge and skills, make contribution to achieve the team goal, and shared the leadership and decision-making power within the teaching team^[3,8,9]. Academic leader plays an important role in the development of teaching team, however, his effect is not in the traditional organization leadership and decision-making

power alone. He performs his management on the basis of communication between each other to reach a consensus, on the basis of trust to reach a commitment, on the basis of respecting the rights and personality of other members to achieve effective management, and provide the support and services for the teaching team. In ophthalmology teaching team, every member is taking on a certain teaching task, but also serves as a team role, enjoys a rights and obligations, and finally plays their own unique role.

Strengthen the Team Building with an Important Carrier of an Excellent Course in Ophthalmology Excellent course is a demonstration course with first-class teachers, first-class teaching content, first-class teaching methods, first-class teaching materials and first-class teaching management, which is an important way to improve teaching level and teaching quality^[10]. Through the excellent course construction, it will build a good teacher echelon with a speaker teachers responsible for, reasonable structure, stable, high teaching level and teaching effect. Excellent course construction process is the first-class faculty formation process, is also an excellent ophthalmology teaching team built process.

Strengthen the Team Culture and Build the Culture Atmosphere of Harmony and Tolerance Teaching team can play a powerful synergy, depends largely on whether the team has a harmonious and tolerant culture atmosphere^[9,11]. For a teaching team, "all rivers run into sea, tolerance is a great" is the most important spirit. Teaching team should encourage the academic controversy and protect different opinions. Meantime, teaching team should have the spirit of academic freedom, so that each member can speak freely to express their views. Teaching team should have the innovation and critical spirit, dare to question the established conclusions and promote the development of frontier disciplines; Teaching team should have a spirit of cooperation to promote mutual support between the team members, and is willing to struggle for the realization of specific goal of the team. More emphasis on communication and collaboration between members of the teaching team, team size should be appropriate to ensure adequate communication and exchanges among members. If the team is too large, it is easily affected by various factors, such as communication, values, shared goals, cohesion, and even logistics and so on. If the team is too small, it can not ensure the effective exchange among the team members about the teaching at the various levels, and can not guarantee the sustainability of the team development. Previous studies have shown that the high effective teaching team size is controlled in small number of members, usually less than 10 people is appropriate, otherwise, it may affect the communication and understanding among the team members, and it is difficult to form a cohesive and mutual responsibility. From the structure of the teaching team, the team members should also pay attention to the optimum combination about knowledge, skills, age, personality characteristics, etc. In fact, the power of the team comes from the collaboration and cooperation among the

members, the effective performance of the team depends on whether there is highly complementary in terms of knowledge, skills, and personality of the team.

Build a Reasonable Evaluation System and Promote the Healthy Development of Ophthalmology Teaching Team

Scientific and reasonable evaluation system is the effective way to motivate the team, examine the construction achievement, enhance the core competitiveness of the team, which plays an important role in promoting the orderly running of the team^[3,6,7,9]. In the content of evaluation, it should not only pay attention to the evaluation of explicit results, such as the theory teaching, practice teaching, curriculum reform and so on, but also pay attention to the evaluation of recessive results, such as students' abilities and quality improvement, the team leader's influence force and the team's cohesive force. In the evaluation method, it is necessary to pay attention to the authority and peer evaluation, but also pay attention to the students evaluation, because the students have the most important right to speak about the pros and cons of teaching reform and quality of teaching. In the evaluation of the link, it should not only pay attention to the final evaluation of the results of team building, and also should pay attention to the supervision, and examination of construction stage. Through the regular check and evaluation, it makes all aspects of the team building to be improved and forms a virtuous cycle to ensure the smooth progress of team building. In addition, the team should strengthen the management innovation, and create system environment that is conducive to the formation and development of ophthalmology teaching team. For teachers, the most important evaluation and assessment is nothing more than the title assessment, the annual performance evaluation and teaching and research incentives and allowances. However, the current policy for most colleges and universities in evaluation often only recognizes the first person, ignores other collaborators, and even ignores the contribution of the backbone. This evaluation system not only does not encourage cooperation among teachers, but also play a role in opposite direction. To encourage teachers to form teaching team and give full play to the role of the teaching team, it must further explore the evaluation and examination mechanism for high level teaching team construction and development. In the process of evaluation, it should tilt policy to the teaching team, encourage the academic leader to form a teaching team, collaborative people's intelligence to improve the teaching quality. In terms of evaluation mechanism, it is important to

transfer from the evaluation of individual performance of the teaching team to the evaluation of the long-term value of the performance, from the emphasis on process management to the target management, from the annual evaluation to period of engagement, from a mere quantity evaluation to the quality evaluation. Teachers should be encouraged to join the teaching team and commit to the team goals.

Improve the External Environment for the Teaching Team Building

In order to effectively run a high performance teaching team, the support of all kinds of human, material and financial resources is needed^[9]. In the external environment for team building, university or medical school must provide strong support of external resources, including the establishment of long-term incentives and funding support mechanisms, which provides the protection system for teaching team building.

In summary, the establishment of an efficient ophthalmology teaching team benefits the specialty construction of ophthalmology, enhances the level of specialty development, promotes raising the overall level of ophthalmology teachers and young teachers, and enhances the ophthalmology teaching quality and core competitiveness.

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