

# Organizational perspectives on the generation and alienation of the pedagogical project system: A practical exploration of teaching in colleges and universities

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**Abstract:** As one of the important tools of national governance, the project system has been embedded in the field of higher education in China, and has become a new phenomenon and mode of organizational management in colleges and universities. Teaching project system is a positive way to optimize resource allocation, improve incentive mechanism and promote teaching innovation, but from the perspective of organizational analysis, it still exists in the organizational environment polarization contradictions, organization of individual theatre form, organization group involution phenomenon. Therefore, it is necessary to optimize the layout of university resources in the external environment to promote the harmonious development of the strong and the weak; to improve the professional identity of teachers in the organization of individuals, and to promote the integration of short-term utilitarianism and educational value; to deepen the evaluation and assessment of teachers' classifications in the organization of the group, and to reverse the status quo of the mismatch between scientific research and teaching. By maintaining the ecological and harmonious development of the teaching project system in an all-round way, it promotes the further fit and optimization of the teaching project system with the contemporary educational development pattern.

**Keywords:** Project system; Teaching in universities; Organizational science; higher education

## 1. Introduction

Since the mid-1990s, China has invested most of its funds in designated areas and provided special subsidies in the transfer payment process, which has become a new type of allocation in the allocation of State resources and has gradually become an institutional arrangement. The project system has emerged along with the changes in China's financial system, and is a reproduction of the legitimization of the State's right to financial governance. The concept of "project" is broadly defined, with its own connotation defined as the use of various methods of organizing resources to carry out a one-time or long-term work task, with a view to achieving the goals defined by quantitative and qualitative indicators. In the organizational perspective, the project organization is regarded as a temporary form of organization, which does not belong to the conventional organization, but by breaking the conventional hierarchical unit structure, re-combining the various elements of the conventional organization, and ultimately achieving a desired special goal.

Academics for the project system research focus on different points: First, for the relationship between the old and new system research. The project system as a new type of system is built on the basis of the old system and developed, then for the definition of the old system, some scholars believe that the old system is the sectional system, the sectional system that is the basis of the project system, but also due to the project system and the impact of the system, brought about by the reconfiguration of the relationship between the upper and lower levels of power and responsibility.<sup>[1]</sup>Some scholars believe that the counterpart to the project system is the unit system, which has stable rules and regulations and is organized in a step-by-step manner, which is quite different from the specialization and uncertainty of the project system. However, the unit system and the project system are not substitutes; the project system and the unit system are intertwined and nested, forming a governance pattern of "unit as a body, project as a use", with the unit system constituting the basic organizational system and the project system playing a supporting role.<sup>[2]</sup>Secondly, the significance of the

implementation of the project system is taken as the research perspective. As a new form of national resource allocation, most scholars focus on the perspective of the significance of national governance, proposing that the project system is to use the national special transfer payment as a means to break through the original hierarchical constraints of the unitary system, to curb the polarization effect caused by the market system, and to increase the effective investment in people's livelihood projects and public services.<sup>[3]</sup>In the area of internal government management, the project system has not only changed the relationship between the central and local levels, but has also played a mobilizing role in grass-roots government, shifting the mode of internal government governance from "hierarchical mobilization" to "multilinear mobilization", and the internal operation of the grass-roots level from "step-by-step" to "project-driven", which has resulted in the reconfiguration of the hierarchical system.<sup>[4]</sup>With the project system development momentum is getting stronger and stronger, the academic research on the project system also continues to expand and deepen, from the macro to micro, from the country to the region, and even in the field of education, there is no lack of scholars of the exposition of the interpretation.

Project system gradually penetrated into the university title evaluation, discipline assessment, performance bonuses and other aspects of "project management" has become a normalization of higher education management, the academic community has also carried out a sustained investigation, but most of the scientific research, school management and specific courses as the entry point for the study, for the teaching of the overall analysis of the project system there is a gap in the phenomenon. For example, in the scientific research project system, some scholars believe that the introduction of the project system in the promotion of scientific research results can effectively achieve the organization of the declaration, assessment of the project, project implementation, performance evaluation and other aspects of dynamic management and control, to achieve the predetermined goals within the specified period, and quickly transformed into educational benefits.<sup>[5]</sup>In terms of school management, some scholars take the logic of higher education operation as a research point and propose that the program system is based on the logic of factualism as a logical starting point, the logic of competition for excellence as a logical means, and the logic of control as a logical end;<sup>[6]</sup>In terms of specific course research, some scholars have proposed utilizing project-based teaching in the classroom teaching of material forming majors, with the advantage that students can be free from the limitations of teaching hours, teaching projects, and teaching locations, which helps to improve students' learning ability.<sup>[7]</sup>As teaching is a structural element of higher education and the results of teaching affect the core hub of the development level of the school, the implementation of the teaching program system helps to play a positive role in the management of teachers and motivate the effectiveness of the system. Based on the reality of the phenomenon of project fictions, overlapping and nested projects, as well as the gaps and loopholes left by the project system itself, the teaching project system also has negative impacts. The teaching project itself is an organizational phenomenon, and from an organizational perspective, organizational behavior is influenced by the environment in which it is located on the one hand, and driven by the interests of individuals and groups of organizations on the other.<sup>[8]</sup>Thus, based on the organizational perspective, we analyze the causes of the current status quo of the project-based system of teaching for college teachers, and reflect on the future direction of the development of teaching reform in colleges and universities, taking into account the existing research on the project-based system in the field of higher education.

