

Research on Cultural Management in Teaching Quality Management of Colleges and Universities Based on Case Teaching

Fang Tian

Shaanxi University of Chinese Medicine, Xianyang, 712046, Shaanxi, China

Keywords: Case Teaching; Teaching Quality in Colleges and Universities; Cultural Management

Abstract: The fundamental purpose of teaching quality management in Colleges and universities is to improve the quality of education and teaching and achieve the training objectives. As an important part of teaching in Colleges and universities, the scientific and effective management directly affects the quality of teaching in Colleges and universities. Based on the practical experience in University management, this paper expounds the significance of case teaching quality management thought and core concept in university teaching quality management and how to integrate and apply them. To excavate the theoretical basis of teaching quality management, from the concept of teaching quality, theoretical framework, quality culture to extend, studies have shown that in cultural management, it is necessary to correctly understand and deal with the relationship between cultural identity and cultural differences, cultural inheritance and cultural development. To focus on the construction and practice of teaching quality assurance and monitoring system, as well as the reform and innovation of student training mode and key links of teaching process.

1. Introduction

The task of higher education quality is to cultivate high-quality, high-quality and innovative talents with high sense of social responsibility, excellent social competitiveness and even international competitiveness, and sound development of personality and personality [1]. The cultivation of students should be realized through education and teaching activities. Improving the teaching quality of colleges and universities is the need for our higher education to go abroad and to go international. It is also the need for colleges and universities to improve the teaching quality and management level. It is also the need for colleges and universities to improve their popularity and market competitiveness [2]. The concept, connotation, characteristics and value of school culture management were discussed in depth, and fruitful theoretical research results were obtained, from school management to school leadership, from extensive, large-scale management to refined management; from closed management to open management; from scientific management to cultural management [3]. Knowledge and innovation become core competencies, but ultimately they must work through the carrier of talent. As the main department of talent training, colleges and universities have become the focus of attention of all sectors of society. In addition, there is no social participation in the quality management of colleges and universities. Without the supervision of the society, colleges and universities are consciously or unconsciously relaxed and self-disciplined. The supervisory mechanism established by itself does not play a role, while evaluation, and supervision flow in form [4].

As an important tool and basic method of management education, case teaching nurtures, emerges and develops in the whole process of management education development, and plays an important role in the cultivation of management innovative talents [5]. To establish a mechanism for continuous improvement to meet the diverse needs of students and society for educational services and to enhance the competitiveness of schools in the educational market, theoretically speaking, we can develop and perfect the management theory of higher education. From the perspective of quality management, it provides some theoretical references for the construction of the management system of modern colleges and universities, thus helping to deepen the correct understanding of college products [6]. Under the guidance of well-trained teachers, students analyze

and summarize conflicting data and opinions, define and rank goals at all levels, persuade and motivate people with different perspectives, seize opportunities and make initial decisions in an uncertain environment. Etc [7]. Because the school itself is a cultural existence, it is a cultural entity. It is based on the inheritance and creation of culture. It is an institution that trains and shapes people through culture. The relationship between school and culture is unmatched by any other social element or social organization, which can continuously improve the conditions for running schools, and establish teaching quality management systems and rules and systems, teaching quality information systems, quality supervision systems, quality monitoring mechanisms, quality assessment and evaluation items and indicators at all levels, including schools, colleges and departments, in order to improve the overall experimental teaching quality and achieve Training objectives [8].

2. Materials and Methods

The cases used in case teaching are all concrete cases in the development of enterprise management. They are very real, but also very complex. Because the occurrence of case events has different conditions and many influencing factors. Through the analysis of cases, students can learn successful experience, learn lessons from failure, and avoid "repeating the same mistakes". Teachers' knowledge structure, teaching ability, working attitude and teaching responsibility are put forward higher requirements than traditional teaching methods. Teaching requires teachers to have both profound theoretical knowledge and rich practical experience, and to integrate theory and practice; not only constantly update the teaching content, but also supplement the teaching plan. The teacher's knowledge structure, teaching ability, work attitude and teaching responsibility are higher than the traditional teaching methods. The teaching requires teachers to have both profound theoretical knowledge and rich practical experience, integrate theory and practice, and constantly update the teaching content and supplement the lesson plans.

