

Innovative Path of Higher Education Teaching Management Based on Employment Perspective

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Abstract: Universities are important places for talent cultivation. Many people associate universities with popular majors and the different disciplinary strengths of various universities, as well as the cutting-edge talents they produce. Although the professional teaching work of universities is a priority and backbone, improving employment rates and talent cultivation cannot solely rely on professional teaching. It is necessary to combine universities' employment guidance teaching and teaching management work, which are closely related to talent employment and talent cultivation in universities. As a teaching management staff member with many years of experience, the author analyzes the innovative path of higher education teaching management in this study in response to the employment issue in universities. The aim is to provide constructive suggestions and insights for higher education teaching management work.

Keywords: Employment perspective; Higher education institutions; Teaching management

1. Introduction

Teaching management is a crucial aspect of work in higher education institutions. Only when teaching management work is done well can the overall work quality of the institution be improved, and the teaching effectiveness of the entire institution be significantly enhanced[1]. At the same time, teaching management work is also a very responsible job. Teaching management staff face various issues every day, including classroom teaching management, after-class teaching management, practice management, and teaching materials management, as well as teaching management work related to employment. Every piece of teaching management work has its value and significance, and all staff members should equally prioritize it. In the past, daily classroom teaching or practical teaching work was the focus of teaching management, but teaching management work from the perspective of employment is often neglected by many teaching management staff, or not listed as a normalized teaching management work. This has led to loopholes in the overall teaching management work in higher education institutions. Focusing on teaching management from the perspective of employment can make talent cultivation in higher education institutions more targeted and directional.

2. Analysis of the Importance of University Teaching Management Work from the Perspective of Employment

With the growth of the population and the development of the economy, the employment situation in every country and region around the world has become increasingly important, especially in recent years under the influence of COVID-19 and economic globalization. Employment issues have become a hot topic, with every country and region having a certain number of unemployed people [2]. As a result, the employment rate of universities and the standards and requirements for talent cultivation have become crucial. More and more people in society are concerned about the employment rate of universities, which will ultimately affect university enrollment and social status. Therefore, it is crucial for universities to carry out teaching management work guided by the perspective of employment. Based on daily management work experience analysis, the importance mainly includes the following aspects: ① By focusing on the integration of daily teaching and employment guidance, in the past, some teachers in higher education institutions solely focused on textbook and teaching requirements without considering students' employment situations or integrating social employment development needs, resulting in the deviation of teaching work from employment. However, with the implementation of teaching management work based on the perspective of employment, teaching management staff continuously emphasize the integration of teaching and employment. We have found

that most teachers effectively incorporate employment knowledge and current status related to their major or course, allowing students to understand the value and significance of knowledge, and the demand for different professional skills in society. ②Employment-related courses have a higher status and are more conducive to the establishment of a structured curriculum in schools. In college teaching, students not only need to learn professional courses, but also many public courses that are essential for them to learn, such as courses on Mao Zedong Thought, ideological and moral cultivation, and employment guidance. Although these courses may not seem closely related to their majors, they are crucial for understanding society and the employment landscape.

In the past, many students and even teachers did not attach importance to the teaching of public basic courses. Some students even engaged in disciplinary violations such as sleeping or playing with their phones during these classes. However, after the implementation of employment-oriented teaching management and increased efforts in teaching management, the status of employment guidance and other public courses in teaching has significantly improved. Instances of students violating discipline in class have also decreased. This allows for the steady progress of various college courses and contributes to the establishment of a structured higher education curriculum system. ③Enhancing students' employability and opportunities: In the past, many students in universities only began to consider their employment issues during their senior year, with no concept of employment before that. When students enter their senior year, employment issues are already imminent. Some students, due to time constraints and other reasons, fail to fully consider their employment options and end up choosing a job that may not be suitable for them, missing out on many employment opportunities. With the implementation of teaching management work under the employment perspective, teachers start to instill employment-related knowledge in students from their freshman year, informing them about career planning, industry development, and future opportunities in various industries. This allows students to develop an employment awareness early on and helps them connect their major studies with employment-related issues, enhancing their employability and enabling them to seize more job opportunities rather than hastily completing job searches during their final year.

