

Improvement Strategies of the College Teaching Archives Management in the Context of Normal Professional Certification

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Abstract: Normal professional certification is an important measure to comprehensively guarantee and improve the quality of teachers' professional training and promote the connotative development of teacher' professional training, and it is also an important part of the quality assurance system of higher education in China. Colleges teaching archives, which cover graduation thesis, educational practice, curriculum assessment and other materials, influence the normal professional certification to a certain extent. However, the mode of teaching archives management in many colleges and universities is difficult to adapt to the development needs of modern college education, so it is necessary to make some changes and updates. This paper first introduces the connotation and significance of normal professional certification, and expounds the role of teaching archives for normal professional certification. Then, according to the problems existing in the development of teaching archives management in colleges and universities, we give the reform strategies of teaching archives management from the aspects of management concept, system construction, personnel allocation, fund investment and platform construction, so as to achieve the reform goal of teaching archives work and improve the teaching quality.

Keywords: normal professional certification; teaching archives management; improvement strategy

1. Introduction

The report of the 19th National Congress of the Communist Party of China pointed out that "Building an educational power is the basic project for the great rejuvenation of the Chinese nation, and we must give priority to education, deepen educational reform, speed up educational modernization, and run a satisfactory education for the people". To implement the spirit of the 19th National Congress of the Communist Party of China and promote the construction of a quality assurance system for teachers' education, the Ministry of Education issued the "Implementation Measures for the Certification of Teachers' Majors in Ordinary Colleges and Universities (Provisional)" on October 26, 2017, proposing to build a three-level and five-category professional certification system, covering all undergraduate and specialist teachers' majors in the country [1]. Under the national unified certification system, ministries and provinces are to coordinate and promote work, and encourage all localities to guide the grading and classification, reasonable positioning, and characteristic development of teacher training majors in light of actual conditions. Since the normal professional certification was officially launched in January 2018, positive progress has been made in system construction, capacity building and organization and implementation, and more and more schools with teacher training majors have actively participated in the certification work. Archival work is an important basic work in the governance system of colleges and universities, and teaching archives are one of the important symbols to measure the teaching management level and education quality of colleges and universities. Most of the information and materials in the normal professional certification are taken from teaching archives. The task of normal professional certification is to "promote construction with evaluation, promote reform with evaluation, and promote strength with evaluation", but the completeness and completeness of teaching archives will directly affect the results of the evaluation. Therefore, it is of great theoretical and practical significance to study the management of teaching archives in colleges and universities.

In order to do a good job in the management of teaching archives, colleges and universities need to pay attention to the special nature and characteristics of each major, and improve the logic and science of teaching archives in a targeted manner. Under the background of normal professional certification, improving teaching quality and ensuring the rationality of empirical evaluation can provide effective data for the development of education and teaching work.

2. The connotation and significance of normal professional certification

On October 13, 2020, the CPC Central Committee and the State Council issued the Overall Plan for Deepening the Reform of Education Evaluation in the New Era, which clearly requires improving the evaluation of teacher colleges, taking teacher education as the first responsibility, and cultivating qualified teachers as the main assessment index. Especially in the context of vigorously promoting normal professional certification, higher normal colleges have entered the deep water area of teacher education reform, and it is necessary to do a good job in monitoring the training process of teacher training students and controlling the quality of graduates. Normal professional certification is an important measure taken by the Ministry of Education to implement the "Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening the Reform of Teacher Team Building in the New Era". The concept of normal professional certification is "student-centered, output-oriented, and continuous improvement". The scope of certification examination covers all aspects of professional personnel training activities, including eight first-level indicators and several second-level indicators such as training objectives, graduation requirements, curriculum and teaching, cooperation and practice, teaching staff, support conditions, quality assurance, and student development. It runs through the whole training process from enrollment to graduation, and pays attention to the development of students after graduation. As an important link in the evaluation of higher education, the characteristics of normal majors are mainly to plan the nature of certification into three aspects: monitoring, qualification and evaluation. Passing the "qualified" certification can effectively promote the deepening of the teaching reform of normal majors in colleges and universities, especially the reform of training mode and practical teaching, and ensure that the teaching quality of normal majors meets the requirements of national qualified standards.

