

Research on the Multidimensional Dilemma and Governance Strategies of Teaching Management in Colleges and Universities

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Abstract: *Teaching management is the main content of comprehensively deepening the reform of higher education, and it is the guarantee for the realization of teaching tasks and teaching goals. At present, there are three major difficulties in the teaching management of colleges and universities in our country: insufficient credit system supporting planning, unbalanced status of scientific research and teaching, and insufficient humanistic care. In response to these difficulties, we need to continuously improve teaching management policies, improve credit-based teaching, coordinate the status of teaching and scientific research, promote the benign interaction between teaching, learning and management, provide new support conditions for teaching management reform, and improve colleges and universities. Teaching quality and teaching level.*

Keywords: *teaching; teaching management; credit system; scientific research; institutional innovation*

1. Introduction

Teaching management is the most basic and one of the most important activities in many colleges and universities, and it is the guarantee for the realization of teaching tasks and goals. Teaching management plays an important role in teaching activities. If there is a lack of effective and reasonable teaching management, no matter how beautiful the teaching ideal and teaching goal are, it is still a flower in the water and the moon in the dream. Teaching management in colleges and universities mainly includes teaching plan management, teaching process management, teaching objective management, teaching quality management, teacher management, student management, and teaching file management. In today's fierce competition for students, teaching management has become one of the important indicators affecting the popularity and reputation of colleges and universities. The discussion and research of teaching management in colleges and universities has become an important topic of academic circles for a long time.

Guo Dongsheng pointed out through his own research that there are three main defects in the contemporary undergraduate teaching management system in Chinese universities: one is control-centered, with insufficient teaching selectivity and autonomy; the other is administrator-centered, and the system is equal and service-oriented. Insufficiency; third, the school is the center, and the teaching management of colleges and departments is insufficient. Therefore, he believes that in order to build a university teaching management system that adapts to the market system, universities should establish a new concept of teacher-student-oriented, service-oriented, and department-oriented, reduce the focus of teaching management, relax teaching management regulations, and strengthen Instructional Support Services [1]. Yang Xuebing pointed out that the traditional administrative teaching management with mechanical characteristics has not adapted to the requirements of the progress of the times and the development of education, and the teaching management in the new era needs an adaptive thinking. Teaching management should be properly decentralized and flexible to changes in the external environment and internal elements [2]. Zhang Bo analyzed the structural imbalance of the teaching management system in colleges and universities from the perspective of sociology. He believes that the imbalance of the management system of the teaching system in colleges and universities is due to the lack of structural elements of teaching management and the imbalance of function realization [3]. Peng Daolin pointed out when studying the relationship between teaching objectives and teaching management that both teaching objectives and teaching management are the contents of teaching research. Among them, teaching objectives belong to the category of subjectivity, and teaching management is a certain choice of the category of subjectivity, and there is a close relationship between the two [4]. Hu Gaoyun and others pointed out that there are some deviations in the understanding and

practice of university teaching quality management. Among them, teacher evaluation deviation, training program deviation and student evaluation deviation directly affect the improvement of teaching quality [5]. Wang Xiangdong further pointed out that the university teaching management system affects teachers' teaching behavior. In the teaching process, in order to make teachers put more emotion and energy into "happy teaching", the corresponding teaching must be improved. Management system to adjust the distribution of teachers' interests [6]. Yao Limin and Deng Juxiang pointed out that the advantages of student evaluation should be brought into play in teaching management. College students, as the most important stakeholders, participated in the whole process of teachers' teaching, and had great influence on teachers' teaching level and teaching status. At the same time, college students have certain cognitive ability and the ability to judge right and wrong, and can objectively and impartially make a responsible evaluation of teachers' classroom teaching. The number of student evaluations is relatively large, and the evaluation results also have high reliability in a statistical sense [7].

In a word, previous researches on teaching management have achieved relatively fruitful results, which have laid a theoretical and empirical foundation for this paper, but related research is mostly based on grand narratives and structural arrangements, and the analysis of some specific issues is not enough. in depth. This article mainly discusses the current teaching management in colleges and universities, and strives to explore the main problems existing in college teaching management, and conduct in-depth research on these problems, in order to provide experience and reference for the formation of effective and appropriate teaching management in colleges and universities.

2. Multidimensional Dilemma: Problems Faced by Teaching Management in Colleges and Universities

After years of development, the teaching management of colleges and universities in my country has made great progress, and the quality of teaching is also constantly improving. However, it is undeniable that there are still many difficulties in our teaching management to be solved, otherwise it will restrict the further improvement of teaching quality and become an important obstacle that hinders our country's colleges and universities from entering the world.

