Research on Hierarchical Teaching Management System in Colleges and Universities

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Abstract. This paper mainly discusses the construction of colleges and universities hierarchical teaching management system related issues. Firstly, this paper briefly expounds the specific meaning and main mode of hierarchical teaching in order to clarify the specific content of hierarchical teaching management. Then the construction strategy of the hierarchical teaching management system in colleges and universities from three aspects are analyzed: the standard of hierarchical teaching management, the responsibility system, the evaluation mechanism of teaching effect and the mechanism of teaching quality assurance.

Introduction

The expansion of enrollment in higher education provides more students with the opportunity to receive higher level education, which is the concrete embodiment of realizing educational equity. But the large-scale expansion of enrollment also makes the quality of students appear very different, the level of great differentiation. It will be difficult to adapt to such a form of teaching if it is carried out in the same way as before. Therefore, it is imperative to adopt the method of stratified teaching to provide differentiated teaching for students of different levels. Colleges and universities should actively explore appropriate hierarchical teaching management system so as to improve the overall teaching level of colleges and universities.

Overview of Hierarchical Teaching

With the reform of higher education, the teaching in Chinese colleges and universities has changed to a certain extent and is moving in a good direction. Stratified teaching has also begun to attract attention in China's colleges and universities. However, due to the late development of stratified teaching, neither theoretical research nor practical exploration is sufficient. Therefore, there are still many problems in the stratified teaching in colleges and universities. The research on the specific connotation and method of stratified teaching is helpful to the completion of theoretical accumulation, so as to promote the construction practice of stratified teaching management system.

The Specific Meaning of Hierarchical Teaching

In teaching, students' specific knowledge and ability level, as well as their development potential, are divided into scientific groups, so that students with similar levels can form a group. For different groups to adopt corresponding teaching strategies, so that all students can get scientific education, promote the development of students. Hierarchical teaching reflects the student-centered teaching philosophy. Since teaching is in line with the actual level of different students, students at each level can gain successful experience in learning and students can gain a sense of pleasure and self-confidence. It not only improves the relationship between teachers and students, but also helps to stimulate students' learning interest and enthusiasm. In the hierarchical teaching, there are three key points to be emphasized: first, the current ability level and knowledge level of students should be fully
considered; The second is to divide the teaching level. The third is to achieve the ultimate goal of all students in teaching can get due promotion. Stratified teaching is popular in middle schools in western countries. In fact, stratified teaching has been reflected in the thoughts of ancient Chinese thinkers. Confucius’ idea of teaching students according to their aptitude is similar to the idea of stratified teaching.

Main Modes of Stratified Teaching

In different environments and conditions, there are certain differences in the specific implementation of hierarchical teaching, which leads to the development of a variety of different models to meet the needs of teaching in different circumstances. There are mainly the following:

Firstly, the class stratified target teaching. Under this model, administrative classes are retained. In the teaching, students are divided into good, middle and poor, and the corresponding level of goals, the corresponding guidance and teaching, testing at different levels, so as to ensure that students at different levels can fully develop. The advantage of this model is simple and easy to operate, without too much investment in class management. The disadvantage is that it increases the difficulty of assessment and may even lead to a decline in class cohesion.

Secondly, the hierarchical shift. Under this mode, the original administrative class is still retained. The school understands the students' ability and knowledge level through the cultural course, and divides it into three or four levels based on this to build a new teaching collective. Only in the study of the corresponding cultural class is the students need to their own level of class, is a large range, the movement of the stratification. In the teaching, the teaching content and goal are reorganized, so that the learning difficulty of students with learning difficulties is reduced, and the scope of knowledge of students with learning difficulties is expanded. The disadvantage is that it increases the difficulty of teaching management, and it is easy to encounter problems such as class scheduling conflicts in “class walking” learning.

Thirdly, capability target hierarchical monitoring. Under this model, students have more autonomy and choice in the stratified teaching. Students can independently choose the corresponding learning level based on their own conditions. At the end of the semester, students' follow-up learning status and efforts should be adjusted again. In this mode, teaching needs to be combined with “hierarchical test card” to realize multi-level evaluation of students, which is conducive to the cultivation and improvement of students' creative ability. The defect is that students may not properly evaluate their own ability, which will lead to the wrong development path and a variety of problems such as maladjustment, and it is necessary to give reasonable guidance to them.