The normal professional certification is conducive to the internal development of the education industry, and the certification results are of great significance to colleges and universities. (1) To a certain extent, it can greatly enhance the social reputation of a major. This ensures that normal students provide excellent graduation results, and then in the future higher education and training, the quality of undergraduate education, the employment situation of undergraduates and the quality of graduate students are also well guaranteed [2]. (2) Through the normal professional certification, the international mutual recognition of higher education and personnel training can be effectively realized, which makes higher education connect with international education [3]. It is helpful for colleges and universities to clarify the training direction of professional talents, establish a scientific and reasonable governance system and promote the healthy and sustainable development of higher education. (3) The normal professional certification can enhance the competitiveness of graduates of a certain major. Taking the actual certification as an important data can provide important authority and influence for enterprises to cooperate and employers to recruit. Under the condition of the same academic qualifications, students who have graduated from colleges and universities with professional certification qualifications will inevitably have greater advantages in personal employment development. (4) The results of normal professional certification will provide services and decision-making reference for the government, universities and society in policy making, resource allocation, fund investment, employer recruitment, and volunteering for the college entrance examination.

3. The role of teaching archives in normal professional certification

Teaching archives refer to texts, charts and audio-visual materials with preservation value directly formed in teaching management and teaching practice activities. The archiving scope of teaching archives is mainly as follows: (1) Teaching materials, including materials produced in the teaching process of a secondary college that to a certain extent reflect the quality of teaching and the implementation of teaching activities, such as talent training programs, syllabuses, teaching plans, teaching task books, textbooks, course schedules, lecture records, mediation records, student evaluations, practice reports, etc. (2) Teaching management materials, mainly include all kinds of teaching management documents issued by the school, measures for the annual assessment of teachers, statistical tables of teaching inspection, teaching inspection status, curriculum design reports, professional declaration and construction, summaries of teaching practice arrangement, teaching innovation method, etc. (3) Student materials, mainly include student status tables, graduation theses, organized community activities, student awards, employment status, student party members' information, scholarship evaluation materials, as well as the student's degree application and review materials during the period of school learning life, etc. (4) Test materials, mainly including report cards, examination questions and answers for the examination course, test analysis sheets, examination arrangements, examination outlines,

examination documents and notices for each academic year, and a variety of other qualifications (such as CET-4 and CET-6), etc. (5) Teachers' professional files, including the collection of teaching and research papers published by teachers, teachers' teaching workload and scientific research workload, going out to study, competitions and awards received by teachers, etc [4].

As an important part of the quality assurance system and evaluation system of higher education, the normal professional certification is the main basis for the internationally accepted mutual recognition of the quality of higher education, and it is also an important condition for colleges and universities to promote the construction of professional connotation and build national first-class undergraduate majors. Teaching archives involve the training objectives, curriculum system, syllabus, teaching effect and other links, and is the key material for the professional certification experts of engineering education. The richness of the content of teaching files, the adequacy of preparation and the management system of teaching archives directly affect the approval of teacher professional certification. (1) Changes in professional talent training programs over the years can reflect the change process of professional training goals. Interviews and other research information on current students, graduates, students' parents, secondary schools and education administrative departments can reflect the rationality of training goals. The minutes of the training plan demonstration meeting can reflect the degree of participation of various stakeholders in the formulation of training goals and whether a collegiate mechanism is established. (2) Relevant materials such as students' participation in various volunteer services, social practices, emerging moral typical cases, as well as the situation and typical deeds of graduates obtaining honorary titles such as outstanding graduates at or above the school level, can reflect the overall thinking and policy measures of the school's teacher moral education to a certain extent. Students' course assessment grades and assignments enable experts to understand students' ability to comprehensively use subject knowledge and learn scientific knowledge to solve teaching problems, which as subject literacy is a prerequisite for teacher training students to form teaching ability. (4) Rational setting up and effective implementation of courses is the key to improving the quality of teacher training. The syllabus of professional courses is complete, the course objectives are clear and reasonable, and the knowledge acquisition and ability development of students after course learning can be accurately expressed, and there is a clear correspondence between the course objectives and the indicators of graduation requirements. Therefore, doing a good job in the construction of teaching archives is an objective requirement for the normal professional certification, and it is also a necessary link for colleges and universities to improve their running level.

4. Problems existing in the current management of teaching archives in colleges and universities

4.1. Insufficient attention to the management of teaching archives

Since the construction of archival materials is more extensive in the scope of management, the difficulty of management construction will be greater. Many universities do not really realize the importance of archival management, and their secondary colleges do not have a dedicated teaching archival management department. Since the archives department does not participate in the actual teaching and management work, it is inevitable that there will be deviations in the formulation of relevant systems. Teaching archivists are often concurrently served by academic administrators, and they do not get the attention of department leaders in professional construction, personnel assessment, and archival professional title evaluation, which will produce negative emotions for a long time and affect the management of teaching archives. In addition, the teaching records management department lacks the necessary financial investment. The lack of funding will constrain the updating of electronic information technology equipment and database software for teaching archival management, and will also lead to insufficient operational training for teaching archivists.