2.1 The credit system lacks supporting and appropriate planning

At present, colleges and universities in my country mostly adopt the credit system, while the credit system requires more elective courses. The course selection system, as the premise of the credit system, requires colleges and universities to optimize majors and curriculum settings, and improve the quality and efficiency of teaching management. However, according to the survey, the establishment of elective courses in some colleges and universities lacks rigorous planning. In most cases, teachers report the list of courses to start, and students who choose courses can meet the bottom line of class requirements. This seemingly free course arrangement results in some teachers who do not need to prepare lessons at all during the course of the course. They download some relevant materials online, and piece together everything. As a result, the teaching is very unsystematic. Especially in some colleges and universities, in order to reduce the cost of teaching, teachers are temporarily hired, and some teachers who are hired even have to teach eight classes a day. Such a heavy teaching task makes these teachers have more than enough resources and can only deal with it in other ways. . After a class, whether the students have learned something from the teaching or not, it seems to be irrelevant. In order to save trouble, some students choose multiple elective courses in one semester, and usually seldom go to class. At the end of the semester, in order to get credits smoothly, they often choose a few courses to take exams or submit course papers depending on the difficulty of each course. This not only wastes teaching resources, but also cultivates the opportunistic psychology of some students, and dilutes the training goal of credit-based teaching management.

Although my country's college teaching management system has set boundaries for students' rights, there is still a phenomenon of excessive learning rights. Especially in the absence of high-quality courses and teachers, the credit system can easily lead to students' learning rights and freedom of study. Generalization and abuse. Some basic skills and knowledge that college students should have are often given up by some students because of the difficulty. For example, quantitative research methods are one of the necessary skills for sociology students, but because of the difficulty of learning, many students choose to give up when choosing courses.

2.2 Too much emphasis on scientific research and neglect of the basic role of teaching

There is a common phenomenon in the work of colleges and universities in our country at present: emphasis on scientific research and less on teaching. Whether it is the prestigious 985 and 211 schools directly under the Ministry of Education, or ordinary undergraduate colleges and universities, they tend to put scientific research in a prominent position. The role of college teachers as teachers is increasingly marginalized, while the role of researchers is increasingly prominent. In 2014, Fang Yanhua, a female teacher at Tsinghua University, was dismissed due to her emphasis on teaching and insufficient scientific research. To this end, Tsinghua University has also received more than 50 petitions of more than 40,000 words from graduates from all over the world, hoping to keep this female lecturer who "did not have enough scientific research achievements due to devotion to classroom teaching". The amount of scientific research has become a major indicator for the introduction and professional title rating of most college teachers.

Colleges and universities in my country are divided into four categories: research, research and teaching, teaching research and teaching. However, under the guidance of the system and policy of emphasizing scientific research and ignoring teaching, the problem of teaching failure of college teachers as teachers has become increasingly prominent. With the government behavioralization, marketization, and socialization of scientific research activities, college teachers have to deal with the pressure of scientific research. In the face of scientific research pressure and scientific research funding, teachers are naturally inclined to the "research" option. Because universities attach too much importance to scientific research, the competition among teachers is mostly concentrated on the amount of scientific research and the publication of papers. In order to get promoted, many teachers have no intention of teaching at all, and some even regard teaching as a burden of scientific research work, resulting in serious lesson preparation and coping. Some teachers have not changed their courseware for many years. The importance of classroom teaching has been ruthlessly diluted by reality to a certain extent. Teachers who engage in teaching activities wholeheartedly will not only win the praise of students, but also bring the feeling of doing nothing to the leaders. Those teachers who have a large amount of scientific research and are out of front-line teaching can win the favor and appreciation of leaders despite alienating students. As long as there is research funding, the volume of papers, everything else seems to be negligible. At this time, teaching performance is not a problem that most college teachers worry about. Scientific research and papers outside the classroom occupy most of the time of college teachers. Due to the reduction of opportunities to promote professional titles through excellent classroom teaching, the increased difficulty, and the frustration of many teachers with low scientific research ability and high teaching level, the overall decline in teaching quality and the reduction of the role of teaching and educating people in colleges and universities. The lax teaching management and the freedom of transition have caused many college students who have just stepped out of the strict constraint environment to be confused and overwhelmed. College students who suddenly lose their external binding force instantly enter a state of complete self-management. In the process of this transformation, many college students gradually lost themselves because they failed to control themselves.

2.3 The teaching management system lacks humanistic care

Colleges and universities are places for teaching and educating people, and an educational place full of compassion and love. This should not only be reflected in teachers' educational and teaching activities, but also should be reflected in the teaching management system that can meet the requirements of humanistic care and adapt to the growth and development of college students. Objective laws guide and motivate college students to make continuous progress, respect their diversity and differences, and create a relaxed, free and harmonious teaching environment for their development [8]. However, the current teaching management system in colleges and universities is mostly an administrative management model. This model based on the bureaucratic system has formed a multi-level teaching management system of schools, colleges and departments. Under this system, there are strict standards for the employment and assessment of teaching administrators and teachers. The hierarchical teaching management excludes value rationality, and the autonomy of teaching management subjects is lost.

