

# Research on the Innovation of Teaching Management Models in Application-Oriented Private Universities in the New Era

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**Abstract:** *With the rapid development of China's economy and continuous social progress, higher education has become one of the key areas for cultivating high-quality talents and promoting social progress. Private applied universities, as an important component of the higher education system, undertake the important mission of cultivating applied specialized talents. However, in the process of educational reform in the new era, private applied universities are facing a series of challenges and problems, such as unstable teaching quality and non-standard teaching management. In order to improve the teaching quality and management level of private applied universities, it is necessary to explore innovative teaching management models. This article aims to provide theoretical support and practical guidance for the development of teaching management models in private applied universities through innovative research.*

**Keywords:** *Private applied universities; Teaching management; Innovation; Teaching quality; Comprehensive quality development; Innovative and entrepreneurial talents*

## 1. Introduction

In recent years, China's higher education has made significant progress, and private applied universities play an indispensable role in it. Private applied universities are highly favored for their flexible educational mechanisms, emphasis on practical ability cultivation, and close connection to the job market. However, with the continuous changes in social needs and the evolution of the educational environment, the teaching management of private applied universities is facing a series of challenges. The traditional teaching management model is no longer able to meet the needs of the new era, so there is an urgent need for innovative teaching management models to improve teaching quality and cultivate innovative and entrepreneurial talents that meet the needs of social development.

## 2. The Current Situation of Teaching Management in Private Applied Universities

### 2.1 Construction of Teaching Staff

Private applied universities often face difficulties in attracting and retaining excellent teachers. Due to limited resources, these universities are often unable to provide salaries and benefits comparable to public universities, leading to the problem of the loss of excellent teachers. At the same time, private applied universities also need to strengthen the training and development of teachers, improve their teaching level and professional abilities[1].

### 2.2 Teaching Quality Buttress

Private applied universities need to ensure that the teaching quality is comparable or even better than that of public universities to meet the needs of students and society. However, due to resource and management limitations, these universities may face challenges in teaching quality. They need to establish an effective mechanism for ensuring teaching quality, strengthen course design and evaluation, improve teaching methods, and provide good teaching resources and practical opportunities.

### ***2.3 Diversification of Teaching Staff***

Applied university teaching requires a combination of theory and practice, therefore it requires a diverse teaching staff. Private applied universities need to attract industry experts and senior practitioners with practical experience to serve as part-time teachers or lecturers, in order to provide students with practical applications and industry insights.

## **3. The Necessity of Innovating the Teaching Management Mode of Private Applied Universities in the New Era**

### ***3.1 Adapting to Social Needs***

Innovative teaching management models can flexibly respond to changes in social needs. Collaborate closely with the industry, timely understand the new requirements of society for talent, and integrate these requirements into teaching plans and curriculum design. This can cultivate applied talents that are more in line with social needs and improve their competitiveness in the job market.

### ***3.2 Optimizing Resource Allocation***

Private applied universities usually have relatively limited resources, but innovative teaching management models can optimize resource allocation and make more efficient use of existing resources. For example, introducing information technology and online education platforms can achieve remote teaching and resource sharing, which not only allowing students to access high-quality educational resources at different locations and times, but also improving teaching efficiency and quality.

### ***3.3 Strengthening Industry University Cooperation***

Innovative teaching management models can better promote industry university cooperation between private applied universities, enterprises, and industries. By establishing close cooperative relationships, schools can understand the actual work environment and industry needs, integrate practical experience into the teaching process, and cultivate students' practical operation and problem-solving abilities. This close collaboration between industry and academia also provides students with more internship, practical training, and employment opportunities.

### ***3.4 Improving Education Quality***

Innovative teaching management models can improve the quality of education by introducing new teaching concepts, methods, and technologies. For example, adopting modern educational technologies such as virtual laboratories and online interactive platforms can enhance students' learning experience and engagement. Conducting project-based learning can cultivate students' teamwork and problem-solving abilities. Personalized education can provide customized learning plans according to students' interests, abilities and learning styles, and stimulate students' learning interest and motivation.

### ***3.5 Promoting Education Reform***

The implementation of innovative teaching management models can provide experience and demonstration for the reform of the entire education system. As an innovative experimental field of education, private applied universities can explore educational reform paths that are suitable for the needs of the current era, providing reference for other universities.