4.2. Imperfect and untimely revision of teaching file management regulations

In colleges and universities, scientific operation and reasonable standards are important guarantees for improving the management of teaching archives. In daily work, the rules and regulations formulated by the archives department such as the scope of archiving of teaching documents and materials and the table of retention periods are not perfect. Teaching units adjust functional institutions, increase business work, etc., and the teaching archives department cannot obtain information in the first time and revise relevant rules and regulations in a timely manner. At this time, if the teaching archives department is still managed in accordance with the original rules and regulations, it will inevitably lead to incomplete and incomplete collection of archives. Part-time teaching archivists can't point out the unreasonable aspects

in time according to the actual business situation when formulating and revising the system in the archives department. At present, there are some problems in colleges and universities, such as the unclear filing scope of teaching archives and the unclear responsibilities of the person in charge of management, which leads to the incomplete borrowing and returning records. Many secondary colleges do not fully refer to the collection standards of archives information, and the problem of incomplete filing scope is even more serious, which is not conducive to improving teachers' teaching level and students' academic level, and makes it more difficult for subsequent professional managers to build archives.

4.3. Management personnel of teaching archives with low professional quality

Efficient and standardized management of teaching files needs professional management personnel as a guarantee. Due to lack of understanding of the importance of teaching archives management in local colleges and universities, some archives management work is often performed by administrative staff or teaching staff. While the mobility of these staffs is relatively large, this led to the following problems: (1) Most of the teaching archivists have not received systematic file management training and professional knowledge learning, and file management teams generally have poor professional quality, professional skills and professional knowledge. Since the teaching archive managers are not proficient in the contents and operation flow of teaching archives archiving, there is no regularity in the collection and arrangement of archival materials, thus the quality of teaching archive management is not high. (2) The teaching archivists have a variety of tasks, and the limited time and energy leads to the inefficiencies of the collection, integration and management of the teaching archives.

Compared with the previous paper teaching archives management mode, the informationization of teaching archives is the inevitable trend of teaching work. For the information-based teaching archives management mode, it has higher requirements for professional knowledge. In addition, in the construction of information-based teaching archives, archive managers need to sort out and count relevant file data and master computer operation methods skillfully. The professional knowledge and professional skills of part-time teaching administrators in archives are weak, and the effectiveness of information development and service cannot be fully grasped, which seriously affects the informatization construction and process of teaching archives.

4.4. Teaching archives with weak service

At present, the archives of colleges and universities, especially the teaching archives, are mostly paper-based materials, and the specifications and sorting standards of paper-based materials are not uniform, which leads to various archiving of teaching archives. The hardware equipment of information technology and the professional quality of teaching archives managers are the prerequisites for the informatization construction of teaching archives in colleges and universities. However, many colleges and universities' teaching archives management departments still rely on manual methods to collect, sort out and query files due to the lack of capital investment and material guarantee for the informationization of teaching archives. The old archives management model can no longer meet the complicated and heavy management needs of colleges and universities. Although some schools rely on computer technology to realize the electronic management of teaching archives, the establishment of teaching archives information resource database is still in the initial stage of simply recording [5]. Because the deep data integration and mining technology can't be used for processing, the function of teaching archives still stays at the passive service level of simple query and archiving, which leads to the low utilization rate of teaching archives. Therefore, it is a necessary condition for the development of education for colleges and universities to adopt more advanced and scientific management methods and models in archives management. Otherwise, colleges and universities will not be able to fully develop and utilize archives, and will not be able to reflect the value of archives management in education.

5. Improvement measures of teaching archives management under normal professional certification

According to the existing problems of teaching archives in colleges and universities, we put forward some measures to improve the management of teaching archives.

5.1. Renewing the management concept of teaching archives according to the requirements of normal professional certification

Based on all kinds of data, course files and practical teaching archives that reflect the level of education and teaching, the normal professional certification can find problems, and then it can promote the improvement of management level in colleges and universities. Therefore, colleges and universities should pay attention to the accumulation of evidence about the training quality of teachers' majors, and do a good job in sorting out all kinds of teaching archives and supporting materials, including all kinds of system files, teaching evaluation related materials, teaching files and Industry-University-Research collaborative education materials. At the same time, colleges and universities should incorporate the management of teaching archives into the overall planning when formulating the strategic planning of school development, and establish an effective supervision, evaluation and tracking system, which is of great significance to further promote the top-level design of school teaching archives.

