

Exploration of Teaching Management Reform in Higher Education Under the Background of High-Quality Development

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Abstract: High-quality development is the central theme of higher education in the new era. Teaching management, as the key hub for talent cultivation in higher education institutions, has a level of scientificity, refinement, and intelligence that directly determines the quality and effectiveness of education and cultivation. Facing the current reality of expanded university scale, diversified discipline structure, and upgraded educational needs, the traditional teaching management model has prominent drawbacks, including cumbersome processes, data fragmentation, delayed responses, and single assessment methods, which are unable to meet the requirements of high-quality development. This paper focuses on the background of high-quality development, clarifies the core goals of teaching management reform in universities in terms of system improvement, efficiency enhancement, and quality assurance, and explores systematic reform methods from two key dimensions: building an intelligent management platform and improving the refined assessment mechanism. These efforts aim to provide practical references for universities to optimize their teaching governance systems and enhance the quality of talent cultivation.

Keywords: High-quality development; Teaching management in universities; Reform goals; Intelligent; Refined assessment

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1. Introduction

The report of the 20th National Congress of the Communist Party of China states: “Education is the major issue for the country and the Party. What kind of people to cultivate, how to cultivate them, and for whom to cultivate them are the fundamental questions of education. The fundamental task of education lies in fostering virtue.” Education is closely related to people’s livelihood and development, and it is the focus of the attention of thousands of families and the foundation of people’s livelihood. The core of high-quality development of higher education is to improve the quality of education, optimize the efficiency of education, and meet the needs of society, while teaching management runs through the entire process of talent cultivation and is an important bridge connecting teaching resources, teaching implementation, and teaching evaluation. Based on this background, promoting the transformation of teaching management reform from an experience-based model to a data-based model, from a loose model to a precise model, and from a passive model to an active one has become the inevitable choice to implement the requirements of high-quality development of higher

education and to lay a solid foundation for talent cultivation.

2. Reform goals of teaching management in universities under the background of high-quality development

In the context of high-quality development, the core goal of teaching management reform in universities is to build a modern teaching management system that is compatible with the requirements of high-quality education, fits the reality of university operation, and grows in management efficiency, educational quality, and service level. This includes building a systematic and integrated teaching management system and breaking through information barriers, such as teaching resources, teaching links, and teaching evaluation. Integrating course setting, classroom teaching, and academic assessment, implementing a closed-loop management of the entire teaching process centered on teaching supervision, promoting the development of teaching management from dispersion and fragmentation to collaboration and integration, and improving the refinement and precision of teaching management. Using data and intelligent means to accurately identify problems and deficiencies in teaching implementation and accurately match the teaching needs of teachers and students. It is necessary to precisely identify weaknesses in teaching and implement personalized teaching management strategies, such as “tailored teaching and school-specific policies,” to replace the traditional “one-size-fits-all” management methods ^[1].

3. Methods of teaching management reform under the background of high-quality development

3.1. Construction of an intelligent teaching management digital platform

Universities must base their operations on their institutional positioning, discipline characteristics, and teaching scale, and supported by big data, cloud computing, and the Internet of Things, to build a comprehensive intelligent management platform that integrates course management, teaching implementation, academic management, teaching supervision, and teacher-student services. The construction of this platform needs to focus on the realization of various main functions, such as data integration and sharing. It should uniformly summarize the data of the original modules of the educational administration system, the course selection system, the classroom teaching system, and the academic warning system, and establish unified data standards and sharing interfaces, so that teaching information can be synchronized in real time and data can be exchanged among different departments, avoiding the phenomenon of “information islands”.

The intelligent auxiliary decision-making should conduct an in-depth analysis of course selection data, classroom attendance data, academic assessment data, and teaching evaluation data, and automatically generate quality reports, optimization suggestions for course setting, early warning for students’ academic risks, etc., providing data support for teaching management decisions. On the basis of facilitating services for teachers and students, the mobile application port should be developed to realize the entire process from student course selection to grade inquiry, from leave application and repair to teacher course scheduling inquiry, from teaching evaluation to the entire process handling. This simplifies the procedures for teachers and students and improves the efficiency of management response ^[2].

