

Construction and Optimization of Instructional Management System in Newly-built Undergraduate Universities

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Abstract: This paper delves into the strategies for constructing and optimizing instructional management systems in newly established undergraduate institutions, with the ultimate aim of enhancing teaching quality and the efficacy of talent development. Initially, it highlights the prevailing challenges in higher education and the inadequacies within the instructional management frameworks of these nascent universities, underscoring the significance and urgency of this research. To accomplish its objectives, the paper outlines a theoretical foundation and the constituent elements of an effective instructional management system. Through meticulous case studies, it critically examines the current landscape and prevalent issues in the instructional management practices of these institutions. Complementing this analysis, on-site investigations were conducted to gather insights and feedback from frontline teaching administrators, providing a solid empirical basis for crafting optimization strategies. The findings reveal numerous deficiencies in the instructional management systems of these newly formed undergraduate colleges, ranging from outdated management paradigms, incomplete institutional frameworks, limited technological integration, and a less than robust administrative workforce. Addressing these concerns, the paper proposes a suite of refinement strategies, including the adoption of innovative instructional management ideologies, the revamping of instructional management structures, the incorporation of advanced technological tools, and the fortification of instructional management teams.

1. Introduction

With the widespread proliferation and advancement of higher education, numerous newly established undergraduate colleges have emerged rapidly, facing significant challenges in areas such as teaching quality, administrative efficiency, and resource allocation [1]. The instructional management system, defined as a structured and standardized approach adopted by educational institutions to attain teaching objectives and ensure quality education [2], encompasses aspects like curriculum planning, teaching organization, quality assurance, and evaluation, constituting a crucial component of higher education activities [3-4]. For these nascent undergraduate institutions, the establishment and refinement of such a system become paramount [5].

However, challenges abound in the development of instructional management systems at these new colleges, including a lack of experience, inadequate systems, and suboptimal resource allocation, all of which impact teaching quality and personnel training outcomes [6]. Against this backdrop, our study aims to delve into the establishment and refinement of instructional management systems at these emerging undergraduate institutions, offering both theoretical insights and practical guidance. This research not only enriches the higher education management discourse but also contributes to elevating the instructional management standards and overall educational quality at these colleges.

Specifically, our objectives are twofold: first, to conduct a comprehensive analysis of the current state of instructional management systems at these colleges, identifying existing issues and their underlying causes; second, to craft a scientifically sound and contextually appropriate framework for instructional management, proposing targeted strategies for system innovation, mechanism enhancement, technological advancement, and team development. These efforts aim to foster continuous improvement and growth in instructional management at these newly established undergraduate colleges.

2. Overview of instructional management system in undergraduate universities

The instructional management system mainly consists of the following parts: organizational structure; Teaching plan and curriculum system; Teaching organization and implementation; Monitoring and evaluation of teaching quality. These parts are interrelated and interact with each other to form a complete instructional management system. See Figure 1 for details.