## **2. Teaching project-based university practice: a normative conceptual construct**

Under the urgent requirements of talent cultivation and sustained high-quality development of higher education, the teaching program has become a way to implement the logic of educational resource allocation and operation. Under the momentum of educational reform and development, universities and colleges are actively involved in carrying out the "water treatment and creation of excellence" project in order to create a gold standard for teaching courses, in an attempt to reverse the disadvantageous and neglected status of teaching, and to promote synchronization and mutual reinforcement of teaching and scientific research, so as to achieve a substantial improvement in the quality of personnel training and optimization.<sup>[9]</sup>It is in the development of practice in colleges and universities that the instructional program system has been constructed.

### **2.1 Origins of the concept of the teaching project system**

The origin of the conceptual construct of the teaching project system is based on the background of the institutional expectation of the normalization of governance during the transition period of education reform and the dilemma of the inability of the realistic teacher management model to achieve

sustainable incentives. The origin of the teaching program system can be traced back to 1988, when the former State Education Commission issued the Opinions on Strengthening Undergraduate Education in Ordinary Higher Education Institutions, with the aim of further improving the overall teaching level of teachers and the quality of talent cultivation.<sup>[10]</sup>In May 2000, the Department of Higher Education of the Ministry of Education put forward the implementation of the "New Century Online Course Construction Project", and requested the implementation of project management for basic online courses. Since then, China's online course construction has stepped into the development path of promoting the implementation of project management mode under the control of national macro policy.<sup>[11]</sup>In 2019, the Ministry of Education issued the Implementation Opinions on the Construction of First-Class Undergraduate Courses, which should increase the incentives for excellent courses and teachers, and increase the weight share of teaching achievements in the rating of the title, so as to create a positive teaching atmosphere in colleges and universities.<sup>[12]</sup>Under the support and continuation of national policies, the teaching project system for college teachers tends to be standardized and the type of model is constantly innovated, and the policy projects and plans launched one after another in recent years, such as famous teachers, "first-class" courses, "first-class" professional construction, and teaching excellence plan, have become the focus of the teaching and management work of colleges and universities and tested the mobilization of personnel and resource allocation capacity of the college and university organization system.<sup>[13]</sup>In the context of the popularization of higher education, the continuous reform of education has attracted the attention of the academic community, and the governance model of sectionalization, institutionalization, and project-based governance is also regarded by the academic community as an important way to cope with the diversified development of higher education. The Ministry of Education released the results of the recognition of 2018 national high-quality online open courses in January 2019, and the Peking University's "Muzu Qiao" and other 801 courses were recognized. The Ministry of Education requires that the recognized courses at different levels be provided with different levels of financial and policy support by universities and local government departments.<sup>[14]</sup>In June 2021, the Ministry of Education announced the list of Model Programs for Curriculum Civics and Politics, identifying 699 Model Courses for Curriculum Civics and Politics, 699 Master Teachers and Teams for Curriculum Civics and Politics, and 30 Model Centers for Curriculum Civics and Politics Teaching and Research (including vocational education, general undergraduate education, and graduate education).<sup>[15]</sup>Among them, there are 399 projects for general undergraduate education and graduate education, accounting for 57% of the total, which shows that college teachers have high enthusiasm for applying for teaching projects.

## ***2.2 Constructing the Concept of the Instructional Program System***

Under the financial support and institutional guarantee, the teaching project system has gradually formed a large-scale development trend, and the concept of teaching project system has also become clear and standardized in the continuous practice. Third, from the perspective of organizational form, conventional teaching embodies the organizational structure of hierarchical division and hierarchical order, while the teaching project system breaks the original block relationship and departmental boundaries, so that temporary coordination and cooperation occurs at different levels. When conventional governance slows down or stagnates, whether out of initiative or passivity, movement-based governance makes an appearance. The relationship between the two may be symbiotic, complementary, synergistic or contradictory.<sup>[16]</sup>In other words, the teaching project system may be the authoritative teaching management system to deal with the teaching dynamic mechanism, the purpose is to alleviate the contradiction between the authoritative hierarchical management and effective teaching; may be as an alternative to conventional teaching, problem solving, that is, to retire; may also be the coexistence of two means of governance, interaction, and cooperate with each other to form a "synergistic effect" Or it may just be an aberration in the management of regular teaching, which will eventually be abandoned by the field of education, and ultimately return to the norm. However, from the current situation of the teaching project system, in the short term, and regularized teaching in a synergistic and complementary relationship between the two have not yet revealed the dramatic contradictions.

