

Thoughts on Teaching Management of Local Application-Oriented University

Meng Zhang, Zheng Li*, Yuyang Zhao, and Yan Zhang

School of Electrical Engineering, Hebei University of Science and Technology, Shijiazhuang, China

Lzhfgd@163.com

Keywords: Teaching management operation; Standardized management; Teaching quality monitoring

Abstract: The teaching management of colleges and universities is the core of all kinds of management work, which is directly related to the overall teaching level and the quality of personnel training, and is one of the important conditions for realizing the strategic goal of higher education. There are many problems in the current teaching management operation, such as the lag of teaching management concept, rigid management model, standardization to be strengthened, teaching quality monitoring system is not perfect, etc. There are many reasons for these problems. How to solve these problems and improve the quality and efficiency of teaching management should be explored and practiced in the future.

1. Introduction

Higher education has the basic functions of personnel training, scientific research, serving the society, cultural inheritance and innovation. Among them, the cultivation of talents as the basic function cannot be separated from the effective management in the process of higher education [1,2]. Teaching management is the core of all management work in colleges and universities. Standardized and institutionalized teaching management can promote the improvement of teaching quality and promote the overall development level of colleges and universities, and achieve the ultimate goal of talent training in colleges and universities [3].

Throughout the local application-oriented undergraduate colleges, its teaching management is a dynamic, developmental, multi-level, multi-factor coupled system engineering. With the deepening of the national engineering education concept and the deepening of the reform of the education system, there are many problems in the existing teaching management mode [4-6], which can no longer adapt to the current development of education and teaching, and hamper the development of all levels of teaching. Therefore, in order to better serve the higher education function, the teaching management method also needs to adapt to the development of the talent training goal to carry out reform and innovation. The teaching management operation also needs to be explored in practice to be standardized and orderly, so as a management method which suitable long-term development for colleges and universities can be found.

2. Analysis of the Current Teaching Management Mode

In China's colleges and universities, especially the local application-oriented undergraduate, its management mode is mostly a top-down linear mode as shown in the Fig. 1. That is, led by the school's educational affairs administration, assigning tasks and arranging work to the secondary college teaching management department [7], and then assigning tasks to Each department of the secondary college. Under this model, the college teaching management department is mainly responsible for docking the various departments of the educational affairs administration to complete the planning and arrangement of various teaching activities, such as the scheduling & operation department, the course quality supervision department, the practice teaching management department, the classroom & teaching materials management department and the student status management department, etc., involving all aspects of daily work for teachers and students.

The departments of the school's educational affairs administration do not exist independently, and there is a crossover in the work. Sometimes the completion of a teaching task requires the cooperation of several departments to complete the task. For example, scheduling is the most routine work, and the completion of this work requires the cooperation of several departments. First of all, the course quality supervision department needs to determine all the courses taught during the semester, and then the scheduling & operation department arranges the time, the teaching place and the instructors of all the courses in the educational system. Finally the student status management department will synchronize the courses to the students to enable the students to choose the courses they are taking. When there is a problem in the course of class scheduling, the teachers will report to the secondary college teaching management department, or pass the secondary college directly to the school's educational affairs administration.

Under the above kind of teaching management mode, the staffs in secondary college need to connect a lot of departments, need to deal with different job requirements between the school's educational affairs administration and the college teachers. Meantime the teaching management work is complicated. There are also some problems that cannot be ignored due to unclear management powers and repetitive tasks, which affects the efficient organization and development of teaching activities.

