

Research on the Mutual Promotion between Teaching Reform and Teaching Management in Colleges and Universities

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Abstract: Teaching reform in Institutions of higher learning is generally inseparable from the supervision and implementation of teaching management departments, and the performance of teaching management departments is related to the results of teaching reform. Therefore, teaching reform and teaching management have a high mutual promotion. In order to better improve the actual effect of teaching reform in Colleges and universities, improve the efficiency of teaching management and the treatment of teaching management team, starting from the relationship between teaching reform and teaching management, this paper thoroughly discusses the problems existing in teaching reform and teaching management, and puts forward some suggestions combined with mutual promotion.

1. The Relationship between Teaching Reform and Teaching Management in Colleges and Universities

1.1 Teaching Management Department is the Decision-Making Subject of Teaching Reform Thought

College teaching reform has long been concerned by the society, especially the parents of students, but they are not the main decision-making body of college teaching reform and can not dominate the decision-making of college teaching reform. However, it is precisely because of the people's ardent expectations for higher education that the education sector of our country has been able to carry out various teaching reforms from top to bottom one after another, and bring pressure to the leaders of colleges and universities. The decision-making body of teaching reform in Colleges and universities is the functional department of teaching management. After accepting the decision-making objectives formulated by the school leaders, they will formulate detailed teaching reform plans after fully communicating with the grass-roots teachers through investigation and discussion, and then they will be submitted to the management departments of colleges and departments to revise and organize the implementation according to the actual situation. Usually, the requirements of teaching reform in Colleges and universities are put forward by the school leaders, and the specific reform ideas are put forward by the teaching management departments, which are ultimately carried out by various teaching and research teams. Even if individual teachers put forward specific teaching reform plans, they will be left to the teaching management department to compare with the teaching requirements before deciding whether to adopt them. Generally, the teaching reform will be carried out in the form of scientific research projects, which can only be implemented after the approval of the teaching management department. The specific situation is shown in Figure 1. Therefore, the teaching management department is the main decision-making body of the teaching reform ideas, which promotes the formulation and implementation of the internal teaching reform program in Chinese universities, and is also the Department that really directly bears the pressure of the teaching reform.