Fourthly, the stratification of targeted culture objectives. This model is mostly used in vocational education, mainly based on the direction of students after graduation to implement hierarchical classification. First of all, before entering the school, we need to carry out a thorough investigation to investigate students' choice for further study, employment, ability and knowledge level, so that parents and students' opinions can be fully respected. Secondly, according to the students' ability basis and development desire, the students are divided into two levels: employment class and promotion class. The teaching materials and schedule of the major cultural courses are the same, but the differences lie in the difficulty of knowledge and teaching objectives. The employment class focuses on the combination of vocational practice and cultural knowledge, while the entrance class focuses on the ability to take the examination. Finally, in the second grade of the students to conduct a level test, qualified students can make a second choice. The second-year placement class mainly trains vocational skills, while the advanced placement class requires further professional and cultural training. Under the mode of stratification of targeted training objectives, English, mathematics and other major subjects are usually stratified, and the flexible management mechanism is implemented. Can be adjusted in each semester or school year stratification, teaching students progress can be significantly increased, cannot keep up with the pace of learning can be reduced. This stratification advantage of cultivating students can directly and employment target hook, great effect to the promotion of students' practical ability, the downside is that limits the students for the future
development direction, once appear, students are willing to continue to orientation training goal will cause large area not university-enterprise cooperation failure, led to the suspension of orientation training, and even damaging the school brand reputation.

Discussion on the Construction Strategy of Hierarchical Teaching Management System in Colleges and Universities

Although there are some problems mentioned above in stratified teaching, it is the implementation of quality education and the inevitable trend of fair education. In this context, scientific hierarchical teaching management is an important guarantee for the implementation of hierarchical teaching in colleges and universities, and also the key to solve the above problems. The construction of hierarchical teaching management system must be based on a comprehensive understanding of hierarchical teaching, which should include the following aspects.

Establishment of Hierarchical Teaching Management Standards

The establishment of stratified teaching management standards can ensure that stratified teaching has a scientific reference, so as to ensure that the work of stratified teaching can be carried on smoothly. On the one hand, the teaching management department must pay attention to the construction of stratified teaching standards to ensure the stratification of teaching objectives, teaching evaluation, students and the rationality of stratification in teaching implementation. And scientific organization of teaching work, through scientific management, to ensure the use of stratified teaching classroom and the rationality of the curriculum arrangement. Make reasonable arrangements for different levels and the beginning of different courses, and do a good job in retaking and make-up exams. On the other hand, the standard of dynamic management should be established in the hierarchical teaching management, so as to realize the dynamic adjustment of the establishment of teaching objectives, the selection of evaluation methods, the selection of teaching content, the determination of the degree of assessment difficulty and the determination of teaching speed. In view of different levels, the teaching management department should make different standards of teaching requirements.

Establishment of a Responsibility System for Hierarchical Teaching Management

The implementation of stratified teaching in colleges and universities is not merely a change in teaching methods, but a systematic project that affects the whole body. The implementation of multi-level teaching needs the cooperation of different departments, and the teaching management department should play the role of organization and coordination in this process, so as to ensure that all relevant functional departments of colleges and universities can support and cooperate with each other in the implementation of multi-level teaching. Therefore, the teaching management department of colleges and universities should stand on the overall level, establish a perfect hierarchical teaching management responsibility system, and determine the responsibility of different positions. In addition, in the process of management, relevant personnel should ensure that the rules and regulations of hierarchical teaching management can be implemented in place, so that all management work can be carried out according to rules and regulations, so as to provide better services, improve the efficiency of management and ensure the stable operation of hierarchical teaching order. In addition, for different levels of teaching, the teaching management department can develop different norms, so as to ensure that teachers and students can follow the same rules in the hierarchical teaching. At the same time, the teaching team can be built based on the professorial responsibility system, and the person in charge of the team is mainly responsible for the teaching quality of the courses at this level.

Construction a Hierarchical Teaching Effect Evaluation Mechanism

To evaluate the teaching effect of stratified teaching is not only the need to judge the current teaching effect, but also the need to find the existing problems in the implementation of stratified teaching and to find the methods to improve the effect of stratified teaching. In hierarchical teaching management,
the construction of hierarchical teaching evaluation mechanism should start from its basic characteristics.