The responsibilities of each level of teaching management are clear and controlled, and each sub-level has legal management power over its subordinates. As a result, the relationship between teaching administrators, teachers, and college students is solidified, and the sense of being controlled and alienated between teachers and college students is enhanced. First of all, because of the lack of

communication and communication with teachers and students, the teaching management personnel reduce the efficiency of teaching management. Insufficient advocacy, monitoring and feedback on professional development, curriculum planning, teaching reform and assessment standards. The creativity of teaching management is difficult to carry out. Secondly, teachers' confidence in teaching is suppressed, and their desire and ability to solve problems creatively are insufficient. The rigid curriculum setting and unified teaching management squeeze the free space of teachers, make it difficult to properly handle teaching content and teaching methods, and fail to take care of the individual differences of students [9]. Finally, students are subject to bureaucratic teaching management, their subjectivity is not really realized, and they lack the right to participate in the formulation of teaching management. They can only accept unified professional arrangements and course study. They are not interested in their own major, and their learning enthusiasm and initiative are insufficient. Due to lack of understanding and respect, the confidence and enthusiasm of college students to participate in teaching management is reduced, and the rebellious psychology is prominent.

3. Three-dimensional breakthrough: governance strategies for teaching management in colleges and universities

The benign operation of teaching management requires the benign interaction of the main body of teaching management—teaching administrators, teachers, and college students. In the process of teaching management, the three should jointly participate in the planning of teaching activities, stimulate the autonomy, enthusiasm and creativity of teachers and college students in teaching management activities, and optimize the teaching environment. Therefore, in response to many difficulties in teaching management in colleges and universities, we should actively formulate governance strategies, find ways to improve, and promote the benign operation of teaching management.

3.1 Improvement and improvement of the credit system

As an important reform measure of modern college students' education and teaching management, credit making has played an active role in expanding students' autonomy in learning and improving students' learning subjectivity. Xuanhua and others believe that the course selection system should give full play to the subjective initiative of teachers and students, and promote the optimization of the curriculum system, the increase or decrease of the number of courses, the update of content and the diversification of curriculum objectives. Students are given a certain degree of freedom to study, and there is a certain degree of freedom and flexibility in terms of course composition and learning progress [10]. In view of the many drawbacks of the credit system, it is necessary to improve and perfect the credit system in teaching management in the future to further enhance the diversity and flexibility of teaching management. At the level of the academic year system, try to implement teaching management with credits, and guide college students to determine their own study plans and plan their academic progress according to their own interests, hobbies and abilities. Teaching administrators must strictly control the teaching of teachers. First of all, for the credits of the courses, the credits should be determined according to the degree of difficulty of the courses and the degree of relevance to social practice. For some subjects that are difficult to learn and closely related to social practice, credits should be appropriately increased. On the contrary, the corresponding credits are cut to minimize the students' emphasis on general subjects when choosing courses, and they cannot effectively master basic skills and knowledge. Secondly, the compulsory courses, restricted courses and optional courses that are reasonably arranged in the credit system, for the courses clearly stipulated in the teaching plan, students shall not substitute other course credits. Adhere to the link between the usual grades and the final exam results, and improve the inspection of the usual grades. Finally, colleges are not supermarkets, and students can buy whatever they want. Well-known foreign universities such as Harvard, Stanford, Oxford, etc. have thousands of elective courses, but in order to prevent students from taking refuge easily, it is clearly stipulated that at least one elective course in some fields is required, otherwise graduation is not allowed. Therefore, the content of college students should have specific requirements, and the learning results should be scientifically evaluated.

3.2 Scientific research and teaching are in their own place

Scientific research and teaching are not a pair of contradictions, but a mutually reinforcing relationship. However, in many colleges and universities in my country, scientific research and

