

The Present Situation and Improvement Strategy of Teaching Management in Private Colleges and Universities——Taking Inner Mongolia Honder College of Arts and Sciences as an example

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Abstract: Private colleges and universities have become an indispensable backbone of higher education. With the transformation of some colleges and universities, more and more private colleges and universities pay attention to their own connotation construction. This paper takes Inner Mongolia Honder College of Arts and Sciences as the research object, discusses the characteristics and problems of its teaching management, and puts forward improvement strategies on this basis, so as to provide reference experience for other private colleges and universities' teaching management.

Keywords: Teaching Management in Private Universities

Introduction

In order to adapt to the rapid development of society, private colleges and universities have transformed from joint running to independent running. This also means that private colleges and universities have gradually embarked on a new journey of rapid development. Curriculum construction is the continuous driving force for the development of a university. What are the characteristics and problems in the teaching management of private colleges and universities that deserve our attention?

1. The current situation of teaching management in Inner Mongolia Honder College of Arts and Sciences

In order to better understand the situation of teaching management in private colleges and universities, this study selected Inner Mongolia Honder College of Arts and Sciences, the first independent private undergraduate college in Inner Mongolia Autonomous Region, as the research object. And conducted face-to-face interviews with 10 in-service teachers in the college.

Table 1 About Teachers

Serial number	Years of teaching	Professional title	Educational background	Major
1	1	Teaching assistant	Postgraduate	Applied Psychology
2	1	Teaching assistant	Postgraduate	Subject Teaching (Chinese)
3	1.5	Teaching assistant	Postgraduate	Sociology
4	2.5	Lecturer	Postgraduate	Preschool Education

5	3	Lecturer	Postgraduate	Higher Education
6	5	Lecturer	Postgraduate	Subject Teaching (Mathematics)
7	2	Lecturer	Postgraduate	Tourism Management
8	8	Associate professor	Postgraduate	Business Administration
9	14	Associate professor	Postgraduate	Economics and Management of Technology
10	16	Associate professor	Postgraduate	Tourism Management

All the 10 teachers have master's degrees. There are 5 teachers who have been teaching for less than 3 years, 2 teachers who have been teaching for 3-5 years and 3 teachers who have been teaching for more than 5 years. There are 3 teaching assistants, 4 lecturers and 3 associate professors (internal titles of the college); The majors cover three major categories: economics, management and education. They are engaged in the course teaching of the college and have their own experience and understanding of teaching management.

2. The characteristics of teaching management of Inner Mongolia Honder

College of Arts and Sciences

2.1 Pay attention to the cultivation of students' practical ability

The college focuses on cultivating application-oriented talents with broad caliber, strong foundation, innovative spirit and practical ability. In terms of curriculum setting and teaching management, the college lays emphasis on the cultivation of students' practical ability. Students complete theoretical study and practical courses in the first three years of school, and complete professional practice in the whole year of senior year. Such curriculum setting and management highlight that the school's talent training goal is based on "application" and focuses on the cultivation of students' practical ability. There are a large number of training rooms in the school to support the course, students have the opportunity to practice, and improve the transformation of knowledge through learning and doing. Outside the campus, there are internship bases and employers for industry-university-research cooperation, It provides students with a large number of internship positions and employment opportunities. The design of students' graduation thesis is all around the problems found in professional practice to carry out research, so as to combine theory with practice, and effectively improve the ability of students to solve practical problems.

2.2 Carry out curriculum reform around national guidelines and policies

In recent years, under the background of the national education system reform, the college has adjusted the training mode in time to adapt to the environment, improve the quality of talent training, and adapt to the market demand. The integration of industry and education, the ideological and political curriculum, and the OBE curriculum system have become the guiding ideology of many curriculum reforms. According to the characteristics of their respective courses, many teachers respond to national policies from different angles, actively explore the path of their own curriculum construction, and then promote the reform of the college's curriculum model.

2.3 Teachers have different teaching styles

A large number of courses in the college are independently undertaken by one teacher, and each teacher can flexibly choose his/ her own teaching concept, teaching method and teaching mode. Teachers have strong autonomy in the selection and use of teaching materials. Each teacher will use different teaching materials and teaching methods according to their understanding of students and mastery of the course content, forming their own unique teaching style. In the interview, the

most obvious difference is in the choice of teachers' teaching methods. Young teachers are good at using new media and choose different software as the carrier to teach knowledge. Middle-aged teachers prefer group teaching, organize students to discuss subject knowledge and practice practical training in groups.