3.2. Improve the refined teaching management evaluation mechanism

The refined teaching management evaluation mechanism is the core guarantee for ensuring the implementation of teaching management reforms and promoting continuous improvement of teaching quality. It can solve the drawbacks of traditional evaluations, such as “emphasizing results while neglecting processes” and “paying attention to form while neglecting substance”, and achieve precise and standardized teaching management. Universities need to follow the evaluation principles of “the entire process, multi-dimensional, and quantifiable” to build a detailed assessment system that comprehensively covers all aspects of teaching preparation, teaching execution, teaching effectiveness, and teaching

improvement^[3].

From the perspective of evaluation content, it breaks through single indicators such as course grades and teaching attendance, and incorporates aspects such as teachers' teaching attitude, innovative teaching methods, classroom interaction effects, and students' academic progress, as well as the integration of ideological education in courses and the quality of teaching reflection into the evaluation scope. While conducting detailed evaluations of students' learning processes, it also increases the weight of process indicators such as classroom participation, homework completion, and practical performance, comprehensively reflecting teaching effectiveness.

In terms of evaluation subjects, a multi-evaluation system of "teacher self-evaluation, student assessment, peer evaluation, teaching supervision evaluation, and school comprehensive evaluation" should be constructed, taking into account the perspectives of different evaluation subjects to enhance the objectivity and comprehensiveness of the evaluation.

In terms of evaluation execution, based on the intelligent teaching management platform, evaluation data should be automatically obtained, real-time statistics should be conducted, and intelligent analysis should be carried out to reduce errors and inefficiency caused by manual statistics. Through the improvement of the refined evaluation mechanism, universities can promote teaching management to shift from "coarse control" to "fine governance", mobilize teachers' teaching enthusiasm and guide students to actively learn, continuously optimize teaching management quality, and contribute to the high-quality development of higher education.

3.3. Build a collaborative, multi-departmental linkage management system

University teaching management work is characterized by systematicness, comprehensiveness, and complexity. It is difficult for a single department to meet the needs of high-quality development. Breaking administrative barriers and establishing a multi-departmental collaborative and linked management system is a key measure to promote the implementation and rooting of teaching management reforms. Universities need to coordinate relationships among the educational administration office, student affairs office, information center, secondary colleges, and logistics support departments; establish the concept of integrated teaching governance; clarify the boundaries and division of responsibilities for each department in teaching management; and build a regular communication mechanism. Centered on talent cultivation, course construction, classroom management, academic atmosphere construction, and teaching support, establish a cross-departmental collaborative deliberation platform and hold regular discussions, problem analysis, and work coordination to jointly solve key problems such as course scheduling, student situation control, practical training implementation, and teaching facility operation and maintenance. Integrate the business processes of various departments, simplify approval procedures, eliminate barriers in business processing, handle teaching affairs together, share information synchronously, and reduce redundant processes and repetitive work. At the same time, strengthen the implementation of the main responsibility of secondary colleges in running the school, reasonably delegate management authority, mobilize the internal driving force for autonomous management and development of grassroots teaching organizations, and promote the downward shift of management focus. Enhance collaboration among administrative staff, front-line teachers, and counselors, and form a concerted effort in teaching management, student management, and logistical support. Based on the intelligent platform, achieve cross-departmental data exchange, business linkage, and resource coordination. Through collaborative governance, solve the problem of fragmented management and comprehensively improve the operational efficiency and service effectiveness of teaching management, thereby laying an organizational foundation for the high-quality development of university teaching.

4. Conclusion

In summary, the reform of teaching management in universities under the context of high-quality development is a systematic project. Its core objective is to establish a modern, refined and intelligent teaching management system. It

aims to address numerous shortcomings in the traditional model. The synergy of these two aspects can facilitate the improvement of teaching management efficiency, enhancement of quality, and upgrading of services in universities, thereby laying a solid foundation for the high-quality development of higher education in terms of teaching management and helping universities continuously improve the quality of talent cultivation and their comprehensive competitiveness in running schools.

Disclosure statement

The author declares no conflict of interest.

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