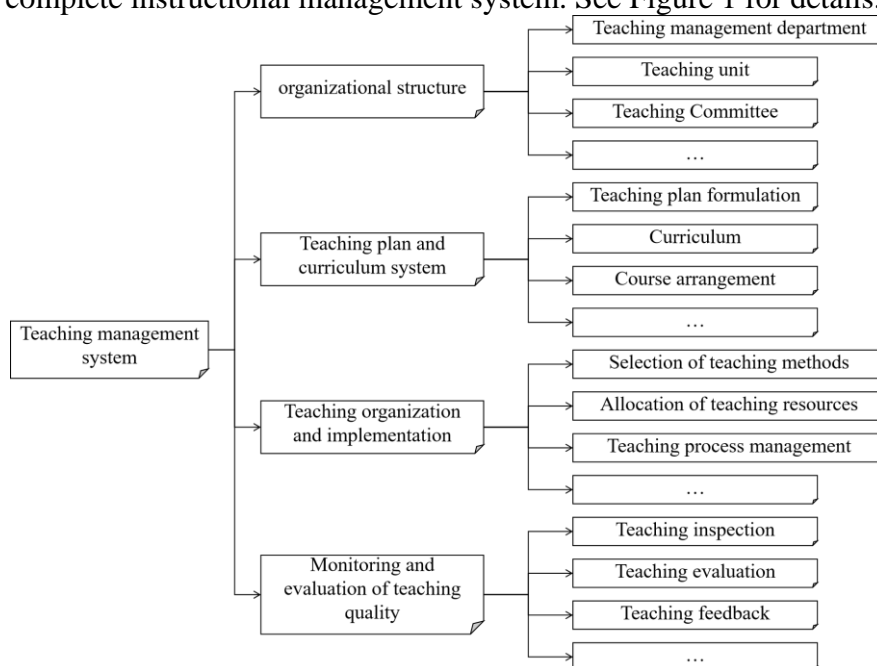


Figure 1: Composition of instructional management system

As an important stage of higher education, undergraduate universities have the following remarkable characteristics: paying attention to the study of basic theories and professional knowledge, and cultivating students with a solid subject foundation and a wide range of knowledge; Highlight the development of practical skills, foster an innovative and entrepreneurial mindset, and prioritize enhancing students' overall competencies. Introduce credit-based management systems to empower students with greater autonomy in their choices and learning environments; Closely linked with the economy and society, it undertakes the important mission of cultivating high-quality

talents for the society. These characteristics determine that undergraduate colleges need to fully consider many factors such as students' needs, social needs and education and teaching laws in the process of building and optimizing the instructional management system [7].

3. Analysis of the current situation of instructional management in newly-built undergraduate universities

Most newly-built undergraduate universities were established in recent years to meet the needs of society for higher education. They are often located in emerging cities or regions and have relatively modern teaching facilities [8]. Due to the relatively short history of running a school, these universities may not be as profound as the established universities in terms of teaching staff, discipline construction and teaching tradition [9]. However, they are often more flexible and innovative because they have no historical burden, and they are more likely to accept new educational concepts and teaching methods.

At present, newly-built undergraduate universities have a certain foundation in instructional management system, and most of them can set up instructional management departments and formulate basic teaching plans and curriculum systems according to the requirements of the Ministry of Education [10]. In the teaching organization and implementation, it can also ensure the basic teaching order. However, in the monitoring and evaluation of teaching quality, due to the lack of experience and mature mechanism, there is often a large room for improvement [11]. The problems existing in the instructional management system of newly-built undergraduate universities are mainly shown in several aspects in Table 1.

Table 1: Problems existing in the instructional management system of newly-built undergraduate universities

Exist problem	Main performance
Imperfect organizational structure	The division of functions between instructional management departments and teaching units is not clear enough, which leads to overlapping work and poor communication.
The teaching plan and curriculum system lack characteristics	It is difficult to reflect the advantages and characteristics of newly-built undergraduate universities, and the curriculum is too traditional, lacking innovation and practicality.
The monitoring and evaluation mechanism of teaching quality is not perfect	It is difficult to effectively guarantee the quality of teaching, lack of scientific and comprehensive evaluation indicators and methods, and imperfect feedback mechanism.
Unreasonable allocation of teaching resources	There is a phenomenon that resources are wasted and insufficient. Some teaching resources are idle, while others are seriously insufficient.

4. Construction of instructional management system

4.1. Building goals and principles

The construction of instructional management system in newly-built undergraduate universities aims at comprehensively improving teaching quality and optimizing personnel training process by establishing clear objectives and following scientific principles. Its core goal is to establish a flexible system that can not only ensure the steady improvement of teaching quality, but also effectively cope with the reform of education and teaching. In this process, we should adhere to the

systematic principle to ensure that all teaching links are connected and coordinated; The principle of flexibility enables the system to quickly adapt to changes in education policies and market demand; The principle of operability ensures that the management system is simple and effective in practice; To ensure the long-term stable operation and continuous improvement of the instructional management system, the principle of sustainability is employed.

4.2. Organizational structure and functions

In order to achieve the above objectives, newly-built undergraduate universities need to carefully design the organizational structure of instructional management system. In the organizational structure of the instructional management system, a clear hierarchical relationship and division of responsibilities should be established. As the core of the whole system, the instructional management department should shoulder the heavy responsibility of macro-management, coordination and supervision, including but not limited to making long-term teaching plans, allocating the teaching resources of the whole school, and establishing and implementing the teaching quality monitoring mechanism. Teaching units, such as colleges and departments, should be the main body of implementation, specifically responsible for the implementation of teaching plans, curriculum arrangement and implementation, students' academic guidance and daily instructional management. The teaching committee should be a bridge between the instructional management department and the teaching unit, responsible for deliberating major teaching decisions and providing professional advice and suggestions to ensure the efficient operation of the instructional management system and the continuous improvement of teaching quality.

4.3. Teaching plan and curriculum

In the construction of teaching plan and curriculum system, newly-built undergraduate universities should closely combine their own school-running characteristics and development orientation, deeply analyze social needs and industry development trends, and formulate a teaching plan and curriculum system that conforms to educational laws and reflects school characteristics. At the same time, we should establish a dynamic adjustment mechanism, regularly review and update the course content, and introduce new knowledge, new technology and new ideas in time to ensure the timeliness and foresight of the course system. In addition, we should vigorously promote the innovation of teaching methods and means, encourage students to study actively, explore and cooperate, and cultivate students' innovative spirit and practical ability.