In addition, the college has many students at different levels, including junior college, undergraduate and upgrading from junior college to undergraduate. Although it is mainly undergraduate, there are still some courses that students at three levels will be involved in. That is to say, although some teachers teach the same course, they have to make corresponding adjustments in their teaching models and methods when facing different levels of students. In order not to be the same, teachers have to work hard, ponder over the teaching content and give courses with their own characteristics.

2.4 Teachers have the initiative of course teaching evaluation

This is despite the fact that teachers will use the evaluation model stipulated by the school: 20% for the daily performance, 20% for the mid-term grade, and 60% for the final grade. However, each teacher has his / her own initiative on how to divide the proportion and what specific methods to use. Many teachers will choose different course evaluation methods to complete the usual, midterm and final grades according to their course characteristics and their understanding of students. Therefore, the curriculum evaluation of the college has obvious differences in the actual implementation process. In general, teachers still pay more attention to process evaluation. Whether it is performance evaluation, observation or homework assessment, they pay more attention to the performance of students in the learning process, which is conducive to the cultivation of students' ability.

3. Problems in teaching management of Inner Mongolia Honder College of

Arts and Sciences

3.1 There is no teaching team, and young teachers account for a large proportion

The college adopts the structure of full-time and external teachers. The college has followed this model since its undergraduate education in 2008. The formation of the teacher team is often completed through recruitment, reemployment and other forms according to the needs of posts or courses. Most of the full-time teachers are inexperienced young teachers or fresh graduates, and very few are associate professors. Teachers with high professional titles are mainly recruited from external employment, and some professional teachers with difficult majors in shortage are also hired from outside. External teachers are mainly retired teachers or teachers assigned by other universities, and the employment period is generally one year. The college pays them according to the class hours, and there are no other welfare subsidies. If the teaching effect is good and he is willing, he can continue to be employed after the term of employment expires; If the teaching effect is not good, or if he has other wishes, the school needs to re-select. Thus, the number of full-time teachers is small, and the team is too "young", the proportion of young teachers is obviously large, the proportion of middle-aged teachers is small, talent interruption leads to the vacancy of scarce majors, which occurs from time to time, It seriously affects the formation and construction of the team.

In addition, most of the young teachers are fresh graduates who have just come out of school, and there is still a certain distance in the mastery of teaching experience and knowledge points, and they lack practical teaching experience. A large number of courses are undertaken by one teacher alone, even if the individual courses are jointly undertaken by two or more teachers, they still explain their own contents without substantive communication and cooperation. In this way, the quality of courses is improved slowly, which is not conducive to the growth and improvement of teachers.

3.2 There is no effective teaching evaluation mechanism

The specific evaluation of teachers' teaching is generally based on the objective factors such as students' evaluation of

teachers, classroom effect and attendance rate. However, due to the influence of personal factors, some students will choose teachers who can give them high scores to give them higher evaluation scores. Some teachers deliberately reduce the difficulty of the examination in order to get a higher assessment result. The result of this is that teachers will cater to this behavior and ignore the control of teaching quality. Over time, it becomes a bad guidance.

In addition, the college uses a relatively single evaluation mechanism. In practical teaching and working process, due to the different subject characteristics and post nature between basic courses and professional courses, liberal arts and engineering, and between different posts, the difficulty of teaching and scientific research results is also different. Therefore, using only one standard system to measure all teachers may cause unfairness in the assessment, which frustrates the enthusiasm of teachers and affects curriculum teaching.

3.3 The division of labor of teachers is not clear enough, and one person has multiple positions

A full-time teacher also undertakes other administrative work while teaching the course. Such a situation of one person with multiple posts will lead to unclear responsibilities in management and mutual shirking of responsibilities when problems arise, resulting in adverse effects. At the same time, a person's energy is limited, when a teacher can't put all his energy into teaching, the teaching effect is not ideal, and even lead to the reduction of teachers' self-efficacy, thus feeling more tired, and prone to professional burnout. The work of administrative staff should not be pushed to front-line teaching teachers under the pretext of effective management or hierarchical management. Reducing administrative work has become the wish of full-time teachers.

4. Strategies for improve teaching management

4.1 Reshape the management concept to achieve couple hardness with softness

Firstly, clarify the fundamentals of education. Both the starting point and the end point of education are people. It is the fundamental task of education to mobilize the initiative, enthusiasm and creativity of "people" and fully stimulate their potential. Therefore, in the course management of colleges and universities, It does not emphasize on "teachers" nor "students", but "people" as the foundation. Different courses and different teaching tasks can formulate management plans according to their specific course nature and student characteristics, effectively improve management efficiency, stimulate people's potential and promote their development.