## **4. Innovative Approaches to Teaching Management Models in Private Applied Universities in the New Era**

### ***4.1 Student Centered***

In the new era of private applied universities, the innovation of teaching management models should be student-centered, emphasizing the cultivation of students' practical abilities and innovative entrepreneurial spirit. In this mode, the role of teachers should be transformed into guides and mentors,

stimulating students' creativity and practical abilities through project driven and practical teaching methods. The key to this teaching model is to encourage students to actively participate in practical projects, allowing them to personally experience and solve practical problems, thereby cultivating their ability to solve complex situations and flexibly respond to challenges. Students can actively think and find solutions to various challenges and difficulties by participating in real projects or practical activities, thereby improving their practical and problem-solving abilities. In addition, innovation and entrepreneurship education should also become an important component of teaching to cultivate students' innovative thinking, market awareness, and teamwork spirit, so that they have the ability to start their own businesses. Students can participate in entrepreneurial practice projects or simulate business activities, learn relevant knowledge and skills such as market research, business planning, team management, and cultivate their innovation awareness and entrepreneurial spirit. Through the innovation of this teaching model, students will be able to learn in practice and apply the knowledge and skills they have learned to solve practical problems. They will gain more practical experience, enhance their problem-solving ability and adaptability to change. At the same time, this teaching model can also stimulate students' creativity and innovation potential, cultivate their teamwork and communication skills, and lay a solid foundation for their future career development.

#### ***4.2 Strengthen the Construction of Teaching Staff***

In the new era, private applied universities actively innovate teaching management models, committed to improving teachers' professional literacy and teaching ability. To this end, they strengthen cooperation with enterprises and industries, draw on industry experts and practical experience, in order to enhance the practical ability and professional literacy of teachers. There are various forms of cooperation, including guidance from industry mentors and cooperation on practical projects. Firstly, private applied universities closely cooperate with enterprises and industries, inviting industry experts as mentors to provide professional guidance and training for teachers. These mentors have rich practical experience and cutting-edge knowledge, which can guide teachers to understand industry trends and master the latest technologies and knowledge. They have in-depth communication with teachers, sharing practical cases and experiences, so that teachers can apply these knowledge to teaching and provide teaching content that is closer to practical needs. Secondly, private applied universities collaborate with enterprises and industries in practical projects. By collaborating with enterprises to carry out practical projects, teachers can personally participate in the execution of actual projects and the process of problem-solving. This practical exercise enables teachers to understand the actual work environment and business needs, cultivate practical operational skills and teamwork spirit. At the same time, cooperation with enterprises can also promote deep communication and cooperation between schools and enterprises, deepen the integration of industry, academia, and research, and provide more internship and employment opportunities for students. Through cooperation with enterprises and industries, private applied universities can not only timely understand industry trends, master the latest technologies and knowledge, but also integrate practical applications with teaching content. Teachers can integrate practical cases and experiences into teaching, enabling students to better understand and apply knowledge, improving their practical abilities and employment competitiveness.

#### ***4.3 Establish a Scientifically Sound Teaching Quality Evaluation System***

In the innovation of teaching management models in private applied universities in the new era, we are committed to establishing a scientific and comprehensive teaching quality evaluation system to better comprehensively assess students' knowledge level, practical ability, innovation ability, and comprehensive quality, while fully reflecting personalized and diversified evaluation methods. To achieve this goal, we will adopt various evaluation methods, including exams, course assignments, practical project evaluations, and student self-evaluation, in order to comprehensively understand students' learning situation and ability development. Firstly, we will rely on scientific and technological means to introduce advanced electronic assessment system and teaching management platform to provide convenient examination environment and teaching resources for students. Through exam evaluation, we can objectively evaluate students' understanding of course knowledge. Secondly, course assignments will become an important way to evaluate students' practical abilities. Students will show their knowledge and skills by completing actual tasks, projects, or case studies. The homework evaluation will focus on students' problem-solving ability, innovative thinking, and teamwork ability. Practical project evaluation will provide students with learning opportunities similar to actual work scenarios, and evaluate their application and problem-solving abilities through the evaluation of project results and practical processes.

In addition, we will encourage students to conduct self-evaluation, reflect and summarize their learning process and achievements, recognize their strengths and weaknesses, and propose measures for self-improvement. The self-evaluation of students will serve as one of the reference points for evaluation, encouraging them to actively participate in the learning process and improve their self-awareness and initiative in learning. The evaluation results should be promptly fed back to students and teachers, so that they can understand their performance in learning and make targeted improvements. Teachers can provide personalized guidance based on the evaluation results to help students identify and solve problems, while also adjusting teaching methods and content in a timely manner to improve teaching effectiveness[2].