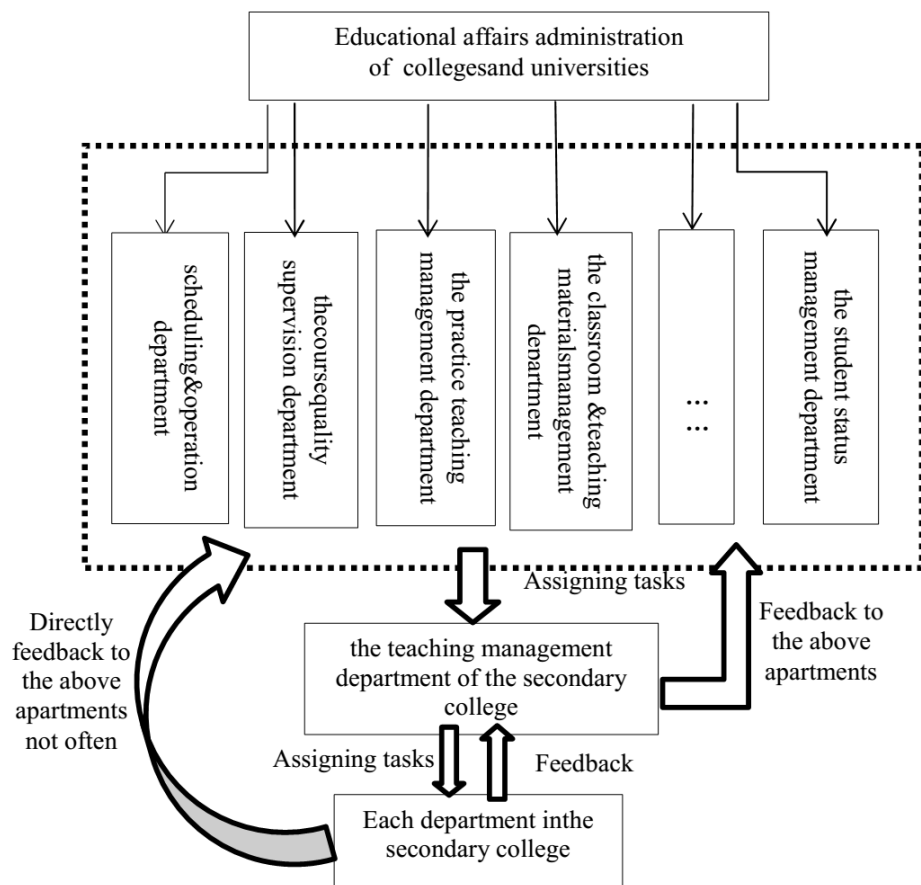


Fig. 1 Operation Mode of Teaching Management in Colleges and Universities

3. Problems Existing in the Current Teaching Management Mode

3.1 Rigid Management Mode and Backward Management Mind.

Through analysis, it is found that most of the teaching management work in colleges and universities is the routine administrative affairs work, but the management matters are complicated and the work is heavy. The teaching management staff are easily restricted by traditional experience and are tired of exploring new management modes and working methods. In recent years, with the

emphasis on education in the Ministry of Education, especially the in-depth development of the "four regressions" concept, higher education institutions have attached more importance to teaching work and increased requirements for all aspects of teaching, thus increasing teaching management content projects. If teaching management staff follow the old concept of teaching management, the orderly, innovative and high-efficiency work is difficult to be guaranteed. In addition, they have little chance of receiving training, so it is difficult to reach the advanced management mode of other universities. Therefore, the existing teaching management mode is rigid and the teaching management concept is lagging behind.

3.2 Normative Work to be Strengthened.

In the relevant departments of colleges and universities, most of the teaching management staff have not been systematically trained, nor have the professional background of system engineering management and operation. Most of them are replaced by short-term training and other old teachers. The theoretical knowledge and practical work experience of management are contrary to the phenomenon of teaching rules, insufficient normativeness, and chaotic teaching management.

In addition, some teaching management staff rely solely on the information exchange between relevant staff. In the process of completing tasks, they can not clearly understand the task requirements due to the lack of scientific management methods, often resulting in management methods out of the teachers and students' needs, but in strict accordance with the administrative. The handling of the department's regulations hindered the smooth development of the teaching management of the first-line teachers, and even ignored the original tenet of the task. The heavy form was greater than the meaning. For the education department or school quality engineering, teaching evaluation project, and teaching documents issued by the education department, some colleges and universities usually adopt temporary drafting and formulation documents, rushing to respond to inspections, and have not formed a normative system, and have not formed a normalization inspection.

On the other hand, from the school's educational affairs administration to the secondary college's teaching management department, to Each department in the secondary college, this top-down management model has many levels and long processes, and each department lacks coordination and communication, which is prone to information loss and implementation lag. Especially when a teaching task is handled by several managers, due to the lack of effective supervision mechanism, any one person's omission may lead to errors in the teaching process. Both the staff in school's educational affairs administration and the secondary college's teaching management department are caught in the complicated management details, which leads to a decline in the ability of macro-planning guidance, a decline in work efficiency, and also affects the enthusiasm and creativity of the staff.