Secondly, apply the ideas of "Confucianism" and "legalism" to reshape the management concept. The thoughts of Confucianism and Legalism each have different applicable categories, but they have complementary functions. The Confucian ethical system of "benevolence, righteousness and propriety" is applicable to the category of emotional and mixed relations. The organization theory of Legalism with "law, skill and power" as its core is applicable to the category of instrumental interpersonal relations. In the university curriculum management, the Legalist thought should be emphasized in the matters related to "classroom", while the interpersonal relationship unrelated to classroom can be supplemented by the Confucian thought. In this way, we can achieve couple hardness with softness.

5. Establish an interdisciplinary teaching team to realize complementary advantages

Take advantage of the unique "full-time + external" teacher structure model of private colleges and universities to form an interdisciplinary teaching team. The teacher structure model of "full-time + external" makes the members of the teaching team have certain differences and complementarities in age, professional title, subject, major, educational

background and other aspects. The implementation of interdisciplinary "team teaching" not only emphasizes that teachers of different subject, majors or research directions form a teaching group, but also jointly set up a course for students of one major to complete the teaching task cooperatively. In this way, not only can teaching team members learn from each other and make continuous progress, but also can provide students with extensive knowledge, broad vision and different observation perspectives and concepts, which is conducive to the formation of students' knowledge view and values.

At the same time, the existing teaching team is mainly composed of young full-time teachers and retired external teachers. It is necessary to formulate teacher training plans according to their own characteristics to stabilize the teaching team. Private colleges and universities should provide young teachers with room for self-improvement and create a good growth environment. Organize "mentoring" activities, let external teachers give professional guidance to young teachers, lead them to complete scientific research projects, lead young teachers to carry out subject and professional construction, promote teaching and scientific research. While improving the ability of young teachers, also strengthen the sense of responsibility and achievement of external teachers. While supervising and restricting the external teachers, it is necessary to give them some humanistic care, to improve their sense of belonging and identity.

6. Implement professional training for teachers

Professional training for teachers is not only an effective way for teachers' personal growth, but also an effective starting point for improving teaching management. Firstly, we should take the classroom as the base, strengthen the role of teaching and research group, effectively carry out school-based research, network teaching and research. Let teachers improve their professional level through independent research, participation in group lesson preparation, listening and evaluation, teaching competitions and other activities. Secondly, It is important to establish the school's outbound learning and training mechanism, provide a platform for teachers to go out for learning and training. Strive for and ensure that every teacher has the opportunity to go out for study and training, so as to expand the vision of teachers and improve their professional ability. Thirdly, according to the actual situation of the school, make use of the weekly business study time to determine the subject content of the study, and invite backbone teachers, discipline leaders and experts at or above the municipal level to give lectures and lessons in the school. In this way, teachers are encouraged to learn from experts and improve their professional level. Fourthly, make use of new media technology to strengthen "distance training". According to the characteristics of young teachers, we should actively expand distance training, shorten the distance between time and space, enjoy high-quality teaching resources at home and abroad, learn from the experience of other excellent teachers to improve our own level.

7. Strengthen the construction of teaching assessment and evaluation

mechanism

A scientific teaching assessment mechanism is of great significance to the improvement of teachers' quality and the efficiency of teaching management. To do a good job in teaching assessment, it is necessary to fully understand teachers' daily work status and nature of work, only in this way can we formulate the assessment standards with justifications, achieve "assessment with basis", and improve teaching management.

In the setting of assessment indicators, there should be both horizontal comparison and vertical measurement, so that teachers can see the changes in their own teaching in the assessment, find out the gaps, and make a good plan for the next step of curriculum construction. In terms of the assessment content, we should not only pay attention to the completion of teaching tasks, but also pay attention to the teachers' ideological quality and working attitude. At the same time, the assessment should be normalized, adhere to the combination of teachers' daily inspection and annual assessment, we can't perform differently during assessment and non assessment. The assessment subjects should also be diversified, there can be teacher self-evaluation, expert evaluation, student evaluation and colleague evaluation, try to understand the teaching status as comprehensively and from multiple angles as possible. The assessment results should be objective and fair, which can truly reflect the effect of teaching assessment. We should gradually revise and improve the teaching assessment mechanism in

practical application.

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