#### ***4.4 Strengthen Connections and Interactions with Society***

In the new era, the innovation of teaching management models in private applied universities needs to further strengthen their connection and interaction with society. To this end, private applied universities should establish closer cooperative relationships with enterprises and industries, based on actively understanding market demand and industry dynamics, and flexibly adjust teaching content and curriculum to ensure that the students they cultivate can meet the needs of society. Firstly, private applied universities should actively cooperate with enterprises and industries to establish long-term and stable cooperative relationships. Through cooperation with enterprises, universities can invite industry experts to give lectures, guide practical activities, and conduct two-way communication to understand the latest development trends and technical requirements of the industry. Such cooperation can provide valuable industry insights and resource support for universities, help teachers better understand practical application scenarios, and timely update teaching content and methods. Secondly, private applied universities can actively carry out social practice activities and internship employment guidance. By organizing students to participate in social practice activities, conducting truthful inspections, and providing community services, they can gain a deeper understanding of social issues and needs, cultivate practical abilities, and a sense of social responsibility. At the same time, universities should actively cooperate with enterprises, provide internship opportunities, and provide employment guidance and career planning support for students. This can help students better integrate into society, understand the working environment and requirements of different industries in advance, and lay a solid foundation for their employment and career development. By connecting and interacting with society, private applied universities can provide students with more practical opportunities and employment resources. Universities can collaborate with enterprises to establish innovation and entrepreneurship bases or laboratories, providing students with innovation and entrepreneurship platforms and resource support. At the same time, representatives of enterprises can be invited to participate in course design and teaching evaluation, ensuring that the teaching content matches the actual needs. In addition, universities can also organize industry exchange activities, job fairs, and other activities to build bridges between students and employers, providing students with more employment opportunities and career development channels.

#### ***4.5 Reinforce Teacher-Student Interaction***

Firstly, the school establishes good communication channels. The school provides various communication channels for teachers and students, such as online platforms, emails, instant messaging tools, etc., to facilitate communication and interaction between teachers and students. The settings of these channels should be simple and easy to use, while ensuring the timeliness and accuracy of information. Through these communication tools, teachers and students can communicate learning issues, course arrangements, and other related matters at any time, enhancing the connection and understanding between teachers and students. Secondly, teachers stimulate students' enthusiasm for participation. Through classroom discussions, group collaboration projects, and other means, teachers encourage students to actively participate in teaching activities. Teachers can design interactive curriculum content, guide students to think and express their views actively, and cultivate their critical thinking and cooperation ability. At the same time, teachers should pay full attention to students' opinions and feedback, provide timely response and support, and encourage students to actively participate in the teaching process. Furthermore, school creates an interactive teaching environment for teachers and students. School supports teachers to adopt interactive teaching methods such as problem-solving, case analysis, group discussions, etc., to stimulate students' ability of thinking and participation. Teachers can utilize modern technological tools such as online voting and interactive whiteboards to increase opportunities for classroom interaction. These tools can help teachers collect students' answers and opinions in real-time and present them to the entire class, promoting communication and cooperation among students. Finally, provide personalized learning support. Teachers should understand each

student's learning needs and interests, and provide personalized learning support based on their characteristics. Teachers can have regular one-on-one communication with students to follow their learning progress and difficulties, and provide corresponding guidance and assistance. Through personalized learning support, teachers help students fully realize their potential, improve learning outcomes and satisfaction.

#### **4.6 Consolidate Information Construction**

Firstly, schools establish a comprehensive information infrastructure. This includes building a stable and reliable network environment, providing high-speed internet access, and ensuring that all teaching areas on campus can smoothly access the network. In addition, appropriate hardware equipment such as computers, projectors, interactive whiteboards, etc. should also be equipped to support the needs of information-based teaching and management. Secondly, schools develop and adopt a teaching management system. By developing or introducing advanced teaching management systems, information processing in academic affairs management, course management, student management, and other aspects can be achieved. The system should have the characteristics of complete functionality, ease of use, and flexible expansion, and be able to support various tasks of teachers, students, and management personnel, including course arrangement, course selection management, score management, student evaluation, etc. Moreover, schools promote online teaching and remote learning models. They should utilize information technology to build an online teaching platform that supports remote teaching for teachers and remote learning for students[3]. Through online teaching platforms, real-time interaction between teachers and students can be achieved, providing multimedia teaching resources and learning tools, enabling students to participate in learning anytime and anywhere. At the same time, distance learning courses can also be offered to attract more students to participate. Finally, strengthen data management and analysis capabilities. Information construction should focus on data collection, storage, and analysis. By establishing a comprehensive student information database and teaching data platform, a large amount of student and teaching data can be collected and organized, providing scientific basis for teaching management decisions. In addition, with the help of data analysis technology, in-depth analysis can be conducted on students' grades, learning behaviors, etc., providing personalized guidance for teachers and reference for students' development direction.

### **5. Conclusion**

In summary, with the continuous development and changes of society, the demand for higher education is also constantly evolving. The traditional teaching management model may not meet the requirements of modern society for talent cultivation. Innovative teaching management models can better adapt to social needs. By having a student-centered awareness, strengthening the construction of teaching staff, establishing a scientifically sound teaching quality evaluation system, strengthening connections and interactions with society, reinforcing teacher-student interaction, and consolidating information construction, innovation in teaching management models can be achieved.

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