## **3. The endogenous dynamics of the pedagogical project system: the rationalization of "routine" embedded in "movement"**

The motive for the generation and normalization of the teaching project system is, from a macroscopic point of view, the macro-manipulation of the state in response to the necessity of the

innovative management mode of university governance and the development of the teaching reform; from a microscopic point of view, it is the endogenous motivation prompted by the real needs and constraints within the organization of teaching activities. Through the micro perspective, the motivation for the generation of the teaching project system is developed from three aspects, namely, educational resources, incentive mechanism and teaching mode, to explore the rationalization of the mechanism of embedding the regularized teaching into the sport-oriented project teaching.

### ***3.1 Rational choice under conditions of scarcity of educational resources***

Since the founding of the People's Republic of China, the development of higher education has gradually evolved into a ladder-like distribution in the high east and low west, presenting a state of regional convergence with regional culture as the kernel, and university clusters are closely related to the development of urban clusters.<sup>[17]</sup>The distribution and allocation of higher education resources are positively correlated with the level of urban economic development. From a national perspective, the four regions of Beijing-Tianjin-Hebei, the Yangtze River Delta, Guangdong-Hong Kong-Macao Greater Bay Area, and Sichuan, Chongqing and Shaan are home to 44.72% of the nation's general colleges and universities and 77.37% of the colleges and universities under the construction of the "double first-class" program, which gives a clear advantage to the concentration of resources in the higher education clusters in these four regions. The concentration of resources in these four regional higher education clusters has a clear tilted advantage.<sup>[18]</sup>In the state of teaching routinization, from the point of view of resource allocation within the organization of higher education, the allocation of funds is usually based on faculties and departments, but the differentiation between faculties and departments makes it difficult to allocate funds in a reasonable and balanced manner, and thus a mechanized, one-size-fits-all plan for resource allocation is often adopted in the process of fund allocation, leading to the phenomenon of redundancy or shortage of funds among institutions; from the point of view of the national distribution of educational resources, the level of school running, the popularity of the school, and the regional location of the school show a correlation with the allocation of resources. From the point of view of national education resource allocation, the level of school operation, school popularity, and school regional location and resource allocation show a collateral relationship. The uneven distribution of educational resources in colleges and universities is not only reflected in the scarcity of research and management funds, but also in the imbalance in the distribution of teaching funds, which has a direct impact on the improvement of teaching standards. "Routine" embedded in the "movement" of the teaching project system in the allocation of resources, breaking the internal framework of the organization, beyond the hierarchical control to achieve the direct allocation of national educational resources, and attach importance to the linkage between the various units, levels and colleges and universities, the "rich to bring the poor". "Bringing the rich to the poor", realizing the regional and hierarchical flow of resource allocation, and achieving the optimization of resource allocation in a short period of time. According to the type of project to provide for the scope of expenditure on teaching projects, and for various types of projects, the proportion of funds and the implementation of the process have made a more detailed rules, taking into account the government's willingness to set up a project and participate in the economic rights and interests of the members of the teaching program to establish the principle of distribution and use of funds for teaching projects. Based on this, the "routine" embedded "movement" of the teaching project system loosened the institutional bottleneck within the organization and the normative effect, can be appropriate to adjust the serious phenomenon of skewed educational resources, optimize the distribution of educational resources between the school level, between the faculties. The teaching project system is a legitimate means of regulating educational resources and a rational choice under the condition of resource scarcity, which can satisfy the stage-by-stage demand for educational resources of colleges and universities and teachers.

### ***3.2 Reproduction of the legitimization of pedagogical incentives***

At present, the "promotion tournament" system formed under the pursuit of academic value and performance mode of operation has become the main contradiction faced by academics nowadays.<sup>[19]</sup>Although the introduction of "breaking the five only" has regulated the undesirable phenomenon of "only thesis" and "only scientific research", the current situation of only "breaking" but not "establishing" has led to the phenomenon of academic tournaments still proliferating. However, the status quo of only "breaking" but not "establishing" has led to the phenomenon of academic championships still prevailing. In the university organization, teachers not only have academic identity, more importantly, is also the identity of the teacher, so in the "broken five only" regulation to promote,