3.3 Imperfect Teaching Quality Monitoring System

In the teaching management work, the teaching quality monitoring system has many functions such as regulation, guidance, promotion, feedback, regulation and so on. However in the actual operation, the teaching quality monitoring system still has some problems: (1) most colleges lack scientific and effective teaching evaluation methods to meet different needs. At present, the universities mainly adopt the evaluation of students' scores. But it is easy to cause singularity of evaluation and too narrow evaluation standards, which makes the evaluation results unreasonable. In addition, this quantitative index of evaluation will also be adopted by other aspects of the teaching process, especially the evaluation and promotion of the teacher's vital interests, such as the evaluation of the title of the teacher, the excellent quality assessment of the education department, excellent teachers competing and other related awards. Therefore, a set of fair, reasonable and practical teacher evaluation methods is particularly important; (2) The source of teaching supervision is single. The teaching supervision committee of the universities and the secondary colleges supervises, inspects, evaluates and guides the teaching work, strengthens the regulation and control functions of teaching management. Most of the college's teaching supervision committees are composed of retired old professors. They have rich teaching experience and strong willingness to

continue to serve the school and serve the educational cause. They can make accurate judgments on the teaching skills of teachers. However, due to the rapid update of science and technology, the old teachers is less aware of the new knowledge of the subject, the new teaching concept and the new teaching model, which easily leads to the lack of comprehensiveness and accuracy of their evaluation; (3) The ultimate goal of talent training is to deliver high-quality talents to the society. At present, universities generally lack enterprise and industry evaluations, including training objectives for graduates and feedback on professional curriculum. Even if some individual colleges organize enterprises and industry evaluations, they often do not make detailed analysis of the evaluation results, and do not pay enough attention to the evaluation results.

3.4 Imperfect Teaching Quality Monitoring System

In the teaching management work, the teaching quality monitoring system has many functions such as regulation, guidance, promotion, feedback, regulation and so on. However, in the actual operation, the teaching quality monitoring system still has some problems: (1) Teachers have less investment in education and teaching reform: taking the mixed teaching modes such as emerging MOOC and school online as examples, these teaching modes can effectively mobilize students' interest in learning and can be used as an effective means of reforming classroom teaching mode. However, the proportion of teachers who actively explore this new mode of teaching is low. First of all, the conventional teaching methods have been able to complete the basic requirements of teaching activities, so the enthusiasm of teachers' teaching reform is lacking. Secondly, although some teachers apply for teaching reform projects, they rarely apply teaching reforms to practice, so that students can really benefit; (2) Teachers' engineering practice ability needs to be improved. For applied undergraduate education, engineering education has become an important task of college teaching reform, but some teachers have less contact practice, do not understand the application background of the taught courses, causing the technology they taught has long been eliminated. Some colleges and universities encourage teachers to participate in engineering practice training from the system management level, and use it as an evaluation factor for job title evaluation. However, due to the lack of management, this policy is just in the form, teachers find a practice. The unit stamp can complete the task.

4. Suggestions on the Improvement of Teaching Management Operation

4.1 Improve the Sense of Belief of Teaching Managers and Improve the Standardization of Teaching Management.

First of all, the teaching management staff of colleges and universities must establish the correct teaching management concept. We must realize that the service target is the majority of teachers and students, remember to put the comprehensive development of teachers and students at the forefront and provide perfect services for teachers and students. Colleges and universities must be based on an efficient and open management mechanism to create a relaxed and harmonious education environment, realistic and innovative interpersonal relationships.

Secondly, teaching managers should improve their work efficiency. The emphasis on macro-planning regulation is greater than the form. In order to make the work smooth, we can carefully sort out the teaching process at the beginning of the semester. In addition to publishing the regular working time nodes, we can also supplement the requirements and processes of the teaching competition, teaching-related appraisal, quality engineering and other projects that will be carried out in current semester. Teachers can prepare for the work in advance and will not rush. We can make full use of the campus network platform, strengthen the publicity and learning of the system, so that each faculty member is familiar with the system; Also we can establish an online teaching quality information feedback system to effectively solve common problems such as poor information channels and delayed feedback control. In practice, we will continue to summarize, reflect and do a good job in collecting and sorting out the implementation of the system.

Finally, the universities should establish and improve the training system for teaching

management staff. They should provide job training, postgraduate study, work exchange and study opportunities for each staff. By understanding the advanced management experience and means of other units, the teaching management staff can broaden their horizons, improve their business capabilities, and master flexible working methods. So they can gain a deeper understanding of student growth, teacher development and teaching management mode to promote the school's teaching reform and the jobs of innovation.