First, the objective of evaluation should be established. Whether the implementation of stratified teaching has achieved the expected effect needs to be judged by referring to specific objectives. The establishment of the evaluation target of stratified teaching effect should include the performance of teachers and students. At the same time, the determination of stratified teaching effect evaluation objectives must also reflect the heterogeneity, and corresponding teaching effect evaluation objectives should be formulated for different levels, so as to link up with the stratified realization of teaching objectives.

Secondly, the evaluation objects are determined. The evaluation of stratified teaching effect should be made from two aspects: teachers and students. The investigation of teachers should cover their working process, quality and performance, focusing on the evaluation of teachers' professional quality. That is, in the process of stratified teaching implementation, whether teachers can properly use teaching methods to guide students to learn. The investigation of students should include comprehensive quality and academic performance. By investigating the performance of teachers and students, we can judge whether the teaching level of the school has been improved under the layered teaching mode and whether the improvement effect is obvious to judge the specific effect of the layered teaching implementation.

Finally, the selection of evaluation methods. To carry out teaching effect evaluation in stratified teaching management needs to combine multiple evaluation methods. Teachers and students can be evaluated by issuing questionnaires, holding teacher-student seminars, conducting standardized test evaluation, etc., and the results of evaluation can be used to analyze the effect of hierarchical teaching. At the same time, in the process of evaluation, the participants of evaluation should be expanded, and an evaluation model involving colleges and universities, students, educational administrative departments, parents, teachers and other social subjects should be established.

It is necessary to construct a scientific and reasonable evaluation mechanism for the effect of stratified teaching, and it is also an important link to be concerned in the management of stratified teaching.

Construct a Quality Assurance Mechanism for Stratified Teaching

Quality assurance mechanism is one of the measures to improve the quality of stratified teaching. The management department of stratified teaching should explore more effective quality assurance mechanism of stratified teaching to improve the overall teaching effect. Among them, reasonable incentive is one of the effective methods to guarantee the quality of stratified teaching. The object of motivation should include three parts: teachers, students and teaching administrators.

First, teacher teaching incentive system. In the hierarchical teaching management, teachers who perform well in the hierarchical teaching can be rewarded in material and spiritual aspects according to the evaluation results. The scientific research results of teachers in the stratified teaching, their achievements in the stratified teaching and the improvement of their own professional quality are included in the annual assessment of teachers. In order to encourage teachers to carry out the research of teaching in different levels and lay a solid foundation for the development of teaching in different levels in colleges and universities, the proportion of teaching and research results in professional title evaluation should be appropriately increased. In addition to material rewards for teachers, they can also be supplemented by spiritual incentives. On the one hand, teachers who have achieved outstanding results can be publicized. On the other hand, it can play a role in recognizing teachers and motivate other teachers. In addition, teachers' professional development can also be combined with incentives, and the opportunity of visiting and studying in colleges and universities at home and abroad can be regarded as the reward for teachers who have outstanding performance in stratified education.

Second, teacher learning incentive system. Teachers' teaching and students' learning are two important aspects of hierarchical teaching. To motivate students can stimulate their interest in
learning, so that students can more actively participate in the hierarchical teaching, in order to improve the effect of learning. For students who perform well in their current level of learning, the teaching management department can provide them with opportunities to upgrade their level, as well as appropriate material and spiritual rewards.

Third, the teaching management personnel incentive system. In order to better mobilize their enthusiasm and provide better services for teachers' layered teaching and students' layered learning, the teaching management department must also motivate them. Through appropriate adjustment of the allocation policy, the salary is fixed according to the post, and the post allowance is linked to the evaluation of teachers' and students' satisfaction with the teaching service and the performance of the management work. So as to motivate the teaching management staff to improve the effect of hierarchical teaching management.

Summary

In short, for colleges and universities, hierarchical teaching is an effective means to make up for many defects in the current teaching work. The implementation of stratified teaching cannot achieve the desired results without the teaching management support of the teaching management department, the construction of a sound stratified teaching management system is an indispensable important link.

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