In conclusion, employment-oriented teaching management work plays a crucial role in university education and teaching. It holds significant importance in daily course teaching, the establishment of a structured school curriculum, and addressing student employment issues. As a university teaching administrator, it is essential to pay attention to teaching management work from an employment perspective.

3. Analysis of University Teaching Management Work Pathways from an Employment Perspective

3.1. Focusing on the teaching management of professional theoretical courses

Schools are places for learning knowledge and building students' abilities and foundations. During their four years in college, students mainly need to enhance their knowledge reserves and application capabilities to lay the groundwork for future work and lifelong learning [3]. Therefore, most colleges and universities prioritize the teaching of professional theoretical knowledge. Only when students have a solid and rich theoretical foundation can they complete subsequent learning tasks. As a result, under the employment-oriented teaching management approach, management personnel must first implement the management of professional theoretical teaching effectively.

Firstly, teaching management staff should supervise teachers' daily attendance, class preparation, in-class discipline, thoughts, and behavior. Secondly, management personnel must consider employment-related issues, analyze whether teachers connect professional theoretical knowledge teaching to social employment problems, and remind students in the classroom which knowledge points are related to a particular industry and need to be mastered. Since technology is constantly evolving, theoretical knowledge is also continuously updated. Teachers' knowledge reserves may include outdated and old-fashioned knowledge, but the knowledge imparted in employment-oriented teaching should reflect novelty and innovation. This is an essential aspect of college teaching management. For example, in computer theory courses, teachers should introduce students to artificial intelligence-related knowledge, analyze the differences between AI and traditional computer programming, and encourage students to discuss their findings.

Teaching management staff should also innovate in their management approaches. They can organize competitions for micro-lectures, public lectures, or teaching clips within the campus. By

observing teachers' teaching processes in professional theoretical courses through these competitions, managers can evaluate their performance. Most teachers pay great attention to various teaching competitions, and their performance in these events often reflects their best level. At this time, teaching management personnel's employment-oriented teaching management work is more valuable for reference. After the course observation is completed, management personnel can also act as opinion contributors, expressing their opinions and insights on teachers' professional theoretical course teaching.

3.2. Emphasizing practical course teaching management work

As most college graduates enter corresponding job positions after graduation, they should conscientiously fulfill their job responsibilities and requirements, complete daily basic work tasks, and diligently do well in every aspect of their work. However, work is different from learning. Work is a procedural operation activity, and having only basic theoretical knowledge is not enough; practical ability is required, and even learning while working requires a certain level of learning ability. Therefore, in higher education teaching, practical courses rank second only to professional theoretical courses. Practical courses involve teachers guiding students to enter relevant training rooms or laboratories based on their grasp of basic theoretical knowledge, complete relevant practical operations, and achieve certain practical results.

Practical teaching work includes both indoor and outdoor settings. Indoor practical teaching work is generally carried out in school laboratories or training rooms, while outdoor practical operations are typically conducted in relevant enterprises or practical training bases. Both types of practical teaching are equally important and have certain significance and value from an employment perspective. Therefore, under the vision of employment, teaching management personnel should also pay attention to the management of practical courses.[4]

First, teaching management personnel should check whether the school's training rooms have complete experimental facilities. Funds are needed to purchase hardware facilities, but the "software" facilities within the institution, namely the teaching staff, must be introduced through training or recruitment, such as introducing senior engineers from well-known enterprises, doctoral students from prestigious schools, or research institutes.

Next, the management of experimental courses should be organized, planned, targeted, and result-oriented, as the operation process in laboratories usually involves group cooperation, which increases the difficulty of teaching management. Teaching management personnel can organize intra-school practical training or technology creation competitions for students, allowing them to create their own technological works individually or in groups during the competition. By observing students' creation processes and analyzing their technological works, teaching management personnel can accurately and effectively assess students' practical training abilities. Combined with daily practical teaching observations and analysis, they can evaluate and grade the practical teaching work of their majors.

