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Title

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Abstract

The quality of undergraduate teaching is an issue under heated dispute in China. This study examined Chinese undergraduate students' perceptions of teaching quality and the effects on their approaches to studying and course satisfaction. A sample of 2,043 students from two full-time universities in mainland China responded to a questionnaire comprising three scales adopted from widely used instruments. The results showed that the Course Experience Questionnaire is a valid instrument for assessing the teaching quality in Chinese universities. The study also revealed the desirable effects of clear goals and standards, an emphasis on independence, generic skills, and an appropriate workload on students' approaches to studying (measured by the Study Process Questionnaire) and course satisfaction (measured by the Overall Satisfaction Scale). However, good teaching and appropriate assessment were found to have an unexpected effect. Specifically, good teaching was found to only have a positive impact on surface motive, while appropriate assessment was found to negatively influence students' deep as well as surface approaches. These findings highlighted the need to re-examine the role of teacher-centered pedagogy and the nature of student assessment in university teaching. The results' implications for improving undergraduate teaching in China are suggested. (HRK / Abstract übernommen) Wang, Wenlan, E-Mail: wang_wenlanhb@m.scnu.edu.cn