the university organization had to begin to pay attention to the development of the level of teacher teaching, teacher teaching is not only one of the important assessment indicators of the teacher's promotion, but also an important reflection of the effectiveness of the entire university school, so the motivation of teachers to teach is particularly important. Therefore, it is particularly important to motivate teachers to teach. Conventional incentive form is difficult to meet the real needs of teachers' teaching, and its defects are mainly reflected in: First, the incentive mode is single. At present, the form of incentive for teachers in colleges and universities in China is mainly based on salary incentives, college teachers as a group of high intellectuals, in the basic needs have been satisfied, they pay more attention to the realization of self-worth, academic achievements and so on.<sup>[20]</sup>The second is the suppression of the evaluation mechanism. Because of the complexity of the teacher's teaching work, resulting in the value of teaching is not easy to quantitative assessment, so the evaluation system of colleges and universities more inclined to scientific research assessment, the formation of a formalized, indexed, subjective evaluation system, the teacher's teaching incentives in the evaluation of the mechanism of the suppression of the failure. Under the suppression of the conventional incentive model, the teacher incentive mechanism is difficult to achieve an effective breakthrough, and "conventional" embedded in the "movement" of the teaching project system is the country's incentives to legitimize the re-exploration of the mechanism. The "movement" project incentive is not only a supplement to the regular incentive, but also plays a role in planning, guidance and coordination. On the one hand, it protects teachers' reasonable demands and improves their teaching ability. Teachers as the applicants of teaching projects, eliminating the intermediary factor between universities as teachers and the government, the establishment of a direct feedback and communication mechanism can help to protect the reasonable interests of teachers; at the same time, it can also help to incentivize teachers to teach, solve the realities of teachers' teaching dilemmas, combine the resources of various parties, enrich the spiritual soil of teachers' teaching, and improve the overall teaching ability and level of teachers. On the other hand, the implementation of the teaching project system helps to balance the reasonable distribution of funds between the two major tasks of research and teaching. Under the influence of academic championships and rating indexes, research funding has always been the "leader", and teaching teachers have been marginalized. Therefore, the implementation of the teaching project system is not only an opportunity for teaching teachers, but also helps to reverse the erroneous thinking of "research only", so that the funds can be reasonably distributed between teaching and research, and stimulate the teaching motivation of both teaching teachers and research teachers.

### ***3.3 Exploration and Innovation of Teaching Models under Talent Cultivation Needs***

Whether it is colleges and universities or basic education teachers follow the "preparation - class - test" this one-way, purely theoretical teaching mode, and this regularized Teaching mode phenomenon is bound to bring a series of negative impacts, is not conducive to the training of talents and the actual development of society. First of all, part of the university teachers due to the lack of practical work experience, it is difficult to coordinate the focus of teaching and academic research, not only the lack of awareness of teaching research and methodology, but also due to the limitations of the interpersonal skills of the lack of communication channels of educational information; Secondly, part of the teachers lack of classroom education and teaching link control ability, lack of new ideas for education and teaching, new methods of understanding and use; and part of the teachers' knowledge of obsolete aging and other phenomena. The phenomenon of obsolescence and aging, etc.<sup>[21]</sup>With the popularization of higher education and the urgent requirement of social development for high quality talents, it is imperative to carry out a new round of exploration and innovation of teaching mode. "Routine" embedded in the "movement" of the teaching project system is a new round of exploration and practice of teaching mode innovation, teaching project system of practice and interactivity breaks the boundaries of the routine, is to promote the innovation of the teaching mode of an opportunity, mainly reflected in two aspects: First, focusing on practice, advocating out of the college teaching classroom. The application of teaching projects must be justified and evidenced-based, and thus college teachers must step out of the classroom, through empirical research, to explore the cutting-edge teaching model that meets the current trend of the times and meets the actual needs of students. Through the teaching project, teachers can break the boundaries between practice and theory in regular teaching, enrich the teaching content under the double combination of theory and practice, improve the practicality of teaching, and also help to improve student satisfaction and participation in teaching, and cultivate graduates in line with the actual needs of society. Secondly, it helps to innovate teaching concepts and bring together new teaching resources. Teaching projects require new teaching concepts and designs to be declared successful, which can stimulate teachers' teaching inspiration; in the process of implementation, by bringing together new teaching resources, teaching presents a more attractive new

form, and the content is more in line with the development goals of talent training. The implementation of the teaching project system is based on the synergistic development of teachers from various units and geographical colleges and universities, realizing the multi-level communication of concepts and methods, and realizing the innovativeness of the teaching mode by introducing the teaching achievements and experiences of other exemplary colleges and universities and combining them with our own talent cultivation mode, so as to promote the teaching mode to keep abreast of the times. Thus, under the demand for reform of talent cultivation mode, "movement-type" teaching is an important way of practicing innovation.

