

# Research on the Countermeasures to Promote the Reform of Credit System in Local Colleges and Universities

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**Abstract:** The credit system reform is the development direction and inevitable trend of colleges and universities. In recent years, local undergraduate colleges and universities in China have vigorously promoted the reform of the credit system, but there are also many problems. This is also the dilemma of China's higher education reform. This paper examines the problems that are common in the reform of local undergraduate colleges in China. The problems are mainly insufficient resources integration, students' participation is not strong, and information education is low. On this basis, the local undergraduate colleges and universities have proposed suggestions and measures to increase the integration of resources, improve the curriculum system, improve the level of informatization and mutual recognition of elective credits.

## 1. Introduction

The Outline of the National Medium- and Long-Term Education Reform and Development Plan clearly states that it is necessary to pay attention to the differences in characteristics and individualities of students, to stimulate the potential of each student, and to actively promote the reform of the teaching management system such as the credit system and tutor system. The credit system originated in Western countries and is now relatively mature. Since the May Fourth Movement, China's college credit system reform has gone through several stages and has now become an important part of China's higher education reform. However, it cannot be ignored that although the credit system reforms have been vigorously promoted in various universities in China in recent years, the effects of the reforms have not been satisfactory. Based on this, this paper mainly studies the credit system reform of undergraduate colleges in China and puts forward relevant suggestions. The structure of this paper is as follows: The first part briefly introduces the connotation and development process of the credit system; the second part analyzes the difficulties faced by local undergraduate colleges in the reform of credit system in China; the third part puts forward suggestions and measures.

## 2. The connotation of the credit system

### 2.1 The concept and development of the credit system

The German elective system is the embryonic form of the credit system. It uses credits as an important criterion for measuring the amount of students' learning. In the middle of the 18th century, Humboldt, the founder of Humboldt University in Berlin, Germany, under the elective system of the Humboldt University in Berlin, the credit system was developed and established on the basis of the elective system. Harvard University adopted the credit system in 1872, which is an important component of the school's management system. In recent years, China's education department has made credits an important management system for colleges and universities, and actively promoted the reform of the credit system. At present, the credit system has developed into an indispensable part of the teaching management of colleges and universities, which has an important impact on college students and teachers. Historically, China has reformed the credit system in important time nodes such as the May Fourth Movement, the faculty adjustment in 1952, and the Third Plenary Session of the Eleventh Central Committee. After 1999, some colleges adopted a credit system

when implementing teaching reform.

Both the academic year and the credit system are the management systems of higher education, but there are significant differences between the two. The academic year system refers to the management system in which colleges and universities prepare students for the school year, the number of hours of study, and the results of the examinations. The credit system is an education system based on the self-study core university education concept. Based on the elective course, the minimum credits are set as the management system for evaluating students' graduation and learning standards. The credit system has formally established a student-centered, student-centered educational philosophy that allows students to develop their independent and sound personality through independent learning and exploration of knowledge. The purpose of the credit system is to promote a teaching quality management concept that teaches students in accordance with their aptitude.

## **2.2 The significance of implementing the credit system reform**

The first is the institutional reform that is conducive to higher education. The implementation of the credit system reform is an important measure to comply with the needs of the information age and the law of market economy development. The implementation of the credit system in higher education is an effective way to adapt to the development of the current market economy era, and is conducive to the reform and development of the education system of higher education. At the same time, the credit system allows students to accumulate more opportunities and upside opportunities through personalized learning.

Second, it is conducive to the full use of educational resources. There are unbalanced situations in the infrastructure construction, teacher investment, and curriculum construction of colleges and universities. The traditional school-age fee model cannot calculate the proportion of education funds and output, and educational resources cannot be fully utilized. The implementation of the credit system reform can help the school's education management department and the academic department to dock through the student's credit system, and improve students' cherishment of school resources.

Third, it is conducive to giving full play to the main position of students. Choosing a course based on the training method of talents and the individual needs of students can fully realize the comprehensive development of people and promote the development of students' individuality. The credit system can encourage students to choose the appropriate courses within their own abilities, which will help students to choose courses according to their individual needs and avoid the poor academic quality caused by inability to learn. Therefore, the implementation of the credit system is not only an incentive mechanism for teachers, but also a responsibility for students' academics, and an important measure to comprehensively improve the quality of school education.

## **3. Credit system model**

### **3.1 Basic mode**

The first is the credit system. This method is a basic unit of measure for measuring student learning by credit. From the perspective of implementation, the minimum unit of measurement for credits is set to 0.1, and the scores for student courses are above 60, in order to obtain credits for the course. At the same time, the assessment scores and credits are classified into the student files, and the students are allowed to take multiple exams to obtain the grades of the courses, which is beneficial to stimulate the students' "fragmentation" learning.

The second is the credit system. This model gives students a lot of freedom, but it also brings some problems. Therefore, the academic grade points are an important basis for student scholarship evaluation, various evaluation awards, and application for minors. The calculation is as follows: course credits = course credits X course grade point X course attribute coefficient; average grade point = course credits / course credits.

The third is the credit recognition mechanism. This mechanism establishes a scientific and

effective mutual recognition mechanism for credits through the reform of the credit system, and achieves complementary advantages and resource sharing among schools, majors, courses, classrooms and regions. Those who have signed a credit-recognition agreement with a university can convert their grades into corresponding course grades and credits after they meet the curriculum standards and pass the examination.

The fourth is the graduation control mechanism. According to the implementation situation, the mechanism sets graduation credits according to the training objectives and subject professional characteristics of different majors. Within the flexible study period, after completing the graduation credits specified in this major and meeting other graduation requirements, students are approved for graduation.