Table 1 Characteristics of Cultural Management

| | Effect | Features |
|-------------|--------|----------|
| Value | 0.52 | 0.72 |
| Ideological | 0.37 | 0.64 |

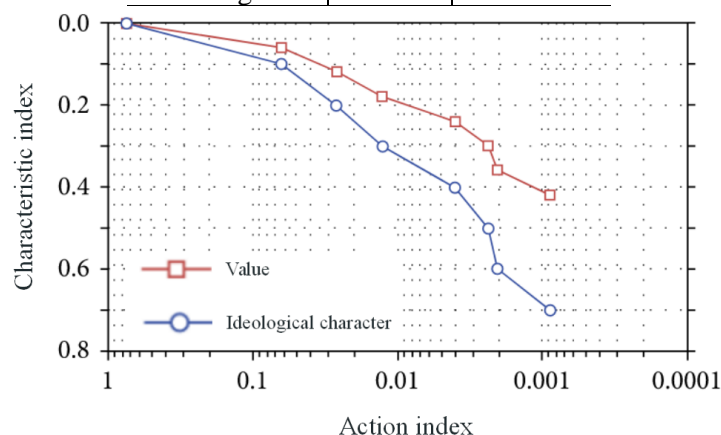


Fig.1. Characteristics of Cultural Management

The improvement of teaching quality in Colleges and universities lies in management, and the improvement of teaching quality is the theme of world education reform. Undoubtedly, the rapid establishment of modern school management system and the strengthening of teaching quality management have become one of the most urgent themes to realize the revitalization of China's education in the 21st century. The cultural management of colleges and universities is based on the school culture. It is based on the culture, pays attention to the cultural construction of colleges and universities, and uses the cultural elements and cultural resources to implement the regulation and control of the management activities of colleges and universities. Cultural management features are

shown in Table 1 and Figure 1. We should guide and inspire students' positive thinking skills; organize students' ability to actively participate in the case teaching process, and effectively control the entire case teaching process to achieve the desired teaching goals. As a new concept and new strategy of school management, school culture management has become a new realm of school management, marking the development of school management to a new stage, and also providing a new perspective and new research for the research and practice of school management.

Cultural management regards people as the main object of management and the most important resource of management, that is, it pays attention to people's initiative in the process of management and fully mobilizes people's enthusiasm. To maximize the potential of people, more emphasis should be laid on the role of people's ideas and emotions in management, emphasizing the function of self-education and self-improvement. At the same time, with the continuous development of popularization, internationalization and marketization of higher education, theoretical research has begun to tap its root from different perspectives, such as refined management theory, incentive theory, system theory, cybernetics, information theory and ontology. We should focus on the construction of school culture, and use cultural elements and cultural resources to implement school management activities. It does not negate and exclude institutional management and conventional management. It enriches the theoretical basis of the study of teaching quality in colleges and universities by taking institutional management and routine management as a part of the constructivist theory of cultural management. Through the management of teaching quality, the school teaching order can be controlled, and the quality of school teaching can be met. The management personnel of the teaching quality management of colleges and universities are the administrative staff of the school, and the management objects are mainly the teachers who carry out the teaching activities.

3. Result Analysis and Discussion

Value, idea and thought are the soul of school culture management. Culture management first manifests itself in the management of value, idea and thought. Values, philosophical concepts and educational ideas, though invisible and intangible, actually lead the school's educational management behavior. For example, the establishment of ideological concepts, the recognition of value orientation, the creation of cultural atmosphere, and the strengthening of the sense of cooperation, etc. should tap the inherent potential of teachers, so as to realize the promotion of emotions, attitudes and values of cadres and teachers. Therefore, it will effectively promote the all-round development of students and gradually establish an innovative education system based on quality education and a student training mechanism centered on innovation and innovation. Colleges and universities should also continuously strengthen and improve the management of education and teaching, strive to improve the teaching methods, steadily improve the quality of education and teaching, and strive to enable students to truly benefit from the knowledge services provided by dynamic teaching. The teaching quality management in colleges and universities is shown in Figure 2.