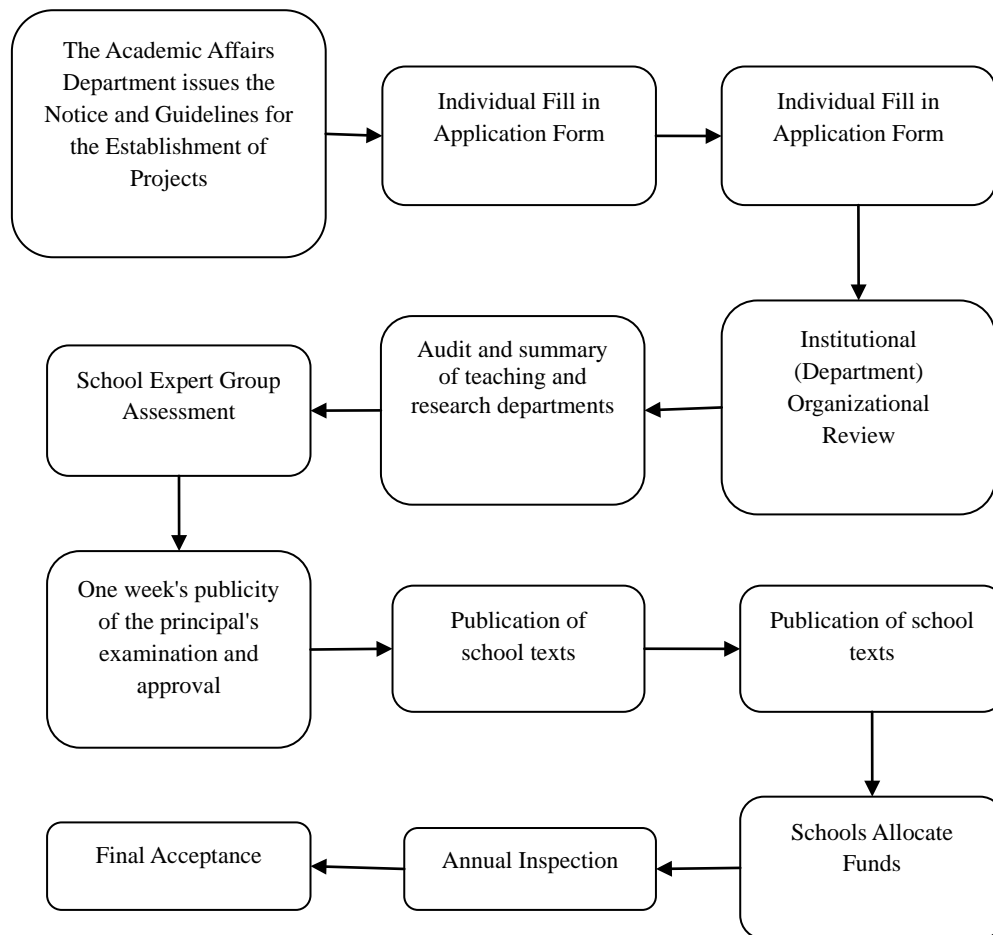


Fig. 1 Flow chart of project establishment and management of teaching reform in Colleges and Universities

1.2 Teachers are the main body of teaching reform

The teaching management department is not responsible for the specific implementation of the task of teaching reform after formulating the teaching reform plan, but is responsible for the front-line teachers of various departments and professions. Teachers are often the main body of the implementation of the teaching reform program. Whether the teaching reform is effective or not is closely related to the implementation of the front-line teachers. However, because many front-line teachers also have scientific research tasks, leading to the implementation of some teaching reform programs are not in place, or even can not be implemented. Moreover, because the students'scores are actually in the hands of teachers, whether the teaching reform plan is effective or not is usually measured by another student's score. This also leads to the relaxation of students' learning requirements in varying degrees in various colleges and departments of colleges and universities to meet the requirements of teaching reform with a higher pass rate, which also means that Teachers have high flexibility in implementing and implementing the teaching reform program.

1.3 Teaching management department is the actual supervisor of teaching reform

In order to avoid the deviation of teachers from the teaching reform plan in the process of implementation and ensure the true implementation effect of the plan, the implementation of the teaching reform must be supervised accordingly, and the actual supervisor of the teaching reform is the teaching management department. The teaching management department is responsible not only for the formulation of the implementation plan of the teaching reform but also for the actual

supervision of the teaching reform, but also for the implementation of the specific teaching reform plan, which guarantees the implementation of the teaching reform plan to a certain extent. Most teachers will require students to abide by classroom discipline and leave early and late when supervising and inspecting, so as to ensure a good teaching order, indicating that the teaching management department has strong supervision authority. But on the other hand, teachers often adjust the intensity of classroom teaching management when the teaching management department visits, which also shows that many teaching reform programs have not been normalized.

2. Problems in Teaching Reform and Teaching Management

Because the teaching management department decides the decision-making and supervision of the teaching reform, the problems in the teaching reform and the teaching management are to a large extent the problems in the teaching management. After evaluating the quality of the overall teaching reform, the specific adjustment of the teaching reform plan and the accountability are also aimed at the teaching management department. Door, then, what are the specific problems in the teaching reform and management?

2.1 The main body of administration is not professional enough and the reform guidance is not effective enough.

The current university management system is dominated by administration, and the phenomenon of school leadership leading the teaching reform is manifested in all universities. But because the vice-principals in charge of teaching and other leaders are not directly involved in the front-line teaching, some of their suggestions on teaching reform are not entirely practical, and their core guidance ability is weak. Most of the guidance only gives the direction of reform rather than specific suggestions, which seems to leave a big operating space for teaching reform. However, in practice, many teaching reform schemes become mere formalities, with poor results.

2.2 Insufficient stability of teaching team and lack of sustainability of reform

Because the teaching management department has been working in the teaching management affairs for a long time, and has not enough time to participate in scientific research work, it is weaker than the front-line teachers in the quantity and quality of publishing papers, which results in the teaching management department lagging behind the front-line teachers in the evaluation of professional titles, making the teaching management department cadres more mobile and the teaching and management group more flexible. The team is not stable enough. Moreover, for example, in some universities in Jiangsu and other places, most of the cadres of teaching management departments are transitional, and most of the leaders in charge of teaching and specific teaching management cadres will adjust to other posts in the next appointment period, which makes it difficult to carry out the teaching reform ideas coherently and easy to come out in the transfer of teaching management tasks. Power failure and blind spot.