#### **4. An organizational perspective on the alienation of the pedagogical project system: negative wrapping in motion**

"Project system" in line with the rational allocation of resources, the purpose of the reform of the solidification of the hierarchy, in the implementation of the principle of fine-tuning the rules, special earmarked funds, but with the deepening of the practice, the phenomenon of its alienation is also constantly apparent. From the perspective of education reform, the traditional sense of the reform is launched from the top down, its purpose is more in the release of organizational and individual vitality, its incentive effect is longer than the constraint effect. In contrast, under the division of "project system", the detailed rules and regulations bring more constraints to the education reform.<sup>[22]</sup> Although the teaching project system is in a synergistic stage of development with conventionalized teaching, and there has not yet been a drastic contradiction, the defects of the teaching project system itself have still led to some negative effects. Based on the evolution and development of the teaching project system from an organizational perspective, the alienation phenomenon of the teaching project system is mainly manifested as the bipolarization of resource allocation in the project organizational environment, the evolution of opportunism and dramatization of teachers' individuality, and the dysfunction of the motivational utility of the organizational group that induces the involution.

##### ***4.1 Organizational environment, polarization of resource allocation in the context of the Matthew effect***

Teaching project system does not solve the Matthew effect of resource allocation, so that the polarization of resource allocation conflicts intensify, the quality of resources is difficult to reasonable flow, the development gap between faculties widened. The Matthew effect refers to a phenomenon of "the stronger the stronger, the weaker the weaker", which is in essence a plunder of resources and unequal treatment of the rights of the powerful groups to the disadvantaged groups, accelerating the polarization of social development and intensifying social conflicts. Although the achievement of local prosperity, but stifled as a whole of the right to fairness. In the field of education, the inappropriate use of discipline selection systems, discipline assessment systems, funding systems, research incentive systems, and program evaluation systems all exacerbate the Matthew effect.<sup>[23]</sup> The establishment of the project system carries the beautiful vision of redistributing educational resources, but perhaps it portrays from the very beginning the matching relationship of functions and resources among different tiers of higher education, following what may be entirely a hierarchical mindset, with the implicit logic of governmental bias towards specific groups and organizations.<sup>[24]</sup> Under the manipulation of this logic of operation, the teaching program system also follows this hierarchical thinking. 2020 November, the Ministry of Education announced the first batch of national first-class undergraduate program recognition results, recognized 5118 courses as the first batch of national first-class undergraduate program. Among the 5118 courses, most of them are awarded by 985 and 211 colleges and universities around the world, and ordinary local colleges and universities account for a relatively small number of them, and there is a lack of exchanges and cooperation between colleges and universities, which are basically completed independently.<sup>[25]</sup> The cumulative effect of unequal distribution of resources in the teaching project system is gradually upwardly shifted to the imbalance in the distribution of educational resources in colleges and universities. Based on the organizational perspective, the teaching project is affected by the technological and institutional environments in the process of resource distribution, the technological environment factors are based on the characteristics of material and resources, while the institutional environment factors include symbolic and cultural characteristics that have an impact on the organization. In the technological environment, it is difficult to disseminate high-quality teaching resources and results. Under the constraints of ranking, geography, cooperation level and other realities, there is a lack of cooperation bridges and opportunities between high-level colleges and ordinary local colleges and universities, which makes it difficult for high-level colleges and universities to circulate

high-quality teaching resources downward, and it is difficult for ordinary local colleges and universities to communicate with each other upward in terms of their teaching aspirations, which results in loss of high-quality teaching resources, and the lack of teaching differences between colleges and universities and the lack of cooperation mechanism for resources leads to the continuous aggravation of the Matthew effect. In the institutional environment, the traditional logical tendency of social culture and system makes the distribution of teaching resources within the school out of order. In comprehensive colleges and universities, the phenomenon of emphasizing the sciences over the arts has resulted in disparities in the distribution of human, material and other resources among faculties and departments;<sup>[26]</sup>In the case of teacher training colleges, teaching resources are clearly tilted towards education in order to increase the visibility of the school. Although under the advocacy of new liberal arts and new engineering disciplines, each discipline should break the disciplinary barriers and realize interdisciplinary teaching, but due to the large differences in majors and disciplines, as well as the limitations of teachers' disciplinary expertise, it is difficult to coordinate and integrate teaching resources within the university, and it is difficult for humanities and social sciences teaching projects to intermingle and cooperate with engineering teaching projects. And some colleges and universities to rub the application "heat", to achieve the discipline assessment indicators, regardless of the positioning and characteristics of universities and colleges, to apply for the success of the project for the sole purpose, ultimately resulting in the various disciplines, faculties and departments is the Matthew effect of deformed development. In the current ranking of our universities and colleges, the uneven development of the level of education, the Matthew effect is the inevitable result of the implementation of the teaching project system incidental.