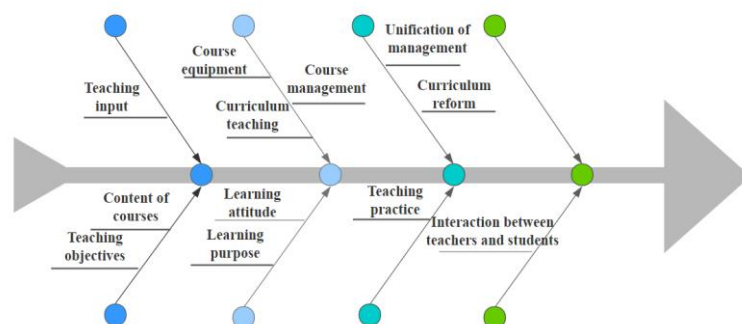


Fig.2. Teaching Quality Management

All management measures implemented by school teaching management departments, including students' evaluation of teachers' classroom teaching quality, teaching supervision, leadership evaluation and peer evaluation, serve to improve teachers' teaching quality. It is no longer a file of teachers' promotion and remuneration. Teachers, as organizers and implementers of case teaching, should have a full understanding of the characteristics of case teaching and its role in cultivating students' innovative ability, and help students establish innovative consciousness in case teaching. Attention should be paid to the cultivation of students' innovative thinking and their innovative ability. As the organizer of case teaching, teachers should have a full understanding of the characteristics of case teaching and the role in cultivating students' innovative ability, and help students establish innovative consciousness in case teaching, pay attention to cultivating students' innovative thinking and students' innovative ability. We must maximize the self-management of teachers and students; on the other hand, in the process of achieving organizational goals, we must also purposely exercise the will, intelligence and physical strength of people, so that people can obtain more comprehensive beyond the needs of survival. Free development.

The curriculum system of colleges and universities should achieve a good state of continuous improvement. Only by achieving this state can the teaching quality of colleges and universities be continuously improved. The main purpose of goal management is to replace repressive management with self-control management. The functional departments of teaching quality management in Institutions of higher learning should set up a real "people-oriented" idea, fully believe in and respect teachers and students. Whether the curriculum system of colleges and universities can achieve continuous improvement depends on not only the orientation of talent training objectives, the analysis of main influencing factors and the implementation of targeted improvement measures, but also the summary and analysis of the improvement effects. The practice of education and teaching has improved the quality of the workforce's labor goods, and essentially provides an educational service. This kind of teacher-led, student-centered education and teaching process is completely characterized by non-physical, inseparable, differential and non-storable features. "Giving rules and regulations should be humanized. We should let the "humanity" of the rules and regulations replace the "normative" of the traditional management system, so that the channels for the operation of various management systems are unimpeded. The humanistic connotation of this operating mechanism is: competition Incentives, participation, and development, and ultimately achieve the goal of "developing people".

4. Conclusion

In this paper, case-based teaching quality management in Colleges and universities in the cultural management has been studied. The expansion of the scale of higher education is an irreversible trend of development. Quality development and improvement must be guaranteed while quantity development. Its essence is the sustainability, integrity, equality and coordination of quality development. As an important part of College teaching, the scientific and effective management of culture directly affects the quality of College teaching. That is to say, quality is a necessary condition for the sustainable development of higher education. On the basis of constructing the teaching quality management system of colleges and universities, combined with the application cases in the teaching quality management of colleges and universities, it focuses on the combination and integration of the teaching quality management in colleges and universities. We should stand on the student's stand, think about problems, mobilize students' initiative and enthusiasm, encourage students to broaden their thinking, actively speaking, and constantly propose new ideas and ideas. Therefore, in the implementation of cultural management in school organizations, we must follow and adhere to the principle of value-oriented, through the adjustment, innovation and integration, to shape the correct school common values.

References

- [1] MA Aliakbari. Iranian Teachers' Perceptions of Teacher Leadership Practices in Schools.[J].

Educational Management Administration & Leadership, 2014, 42(4):576-592.

[2] Sadeck, Melanie. First Steps in Teaching Argumentation: A South African Study.[J]. International Journal of Educational Development, 2013, 33(2):175-184.

[3] Chen C Y, Chen P C, Chen P Y. Teaching quality in higher education: An introductory review on a process-oriented teaching-quality model [J]. Total Quality Management & Business Excellence, 2014, 25(1-2):36-56.

[4] Seyfried M, Ansmann M. Unfreezing higher education institutions? Understanding the introduction of quality management in teaching and learning in Germany [J]. Higher Education, 2018, 75(6):1061-1076.

[5] Kainzbauer A, Hunt B. Meeting the Challenges of Teaching in a Different Cultural Environment: Evidence from Graduate Management Schools in Thailand [J]. Asia Pacific Journal of Education, 2016, 36(sup1):56-68.

[6] Malakolunthu S, Mcbeath J, Swaffield S. Improving the quality of teaching and learning through leadership for learning: Changing scenarios in basic schools of Ghana [J]. Educational Management Administration & Leadership, 2014, 42(5):701-717.

[7] Garcia-Rosell, J.-C. Struggles over corporate social responsibility meanings in teaching practices: The case of hybrid problem-based learning [J]. Management Learning, 2013, 44(5):537-555.

[8] Kember D, Ginns P. Evaluating Teaching and Learning: A Practical Handbook for Colleges, Universities and the Scholarship of Teaching [J]. Higher Education, 2013, 66(3):375-377.