2.3 Teachers' Team and Team's Reform Motivation

In addition to the education and teaching of training specialized talents, the responsibilities of universities are partly responsible for scientific research activities and social services, which means that colleges and universities are far from being able to concentrate on educational activities as high schools and schools below. Sometimes, for colleges and universities, the task of scientific research is even more important than teaching, which makes it difficult for some teachers to concentrate all their energies on teaching reform. For the teaching management department, due to the lack of external direct pressure, on the basis of guaranteeing students'employment rate and passing rate, most teachers also lack enthusiasm for teaching reform. In addition, the teaching management department itself needs a lot of work to arrange and adjust, and there is also a great shortage of manpower, for frequent supervision of the implementation of teaching reform on the front line of teaching is often overwhelming and insufficient.

3. Suggestions on the Mutual Promotion of Teaching Reform and Teaching Management in Colleges and Universities

3.1 Increasing the proportion of front-line teachers in teaching management teams

There is a common problem of administrative dominance in teaching reform, which makes it difficult to implement some teaching reform requirements and obtain the support of front-line teachers. Therefore, in the actual teaching program, we should listen to more front-line teachers' suggestions and increase the proportion of front-line teachers in the teaching management team. For example, colleges and universities in Jiangsu and other regions regularly rotate young teachers in teaching management departments. Many leading cadres of colleges and departments have experience of being on duty in teaching management positions, which makes local administrative leaders have more sufficient experience in teaching management. However, it also leads to the difficulty of ensuring the stability of the teaching management team in local colleges and universities, and hinders the continuity of the implementation of teaching reform.

The ways to increase the proportion of front-line teachers in the teaching management team are rotation system and appointment system, which can be used flexibly by colleges and universities. For the transactional work in teaching management, colleges and universities may consider appointing teachers with more than 10 years' experience in teaching management, while for the curriculum reform of more specialties and the teaching management of each specialty, they may adopt the rotation system, in which the teachers of each specialty take turns to manage the teaching reform work within the specialty in each appointment period, so as to strengthen the teaching reform work. Teachers attach importance to and understand the teaching reform and teaching management.

3.2 Establishing a stable teaching team and a reasonable promotion mechanism

Because the rotation system may make some teaching reform programs and teaching management work difficult to carry out continuously, therefore, we must take certain measures to ensure the stability of the teaching and management team. Firstly, a scientific and reasonable development plan for teaching management team should be established, which should include two parts: teacher training and management ability training. On the one hand, the members of the teaching team are also teachers of the school, so improving their teaching ability is more convincing to promote teaching reform and teaching management; on the other hand, communication management ability is also the quality that the members of the teaching management must possess. Only when the communication work is in place, the teaching management can be smooth. Make it work nicely. Secondly, we should reduce the promotion requirements of the teaching team cadres, such as reducing the number of papers for the evaluation of the title of the members of the teaching team, and increasing the proportion of the performance appraisal of the teaching team cadres in the evaluation. Finally, a teaching reform research department should be set up, with members of the teaching team specially responsible for the research of modern educational theory and modern teaching management, so that their teaching management experience can be recognized by the academic community in the form of scientific research results.

3.3 Establishing Reasonable Incentive Mechanism

The lack of motivation in teaching reform and teaching management lies in the imperfection of incentive mechanism, which makes a large number of teachers pay more attention to scientific research activities rather than teaching activities. Similarly, teaching management members' job burnout is also related to low salary. Therefore, it is urgent to establish a reasonable teaching reform and teaching management incentive mechanism. Firstly, colleges and universities should establish a reasonable evaluation mechanism for the effect of teaching reform. The evaluation indicators take the admission rate and employment salary of graduates as the main indicators, and the social departments should evaluate the actual talent training results of colleges and departments in Colleges and universities. Then, colleges and universities should set up special awards for teaching reform and development, and award teaching management teams according to the ranking of actual

evaluation indicators to promote the continuation of teaching reform. Finally, a more reasonable and normal communication mechanism between teachers and students should be established, such as selecting a certain number of students from each class to help teachers in the laboratories every semester, guiding students and teachers to communicate more in daily life, establishing good teacher-student relationship, and making teachers have a higher sense of identity with the class. Emotionally, teachers are encouraged to be more conscientious and responsible in teaching.

4. Conclusion

To sum up, the teaching reform is often formulated and supervised by the teaching management department, and some of the members of the teaching management department are the front-line teachers in Colleges and universities. Teaching reform is an important task of teaching management and an important index to evaluate the effectiveness of teaching management. The teaching reform also includes the optimization of the organizational structure of the teaching management team, so that the teaching management team can play a more important role. Therefore, the mutual promotion between teaching reform and teaching management lies in the interaction between teaching team and management team, and in the common promotion of reform motive force. Only when the structure of teaching management team is stable and reasonable, the professional level is high and the development motive force is sufficient, can the teaching reform really succeed.

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