5.2. Strengthen the establishment of rules and regulations for archives management

Teaching archives mainly come from teaching units and teaching management departments. The formation and front-end management of teaching files is an important part of teaching management activities and the responsibility of teaching managers. The formation, collection, management, development and utilization of teaching archives in colleges and universities are a part of the basic work of the school, an important support for the normal operation of the school, and also a huge and complex systematic project, which requires the cooperation of the school level, archives departments, educational administration departments and teaching units. The rules and regulations of teaching file management are the basis and guarantee for the standardization and management of teaching archives. The teaching archives management department should do a good job in the design, formulation and revision of the teaching archives management system according to the new system promulgated by the state and the tasks of the school in different development periods, and clarify the post responsibilities, strengthen the sense of responsibility and improve the school archives management level. Archives management rules and regulations should also take into account the particularity of teaching archives formed in different disciplines and professional fields, and clearly require separate chapters for individual parts. In the process of teaching archives management, every operation link should formulate a standardized operating system to ensure the orderly collection, classification and storage of archives.

5.3. Strengthen professional training to improve the professional quality of archivists

Optimizing the quality of archives management personnel is also one of the inspection standards of normal professional certification for college archives management. In the evaluation of colleges and universities, the responsibility of archivists is very important. They are mainly responsible for managing and collecting the documents of their own departments, units and industries, and strive to keep the documents complete and complete. Strengthening targeted training for part-time archivists in a planned and step-by-step manner is the guarantee for complete collection of teaching archives and an important way to improve the quality of archivists. First of all, in terms of staffing, colleges and universities should be equipped with full-time and part-time archivists to improve the quality of cadres by recruiting professionals. At the same time, the school should also focus on introducing high-level archives management talents and improve the working conditions to ensure the stability of the archives team. Secondly, archivists should actively participate in the publicity activities of archival laws and regulations and the training of archival business to improve their professional level [6]. In addition to the general training of document filing process and key points in the whole school, we should strengthen the professional training on teaching archives, and highlight the post responsibilities, filing scope and filing methods of teaching archives.

5.4. Increasing investment and updating the warehouses and equipment for teaching archives management

Colleges and universities should include the funds needed for archival work in the annual budget to ensure the needs of archival work. At the same time, colleges and universities should also provide special archives storage warehouses that meet the requirements of archives management for archives institutions. For those archives storage warehouses that do not meet the needs of archives development or do not meet the requirements of archives preservation, they should be rebuilt in time according to the requirements of archives construction standards. According to the different file carriers, the necessary facilities such

as constant temperature and humidity, fire prevention, stain prevention and pest prevention are configured [7]. Special funds should be set up to equip archives institutions with the equipment and facilities needed for modernization of archives management and informatization of archives, so as to speed up the construction of digital archives (rooms) and ensure that the informatization of archives is carried out simultaneously with the construction of digital campus of schools.

5.5. Renewing the management concept of teaching archives according to the requirements of normal professional certification

Taking information technology as a breakthrough to promote the digital construction of teaching archives. Informatization and digitalization of archives are the development trend of archives work and an important means to test the effectiveness of archives work [8]. Colleges and universities should start the construction of teaching archives information infrastructure from the following aspects: the first step is to incorporate the management and construction of teaching archives information into the school's work plan, build a digital and intelligent teaching archives management system, and then improve the information level of teaching archives in collection, sorting, storage, editing and research, so as to realize the "transformation and upgrading" of teaching archives generation, collection and service functions. The second is to build a platform for archives management information system, and employ professionals familiar with computer system development to participate in the systematic management of teaching archives. Thirdly, based on the contents of teaching archives, the inquiry and utilization function of teaching archives database is compiled and developed, and modern information technologies such as cloud storage technology and crawler technology are used to meet the individual needs of users, so that users can participate in the development of educational functions of archives and realize the essential effect of teaching archives feeding back teaching.

6. Conclusions

Standardized and complete teaching archives can provide original data and supporting materials for the normal professional certification. At the same time, it is not only a means to deepen the educational reform, but also an opportunity to improve the management of teaching archives to carry out high-standard and high-demand examination and verification of teaching archives by the normal professional certification. In order to realize the utilization value of teaching archives more effectively and really play its role in the development of schools, we have given innovative management modes and mechanisms of teaching archives from the aspects of management concept, system construction, personnel allocation, fund investment and platform construction, so as to help the development of archives management.

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