#### ***4.2 On the part of individual organizations, opportunism is externalized in the form of theatricalization***

Teachers in the teaching project system are driven by limited rationality to pursue opportunism, which is gradually externalized in the form of dramatization, leading to rent-seeking behavior and the adverse consequences of educational "distortion". Opportunism refers to the transfer and deprivation of others' utility to maximize one's own utility in social interactions with asymmetric information, which is result-oriented and ignores the process. Theaterization is based on E. Goffman's "Theater Theory", which believes that there are two kinds of behaviors in daily life, i.e., frontstage and backstage behaviors, and that people adopt different behaviors to express themselves in different scenarios. Frontstage is the occasion to perform, people will present the accepted image; backstage is the occasion to prepare for the frontstage performance, cover up what can not be performed.<sup>[27]</sup>Based on the organizational perspective, the implementation of teaching projects is influenced by teachers' individual interest drive to achieve the pursuit of personal interests. Therefore, in the process of pursuing opportunism, teachers' individual profit-seeking behavior is externalized in the form of theater, which makes the project implementation process float in form, lack of depth, and seriously impedes the play of teaching effectiveness, which is mainly manifested in the following: on the one hand, the form of theater under opportunism is embodied in the form of rent-seeking behavior. Driven by the interests of project funds, rent-seeking behavior causes teaching staff to use part of the funds to make up for the cost of rent-seeking after successfully obtaining the project, which is used for inputs unrelated to the teaching project, resulting in the loss of funds for the teaching project, which does not help to promote the research and development of the teaching project.<sup>[28]</sup>Even some colleges and universities to teaching projects as a means to improve the visibility of school, to school development ranking as a goal-oriented, and faculty or teacher project team members to produce complicity, through the cleverly named, to cope with the higher level of the project implementation checks. On the other hand, opportunism in the form of theater embodied in the education "distortion" problem. Teaching as an important way to improve the training of talents, the ultimate goal of the teaching project system is to promote the overall development of the overall quality of students, improve the capacity and level of training of university personnel. But some teachers to seize the interests of the teaching project for the purpose of the chain, ignoring the actual teaching effect, contrary to the original intention of education, in the implementation of the project is alienated into the form of theater. Teachers and students as the audience and performers, teachers are responsible for performing and maintaining order, but the theater form, teachers are difficult to have direct communication with students, teachers to the end of the show for the purpose of students to watch for the purpose of the lack of benign interaction between teachers and students, the "whitewashed" teaching program is difficult to play its educational significance, thus appearing educational "Distortion" phenomenon. Teaching project system not only did not give full play to its role in guiding education and teaching, but also made teachers' teaching behavior into the "pond" of utilitarianism.

#### **4.3 Dysfunctional incentives inducing involution in the context of organizational groups**

The dysfunctional incentives of the teaching program system have induced the phenomenon of teacher involution, which is reflected in the mismatch between research and teaching, which makes it difficult to innovate the teaching content, and the teaching has evolved into a new track for teachers to compete with each other. The first to put forward the concept of "involution" is the German philosopher Kant (I. Kant), Du Zhanqi (P. Duara) in the field of political science to expand and deepen the concept of "involution", the involution is described as a kind of The concept of "involution" was expanded and deepened in the field of political science by I. Kant and P. Duara, who described involution as a phenomenon of "growth without development", in which the scale of the country's development is increasing, but the economic efficiency is decreasing.<sup>[29]</sup> Although the concept of involution has been widely used in different fields, its connotation can be broadly summarized as the functional locking, path dependence and goal substitution in the process of development, the endless copying of patterns due to deviation from the track, the lack of innovation and habitual plagiarism, which leads to the substitution of the initial goal, and the alienation of development in which the means override the goal.<sup>[30]</sup> The implementation of the teaching project system is intended to motivate college teachers to teach, to innovate the traditional "classroom only" and "theory only" teaching mode, and to improve teachers' innovative ability in teaching. Based on the perspective of organizational science, the behavioral trend of the organizational group influences the overall development trend of the teaching project system, and the relationship between the group's behavior and the organization is relatively closer and has a greater impact on the organizational performance.<sup>[31]</sup> With the deepening of the teaching project system, the incentive utility is overflowing, inducing the teachers' group to show the phenomenon of internalization in the process of teaching project, which is specifically reflected in the following: on the one hand, the incentive mode of the teaching project system raises the proportion of teaching in the index of the rating of the title, and forms a new track for the competition of teachers' group, which induces the internalization of the teachers' group's behavior. In the new track of teaching projects, various kinds of teaching project competitions have been added to the key elements of school and teacher development, such as discipline construction indexes and teacher title evaluation, which promotes the involution of teachers among themselves and among schools on this new track. When teachers use teaching projects as a means to achieve title ratings, the essential goal of teaching projects is ignored, which is not only detrimental to the improvement of teachers' teaching level, but also to the development of student training. On the other hand, the strong incentive of scientific research projects leads to the marginalization of teachers' teaching and the phenomenon of teachers' teaching behavior being internalized. Academic evaluation is consistent at the three levels of the state, universities and individual teachers, forming a bundle of interests and presenting a typical strong incentive of the academic championship. Research incentives and teaching incentives show a typical "incentive incompatibility" distortion, and this distorted pattern and the strong "publish or die" elimination mindset contribute to the selective allocation of teachers' attention, energy and emotions to teaching and research.<sup>[32]</sup> Under the strong incentive effect of the scientific research project system, the teaching project system has become a means for teachers to reach the "passing line" of teaching, ignoring the dynamic development of teaching. Teachers pay more attention to scientific research projects, which makes teachers participate in teaching projects, but only to complete the project tasks and obtain project benefits, and their teaching behaviors are only in the state of simple imitation, and it is difficult to inject innovative inspiration into the teaching projects, and the phenomenon of path dependence is serious, and teachers' teaching is in the state of being internalized.