### **3.2 Foreign experience in the reform of the credit system**

Universities such as Germany and the United States have explored the credit system earlier, and the mechanism is relatively mature. A system of systems has been established in human resources management, financial management and logistics management.

In terms of course management and human resource management. In order to realize the optimal allocation of teaching resources, mobilize the enthusiasm of teaching and learning, and promote the individualized development of students, within a certain range, students are allowed to choose courses across faculties, inter-professional and inter-year grades. The students choose the course under the guidance of the tutor. The total number of hours of study for each semester is 400-500, and the corresponding credits are 20-22 credits, but not less than 20 credits, and the maximum is no more than 36 credits.

In terms of logistics management. In the construction and management of the dormitory, the students' learning and individualized development needs should be fully considered, and the dormitory management based on the concentration of "walking classes" should be broken. The canteen, property and library management meet the needs of students according to the mode of "walking class selection". The logistics management system and student status management and course selection management system should be connected, and the linkage and input mechanism should be realized.

In terms of financial management. Realize the three-way linkage of teaching affairs, finance and banking, realize the docking of financial management and course selection management system, and interconnect the teacher's teaching salary and course selection system. Students are required to pay professional registration fees according to different professional standards when registering each school year.

## **4. Problems facing the implementation of the credit system reform in China**

1) The course structure is not reasonable. The curriculum is too specialized, the division of disciplines is relatively detailed, and the curriculum is often too professional, which makes the curriculum coverage narrower. The number of teachers is insufficient. At present, the ratio of students to colleges and universities is much higher than that of undergraduate students between 18:1 and 16:1. From the perspective of elective types, only 20%-30% of professional elective courses can be diversified according to their own learning needs, which does not reflect the diversity of the credit system.

2) Insufficient integration of educational resources. The credit system is characterized by the choice of students' different courses. The course selection of students will involve courses of different grades and different majors. However, under the management mode of the credit system, because of the problems of multi-campus teaching, students need to learn and convert between different school sections, which will increase the time cost, and the implementation effect will be difficult to get the quality assurance. Therefore, there is a need for highly integrated educational resources and professional management in both the elective course of the educational administration and the resources for the curriculum.

3) The structure of the teaching staff is unreasonable. At present, the proportion of teaching staff

in colleges and universities shows that the proportion of teachers with medium and low academic titles is large, and the proportion of teachers with high professional titles is small. Affected by the current society's measurement standards of colleges and universities, domestic universities pay more attention to scientific research than teaching. In the introduction of talents, scientific research is also the standard, which leads teachers to lack passion for teaching work.

4) Teaching Management Information technology development is lagging behind. With the deepening of the credit system reform, colleges and universities in the past have adopted the manual and old management system to deal with the teaching management business, and more and more cannot support the information needs of teachers and students under the credit system education mode. The informationization of management such as achievement management, student status management, multi-channel credits acquisition management, and mutual recognition of credits between universities is still slower, which has caused multiple constraints on the management of credit system in colleges and universities.

## **5. Reform measures and recommendations**

1) Increase the construction of college teachers and curriculum system. Strengthen the construction of the teaching staff and enrich the quality of curriculum resources. Colleges and universities should carry out credit system teaching according to their own conditions, formulate the construction plan of teachers, strengthen the training of teachers in school, encourage teachers to apply the latest achievements in scientific research to teaching, and lay a good foundation for teachers to better carry out teaching and research. . It is necessary to guide teachers to put more energy into teaching, and to rationally guide teachers' research and teaching energy distribution by optimizing teacher introduction standards and supplementing teaching incentive policies.

2) Improve the teaching management of colleges and universities. Formulate a refined student elective system to guide students to gradually improve their professional level. Colleges and universities can classify courses according to the difficulty level of learning, and then set the minimum credits for students to learn at each level according to the orientation of their respective schools. In terms of specific requirements, students will become talents who meet the professional requirements of employers and match the development strategy of the new era of the country.

3) Innovative education concept. Guide colleges and universities to change educational concepts, attach importance to students' main body status, and create favorable conditions for the implementation of credit system reform. It is necessary to rationally adjust the allocation of teachers' resources, use multiple channels to obtain resources, guide teachers and students to participate in the distribution of educational resources, and provide resources for the implementation of the credit system reform. It is necessary to establish an evaluation mechanism, set up multiple evaluation subjects, and timely discover problems in the reform of the credit system.

4) Respect the law of student growth. In accordance with the market and student needs to open a general education curriculum, establish a curriculum system that is compatible with the credit system and a flexible and flexible course selection mechanism. To optimize the curriculum structure, moderately increase the proportion of students' elective courses, so that students have more autonomy in curriculum selection under the credit system management system. It is necessary to give full play to the subjective initiative of students and to create a free and individualized learning atmosphere for students.

5) Integrate teaching resources. In order to meet the individualized curriculum selection requirements of teachers, the teaching content of teachers should not only reflect the teaching requirements of the subjects themselves, but also integrate the social development trends and the individual characteristics of students for integrated teaching. It is necessary to continuously carry out reforms and innovations in the form of education and teaching, establish a management system that is compatible with the credit system, and timely integrate them through information management software to optimize the school management system.

## 6. Conclusion

In recent years, the Ministry of Education has vigorously promoted the reform of the education system. GuirenYuan, Minister of Education of the State Council, proposed at the university work conference that the national education planning should be strictly implemented, and the reform of the credit system should be explored to improve the quality and level of education in China. This shows that there is still a long way to go before China's education proposes reform, and the above analysis has also been verified. In order to promote the smooth development of China's higher education system reform, it is necessary to update the educational concept in a timely manner, work hard to improve the level of education informatization, and explore a new path for the reform of the credit system in China.

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