4.4. Teaching quality monitoring

Teaching quality monitoring is the key link to ensure the steady improvement of teaching quality in newly-built undergraduate universities. Therefore, a scientific, comprehensive and effective teaching quality monitoring mechanism should be established. This mechanism includes regular teaching inspection, special teaching evaluation, normalized teaching feedback and targeted teaching improvement. Through regular teaching inspection, relevant personnel can fully understand the teaching operation and find and correct the problems in teaching in time; Through special teaching evaluation, we can deeply analyze the influencing factors of teaching quality and provide a strong basis for teaching improvement; Through normalized teaching feedback, opinions and suggestions from students, teachers and all aspects of society can be collected in time to provide reference for teaching decision-making; Through targeted teaching improvement, the teaching process and teaching methods can be continuously optimized, and the teaching effect and students' learning results can be improved. At the same time, we should also strengthen the

application of teaching quality monitoring results as an important basis for teachers' assessment, promotion of professional titles, rewards and punishments, so as to stimulate teachers' enthusiasm and initiative to improve teaching quality.

5. Optimization strategy of instructional management system

(1) Innovative instructional management concepts

In order to optimize the instructional management system of newly-built undergraduate universities, the first task is to innovate the instructional management concept. The traditional instructional management concept may pay too much attention to form and procedure, but ignore the teaching effect and students' learning experience. Therefore, newly-built undergraduate universities should establish a student-centered teaching concept, emphasize students' dominant position, and pay attention to their all-round development and individual needs. At the same time, it is needed to introduce advanced instructional management concepts, such as results-oriented education, flip classroom, mixed teaching, etc., in order to promote the innovation and reform of teaching mode.

(2) Improve the instructional management system

Perfect instructional management system is an important guarantee to optimize the instructional management system. Newly-built undergraduate universities should start from the following aspects in Table 2.

Table 2: Key points of instructional management system in newly-built undergraduate universities

Perfect aspect	Specific content
Institutional system	Establish a comprehensive system covering teaching plan, curriculum, teaching operation and quality management.
Management mechanism	Improve the incentive, restraint and evaluation mechanism to improve teachers' teaching enthusiasm and teaching quality.
Implementation and supervision	Strengthen the implementation of the system and set up supervision institutions to ensure the effective implementation and continuous improvement of the system.

(3) Enhance teaching management technology

Given the swift progress of information technology, teaching management technology has emerged as a pivotal tool for elevating teaching management standards. Newly established undergraduate colleges ought to boost investments and adopt cutting-edge teaching management systems and platforms, including educational administration software, online learning platforms, and teaching data analytics tools. This approach can enhance the efficiency and precision of teaching management processes. Concurrently, it is imperative to provide robust training and technical assistance to teaching administrators, bolstering their information literacy and technological proficiency.

Table 3: Key points of construction and development of instructional management team

Construction aspect	Specific content
Select	Select talents with advanced concepts and professional abilities.
Training	Organize regular professional training and strengthen the exchange of experience.
Incentive and assessment	Establish incentive mechanism and assessment mechanism to stimulate work enthusiasm and innovative spirit.

(4) Fortify the teaching management team

The teaching management team plays a crucial role in refining the teaching management system. As such, newly formed undergraduate colleges must prioritize the establishment and growth of this team, as evident in Table 3.

6. Conclusions

Through in-depth analysis of the current situation of instructional management system in newly-built undergraduate universities, this study finds that there are some problems in instructional management concepts, instructional management systems, instructional management technologies and instructional management teams. Aiming at these problems, this study puts forward corresponding optimization strategies, including innovating instructional management concepts, perfecting instructional management system, upgrading instructional management technology and strengthening instructional management team. These strategies are of great guiding significance for the newly-built undergraduate universities to optimize the instructional management system, improve the teaching quality and personnel training effect.

Based on the conclusion of this study, the following policy suggestions are put forward: the education department should strengthen the guidance and support for the construction of instructional management system in newly-built undergraduate universities, and promote the continuous improvement and development of its instructional management system; Newly-built undergraduate universities should, according to their own characteristics and needs, formulate a practical optimization scheme of instructional management system, and pay attention to the implementation and evaluation of the scheme; Strengthen exchanges and cooperation between universities, share instructional management experience and resources, and promote the overall improvement of instructional management system in newly-built undergraduate universities.

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