Regarding the management of practical teaching work outside the school, teaching management personnel must maintain good communication with enterprise managers or training base managers, and adopt irregular supervision and daily student work reports to complete teaching management tasks.

3.3. Strengthening the management of employment guidance courses

Employment guidance courses hold a significant position in colleges and universities, especially for freshmen who have just entered college. They have just finished their college entrance examinations and are immersed in the joy of starting college. At this time, their employment awareness is very weak [5]. Once students are no longer driven by the college entrance examination, their enthusiasm for learning will significantly decrease, affecting their subsequent four years of college study. As a teaching management staff member, it is crucial to prevent this phenomenon. Therefore, in the employment-oriented teaching management, the management of employment guidance courses must be prioritized, ensuring that the courses are effectively implemented in the first semester of freshmen year.

Firstly, teaching management personnel should provide appropriate textbooks for employment guidance courses. These materials should be based on local economic development, national and global economic conditions, and may be selected or created by the school's teachers. Secondly, management should oversee the teachers of employment guidance courses. Since this course is not a professional

course, it is essential to manage and inspect teachers' attendance, lesson preparation, post-class summaries, and even assignments, ensuring that their teaching preparation and logistical work are in place. Thirdly, the examination format of employment guidance courses should be reconsidered. Many colleges and universities use assessment-based formats, mainly focusing on students' attendance and assignments. However, under employment-oriented teaching management, the status of employment guidance courses has been elevated, and every student should appreciate the importance of employment. Therefore, the examination format of this course should also change, using a written exam similar to professional courses, allowing students to complete the exam in a standardized examination room. Teachers will then review and grade the exam to determine if the students pass or fail.

In summary, under employment-oriented teaching management, employment guidance courses naturally become an essential subject for evaluation. It is necessary not only to complete basic teaching management tasks but also to manage the teaching materials, teaching details, and student examinations meticulously. This will help to achieve the goal of raising the status of employment guidance courses in college teaching.

3.4. Effective Internship Management for Graduating Students

Universities combine theory and practice in their teaching, aiming to prepare students for relevant job positions. Most universities arrange internships for senior students to gain practical experience in their respective fields. Internships not only serve as a transition into professional work but also constitute a significant form of teaching, with teaching venues shifting from campuses to off-campus locations and instructors from university faculty to external professionals. The achievements and work experience that students gain during their internships are crucial for their future job prospects. As an educational manager, it is essential to understand the impact of internships on students' employability and to incorporate internships into the broader scope of educational management.

For instance, computer science students typically intern at software companies. During the internship process, educational managers should assess the students' work environment, their job positions, and analyze their work performance and accomplishments. They should also communicate with the internship company's management to evaluate the interns' performance, their proactive learning attitude, their ability to showcase their skills and talents, and the feedback from the company staff.

Finally, educational managers should liaise with the university's internship coordinator, usually the students' teachers, to understand if they have been attentive to the students' internship experience and if they have emphasized disciplinary issues before the internships began. They should also check whether the university's internship coordinator has been responsive to any problems that students encountered during their internships and provided timely solutions.

Overall, effective management of graduating students' internships is crucial to ensure that students gain valuable experience and skills necessary for their future careers.

4. Conclusion

Employment issues have always been a crucial concern in higher education, and the employment rate of colleges and universities is a figure that people from all walks of life care about deeply. Therefore, as a teaching management staff member in a higher education institution, one should fulfill their responsibilities and focus on employment prospects in daily teaching management, analyzing how to carry out innovative teaching management work. Firstly, teaching management can begin with professional theoretical knowledge, followed by integrating practical teaching to carry out innovative teaching management. Given the importance of employment guidance courses and internships, attention should also be paid to the teaching management of employment guidance courses and students' teaching management at corresponding internship positions. Enhancing students' awareness of employment and promoting the improvement of employment rates in colleges and universities are essential goals.

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