4.2 Improve Teaching Quality Monitoring System.

The construction of a scientific, reasonable and effective teaching quality monitoring system should be guided by the modern educational concept, based on institutional construction and effective feedback. We can start from the following aspects: (1) Establish a scientific and reasonable teaching evaluation system. The universities can constitute a teaching quality evaluation team consisting of teaching supervision group, secondary college experts and students. The evaluation score for each teacher is determined by these three parts and the final total score is proportionally converted; (2) Implement the annual report system for teaching quality in colleges and universities. The universities organize experts to analyze the annual report, conduct horizontal or vertical comparisons between different majors of different colleges and pass the quality evaluation index system and statistical analysis points to the college to urge the college to rectify; (3) Join the supervision and evaluation role of the industry and enterprises to form an information communication and feedback mechanism between the universities, the employers and the graduates. Through interviews, questionnaires, etc., the employers will conduct a comprehensive evaluation of the graduates to form a feedback analysis report on the quality of graduates' training. (4) Improve the teaching supervision system. In addition to the supervision and evaluation of the retired teachers, the supervision team should also join the backbone teachers, outstanding young teachers and enterprise personnel. So that they can provide supervision and feedback on the teaching links from all angles and perspectives.

4.3 Increase the Supervision of Education and Teaching Reform, and Take the Benefit of Teachers and Students as the Foothold.

The benefit of teachers and students is the foothold of education reform and the guarantee of sustainable development. It is necessary to strengthen publicity and create a good public opinion atmosphere for teaching reform. In order to increase the intensity of teaching reform and improve the quality of staff training, the procedure can be started from the institutionalization of the two levels of the school. The school invests funds to encourage teachers to reform their teaching projects, and gives policy inclinations in teacher evaluation and job title evaluation. In addition, the secondary colleges formulate a teaching reform system suitable for the development of various professional disciplines, highlights the characteristics and gives the participating teachers certain material rewards or other rewards. The universities and colleges regularly organize the evaluation of teaching achievement awards. Through evaluation, the aim is to improve the quality of education and teaching in higher education. By promoting the deeds of these outstanding award-winning teachers, more teachers can be involved, thus implementing a strict and standardized system. It becomes a good behavior habit that teachers can accept and consciously implement.

5. Summary

This paper analyzes the problems in the current local application-oriented college teaching management, and puts forward effective reform methods. It should take the actual situation of the university as the starting point, and learn from the successful experience of other universities to develop teaching management that is in line with its own actual situation. Through continuous testing and exploration in practice, the system will be improved day by day, fundamentally improve the quality of teaching management, and improve the quality of staff training.

Acknowledgment

This work is supported by the Research and Practice Project of Higher Education Teaching Reform in Hebei Province: Exploration and Practice of Electrical "Double Innovative" Talent Cultivation System for New Economy (2017GJJG102); Research and Practice Project of Higher Education Teaching Reform in Hebei Province: Local colleges and universities applied undergraduate electrical professional school-enterprise cooperation to build a talent training model (2017GJJG339); the Teaching Research Project of Hebei University of Science and Technology (2016-ZB007); the Teaching Research Project of Polytechnic College of Hebei University of Science and Technology (ZX2016Z01).

References

- [1] Z.X. Ding and F, "Research on Problems and Countermeasures in Teaching Management of Colleges and Universities Lin," *Education Exploration*, vol. 1, pp.87-88.November 2012.
- [2] K. Zhang, "Analysis on the Evaluation Model of Teaching Management Quality in Colleges and Universities," *Heilongjiang Researches on Higher Education*, vol. 9, pp. 53-55, November 2013.
- [3] A.J. Sun, "Research on the Evaluation and Monitoring System of Practical Teaching Quality," *Education Management*, vol. 14, pp.50-51.November 2013.
- [4] Q.F. Tao, "Analysis on the Reform of Teaching Management in Colleges and Universities from the Perspective of Teaching Academics," *Journal of Hunan City University*, vol. 25, pp.243-244.2016.
- [5] H.S. Zhang, J. Zhang and C.L. Chu, "Corporate sustainability conference 2002: The impact of CSR on management disciplines,"*Mentan Higher Education*, Vol. 33, pp. 20-25,2015.
- [6] Marrewijk M., Timmers J, "Corporate sustainability conference 2002:The impact of CSR on management disciplines," *Journal of Business Ethics*, vol.44,pp.171-184, 2003.
- [7] Y.P. Ma, "The overall thinking and policy measures of higher education reform," *Journal of Chifeng University (Natural Science Edition)*, Vol.30, pp.244-245, 2014.