#### **5. Rethinking the project-based system of teaching and learning from an organizational perspective: a way forward for optimization**

Under the dual demand of national will and strategic development, excellent teaching projects play the role of leading by example, so that colleges and universities can improve the teaching level as a whole, and improve the existing status quo of teaching curing. However, as the phenomena of institutional dependence and conflict in the educational environment become more and more prominent, how to better play the role of the teaching project system should be, coordinate the actual contradictions, and optimize the way of the teaching project system has become a real problem that needs to be solved urgently. Based on the analysis from the perspective of organizational science, we optimize the layout of resource structure in the organizational environment, condense the quality of teachers in the individual organization, and deepen the classification of title rating index in the organizational group, and take this as the focus point of the research and analysis to explore the future adaptation path of the teaching project system.



### ***5.1 Optimizing the structural layout of university resources and promoting the harmonious development of the strong and the weak***

Organizational science believes that the external environment affects the internal system of the whole organization, so in order to promote the ecological development of the teaching project system, it is necessary to improve the external environment, optimize the layout of the university resource structure, and promote the harmonious development of the strong and the weak. The distribution of teaching program resources shows a strong path dependence phenomenon, with the advantageous resources tilted to high-level institutions, and the phenomenon of hierarchical solidification of teaching resources is prominent, which is reduced to the Matthew effect deformed development mode. In order to maintain the vitality and diversity of the teaching project application and build a good atmosphere of the external environment, it is necessary to break through the traditional thinking logic, first of all, to break the identity symbols curing, emphasizing the dynamic coordination mechanism of resources. Teaching project system to specialize funds for resource allocation from top to bottom, its core subjects are the central government, local governments and university teachers, through the project application program and project task book to reach a contract, constituting a "principal-agent" relationship.<sup>[33]</sup>The allocation of resources for teaching programs is led by the government, so in order to improve the dynamic coordination mechanism of resources, it is necessary to use the government's "invisible hand" to regulate the rational allocation of resources in the program market. The government needs to get rid of the limitations of school ranking and build a good education resource ecosystem. A good ecosystem of educational resources can coordinate and equalize the differences in resources between institutions, and provide more development opportunities for teachers and researchers of different ranked institutions, rather than widening the development gap between institutions and exacerbating the contradictions and conflicts in the allocation of resources.<sup>[34]</sup>Under the government's concern and policy support, teachers of ordinary colleges and universities should also refuse to "lie flat" and improve their teaching level and innovation ability in order to obtain more support for program resources. Secondly, strengthen the target management and improve the allocation efficiency of teaching resources. At present, our country mainly adopts the "national center" mode as the resource allocation method, and the government's allocation mechanism is "comprehensive quota + special subsidies".<sup>[35]</sup>Strengthening target management and improving the efficiency of rational resource allocation is an important way of preventing the teaching program system from falling into the Matthew effect "poor order pattern". The government to ensure that the teaching project resources into the special development of teaching, the need to change only by the target system, to take a "one-size-fits-all" approach to the allocation of resources, the project system of resource allocation focus from the "object-oriented" adjusted to the "people-oriented". People-oriented".<sup>[36]</sup>The Government takes the objectives of the teaching programme as the guide for resource allocation, promotes the rationalization of the allocation of teaching resources and improves the overall efficiency of resource allocation.

### ***5.2 Improving teachers' professional identity and promoting the integration of short-term utilitarian and educational values***