teaching have become a pair of contradictions. It is necessary to do some scientific research as a university teacher, but it is not advisable to ignore teaching because of scientific research. After all, colleges and universities are still a place for teaching and educating people, and student training is the first academic responsibility of teachers. The minds and thoughts of college students are not very mature, and there are still biases in their cognition and grasp of some issues. If they are not guided, they may take a lot of time to understand some things; some even go astray due to misunderstandings. Therefore, while attaching importance to scientific research, the importance of teaching cannot be ignored. For some basic disciplines, there is no need to carry out scientific research. Forcible research or random research is not worth the loss, harming others and oneself. Teachers in colleges and universities should take into account both teaching and scientific research, and rationally arrange the time allocation of the two. For example, a sociology professor in a university in Central China usually likes to conduct scientific research and academic creation in the first half of the school year, and teach in the second half of the school year. For such an arrangement, his answer was straightforward, "Teaching and scientific research require energy, and both are carried out at the same time, which is generally more tiring and neglects the other. If scientific research is not conscientious, it will be difficult to produce results; if teaching is not serious, students will be scolded. Therefore, every time I arrange a course, I ask the college to arrange it in the next semester. In this way, I can devote myself to scientific research and creation in the first half of the academic year. In the second half of the academic year, I can also devote myself to teaching. This will not delay scientific research, but also benefit improve the quality of teaching."

Therefore, teaching management needs to ensure that scientific research and teaching are in their respective positions. For research-oriented colleges and universities, while attaching importance to scientific research, they should also pay appropriate attention to teaching to prevent the decline of teaching quality. For research-teaching and teaching-research colleges and universities, they should adhere to both scientific research and teaching. For teaching-oriented colleges and universities, they should put teaching first, increase the proportion of teaching performance in teacher evaluation and assessment, and make teachers who are willing to teach devote themselves to teaching, so as to better cultivate students' comprehensive ability. In addition, in the evaluation of teaching management, establish a long-term and stable student teaching evaluation system, improve the status of students' teaching evaluation in the evaluation of teachers' professional titles, and urge college teachers to attach importance to teaching and student training. Through teaching evaluation, each teaching unit is urged to clarify the purpose of running a school, improve the conditions of running a school, strengthen the basic construction of teaching, strengthen teaching management, and promote the improvement of teaching quality.

3.3 Teaching management policies keep pace with the times

Institutions determine the distribution of people's power, resources and interests. The essence of higher education is to educate people, and its purpose is to pursue the progress of knowledge, culture and academic research. Therefore, the teaching management system should conform to the laws of education, the actual situation of students, and reflect humanistic care. Formulate an appropriate teaching management system, implement the combination of scientific management and humanistic management, fully reflect the respect for teachers and students in strict teaching management, focus on the target positioning of talent training, adhere to the combination of target management and process management, and continuously establish and improve teaching management system. In view of the fact that my country has always attached great importance to policy formulation and neglected the drawbacks of policy implementation. Teaching management in colleges and universities must strengthen the management of teaching quality and strengthen the monitoring of teaching quality. Real-time revision of teaching management policies, so that relevant policies are clear and easy to control. Improve the academic evaluation system to make the evaluation indicators accurate and measurable. Set up a teaching management work supervision leading group to regularly supervise and evaluate teachers' teaching work, form a long-term mechanism for continuous improvement of teaching quality, and enhance the vitality of teaching management, so that each teacher can choose the one that suits him or can better develop his ability and research. Specialized subjects meet their needs for respect and enjoyment of teaching, help them realize their self-worth in the teaching process, improve their recognition of teaching work, and guide them to actively improve their teaching professional level. At the same time, the system of competition for posts is implemented to promote teachers to continuously improve their comprehensive quality and ensure the quality of teaching. In a word, enhance the service function of schools, strengthen and innovate the refinement of teaching management in colleges and universities, and build a governance pattern in which teaching managers, teachers, and students jointly

build and share.

4. Conclusion

Teaching management is constantly developing and changing with the changes of the times. While adhering to the combination of rigidity and softness, teaching management in colleges and universities must also insist on advancing with the times. Appropriate college teaching management should be based on a deep understanding of teaching connotation and a full grasp of the corresponding teaching behavior. Therefore, the management of teaching in colleges and universities should be controlled by some of the most experienced personnel, or by a teaching committee or advisory committee composed of such personnel. In addition to considering the operability, controllability, and evaluability of management work, teaching managers also need to conduct regular teaching research, self-reflection, and improve their comprehensive quality in order to improve teaching management. The quality and level of teaching management has become a platform for teaching managers, teachers and students to communicate with each other. At the same time, in view of the fact that teachers and students have been passive management objects for a long time and the subjectivity of their teaching management is seriously insufficient, college teaching managers should actively absorb teachers and students to participate in teaching management, and give full play to their respective advantages. Teachers should teach according to the established plan, and make timely adjustments based on the feedback of students, and reflect on their own teaching practice. College students should also actively put forward their own opinions and suggestions, discuss with teachers, and promote the common progress of both teachers and students. Teaching administrators should create conditions for the interaction between teachers and students, promote the standardization and systematization of communication between teachers and students, and realize the benign interaction between teaching, learning and management, thus providing new support conditions for the reform of teaching management and promoting colleges and universities. Teaching management and adapting to changes in teaching situation.

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