Organizational science believes that the analysis of individual behavior is an important prerequisite for the study of the laws of organizational behavior, so the individual behavior of teachers in the teaching project system reflects the development of the law of the teaching project, condensing the educational qualities of teachers, and promoting the integration of short-term utilitarianism and educational value is a prerequisite for avoiding the alienation of the teaching project system. The formation of an excellent teacher depends more on individual talent, desire for achievement and practical honing. Theories of teacher learning, teacher growth, and teacher education curriculum are everywhere seen traces of mechanical transfer of theories of student learning, student growth, and student curriculum, and the key theoretical elements of teachers in education have not yet been formed.<sup>[37]</sup>Attracted by the fame and fortune of the teaching project system, the teachers' sparse educational quality can hardly support the noble educational philosophy. Under the influence of information asymmetry and limited rationality, speculative behavior arises, presenting the form of theatricalization of teaching projects, thus reproducing the educational psychology of utilitarianism. The subjectivity of human beings makes it difficult to avoid the pursuit of utilitarianism, so in order to safeguard the educational truth of the teaching project system, it is necessary to improve the sense of professional identity of teachers, and promote the integration of short-term utilitarianism and educational value. First of all, strengthen the soft binding force of informal institutional norms, and raise the ideological level of teachers. In order to change the speculative behavior of teachers in the

teaching program, we need to start from the internal behavior of teachers, and internalize "teaching and educating people" into a moral code and code of ethics. The formal system of government and schools lacks mobility and is difficult to comprehensively constrain teachers' behavior, while the informal system of society has a soft binding force, which is a kind of conscious, internal, invisible constraint force that can make external constraints into teachers' internal needs and internalize them into a kind of consciously and voluntarily behavioral choices, so as to eradicate speculative behaviors in teaching from the source.<sup>[38]</sup> Supervision of teachers' teaching behavior by public opinion to improve teachers' sense of teaching responsibility, and the formal system to promote teachers' sense of professional identity and raise the overall ideological level of teachers. Second, the introduction of a third-party monitoring organization to avoid breeding project rent-seeking behavior. Teachers in colleges and universities use teaching projects as a means of obtaining funds, and colleges and universities use teaching projects as a channel to improve their reputation, both of which form a conspiracy to avoid the government's regular project inspections. Therefore, it is necessary to introduce a third-party supervisory organization to prevent the breeding of teachers' rent-seeking and conspiratorial behavior, through joint reporting and other forms of supervision of university teachers' teaching project implementation process, with the help of external forces to regulate the prevention of "rent-seeking" phenomenon.

### ***5.3 Deepen the categorized evaluation and assessment to reverse the mismatch and imbalance between research and teaching***

Organizational science believes that guiding group behavior helps to maintain consistency with organizational goals and achieve common progress, therefore, in the teaching program system, by regulating the competitive behavior of the group, deepening the classification evaluation and assessment, and reversing the imbalance between scientific research and teaching, the incentive effect of the teaching program system can be optimized. Teachers' evaluation is "bound" by real interests and is also given too heavy management expectations.<sup>[39]</sup> This has led to the teachers, whether in teaching projects or research projects, are smeared with the color of utilitarianism, the implementation of the teaching project system gradually tends to involution and the content of the situation of obsolescence. The confusion between scientific research and teaching evaluation and assessment, resulting in the marginalization of teaching in the management of colleges and universities, it is difficult to form an equal coordinated situation with the status of scientific research. Therefore, it is necessary to deepen the classification of evaluation and assessment to reverse the wrong imbalance between research and teaching, and return to the original position of talent cultivation in colleges and universities. First of all, the evaluation ratio of scientific research and teaching should be set reasonably, and the attention to the evaluation of teachers' teaching ability should be strengthened. Abandon the narrow and unidimensional view of scientific research and academics, and enhance the weight of teaching in the promotion and performance of the position. Weaken the over-emphasis on teachers' "research" ability in the rules and regulations, strengthen the importance of teachers' "teaching" ability, and set up a "teaching" teacher and a "research" teacher. Different evaluation and assessment systems should be set up for "teaching" teachers and "research-oriented" teachers, so as to help teachers get rid of the dilemma of conflicting research and teaching.<sup>[40]</sup> Colleges and universities should take the initiative to innovate the wind vane of teachers' evaluation, and promote the improvement of teachers' evaluation and assessment indexes under the background of the policy of "breaking the five only", so as to guarantee the supply of motivation mechanism for teachers to participate in the teaching project system. Secondly, to promote the equivalence of the teaching project system and the scientific research project system, to ensure the coordinated development of teaching and scientific research. In the project declaration, teaching projects, whether from the number of projects or the amount of funds are far lower than the scientific research project system, teachers mostly tend to take the competitive track of scientific research project declaration, is not conducive to improve the enthusiasm of teachers to declare teaching projects. Therefore, it is necessary to change the strong incentive influence of scientific research projects through the government's macro-control, to explore the integration mode of incentives for scientific research projects and teaching projects, to stimulate the vitality and passion of teachers to participate in the application of teaching projects, to develop from a single track to a multi-track of the Academic Championships, to improve the evaluation and assessment indexes of teachers from the external incentives, and to alleviate the inward scrolling behaviors of the teachers' groups.

## Acknowledgement

**Funding:** 2022 Guangxi Zhuang Autonomous Region Teaching Reform Class A Project: "Exploration and Practice of Undergraduate Education Public Course Curriculum Construction in the Context of Teacher Education Professional Accreditation".grant number: 2022JGA253

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