

# Research and Practice of Credit Management Teaching Model in Colleges and Universities

Yuling Chen

Shandong Institute of Industrial and Vocational Studies, Zibo, 256414, Shandong, China

**Keywords:** Colleges and Universities, Credit System, Teaching Management

**Abstract:** with the Continuous Reform of China's Education System, the Credit System Reform Has Been Gradually Promoted in China's Colleges and Universities. as a New Teaching Management Model, Although Many Successful Experiences Have Been Explored, Some Difficulties and Problems Have Also Been Encountered, Which Require Further Serious Research and Resolve It. the Implementation of the Credit System is an Inevitable Requirement for Vocational Education to Actively Adapt to Social Development and Economic Construction. It is Also an Important Measure to Promote the Reform of Vocational School Teaching and the Reform of the Management System within the School. Credit Making is a New Thing for Secondary Vocational Schools to Connect with the National Open University. Although Many Successful Experiences Have Been Explored, Some Difficulties and Problems Have Been Encountered, Which Need to Be Further Studied and Resolved.

## 1. Introduction

The Development of Education Has Always Been the Focus of Attention of the National and Local Education Departments. Especially in the Area of Sustainable Development, People Have Been Constantly Exploring, But There is No Suitable Model. the Secondary Vocational Education is Connected to the National Open University Credit System Teaching Mode, Allowing Students to Have a Full Range of Choices, Can Arrange Their Own Study Majors and Courses, and after Completing the Secondary Vocational Education Stage, They Can Also Obtain the National Open University Diploma. the Author Has Conducted Teaching Surveys in Secondary Vocational Education Such as Yiyangkeda Vocational Technical School, Yiyangsitong Computer Secondary Professional School, Nanxian Creative Vocational Technical School, Taojiangyangfan Vocational Technical School, and Found That the Credit System of These Schools Has Only Remained At the Converted Credit the Initial Stage of Setting Up Elective Courses Has Not Yet Reached the Links of Education Concept Update, Curriculum Reform, Teacher Management and So on.

We will continue to explore and integrate the reform of the school management system, establish and improve the corresponding supporting system; improve the curriculum system, and form a set of teaching management models with the characteristics of Yiyang TV University that are suitable for the individual development of students, and promote the overall education and teaching reform.

The credit system is a teaching management system that measures students' academic completion status in units of credits. The purpose is to reform the talent training model under the school year system, comprehensively promote quality education, deepen education and teaching reform, and improve teaching standards and quality. The implementation of the credit system is a deepening of the reform of the teaching management system in higher education institutions[1-6]. It is also a need for higher education to actively adapt to the needs of socio-economic development and human development. At present, most colleges and universities in the country have implemented a credit system.

## 2. Characteristics of Credit Management System in Colleges and Universities

The credit system and the academic year system are two models of higher education management. Compared with the academic year system, the credit system is more flexible in

teaching concepts and teaching methods. Table 1 shows the comparison of academic year and credit system. The academic year system was first systematically explained by Czech educator Comenius in *The Book of Great Teaching* (1632). After teaching practice in western countries, the academic year system has been gradually improved in teaching theory and teaching methodology. The most thorough implementation of this model. Affected by the idea of free education, the credit system teaching system appeared in the United States in the 1870s, and gradually developed into the mainstream of higher education in Europe, America and other countries.

Table 1 Comparison of Academic Year and Credit System

Type	Time	Features
Academic year	20-33 century	Planning, stability, strong rules, less choice, fixed curriculum, teacher-led
Credit system	19th century 1980s	Advocating student autonomy, tailoring, flexibility, flexibility, Course selection autonomy, teachers and students as the main subject

The credit system not only has a richer connotation, but also has a broader extension. The credit system is a relatively large systematic project. If the credit system is only regarded as a single method of measuring teaching activities, then in practice, it will inevitably encounter many contradictions that cannot be resolved, and it will not be possible to give full play to the advantages of the credit system.

### 3. Research and Practice of Credit Management System in Colleges and Universities

#### 3.1 Problems and Countermeasures of Credit-Based Teaching Reform in Colleges and Universities

The reform of the credit system is particularly dependent on a good curriculum. The quality of the curriculum is directly related to the integrity of students' learning knowledge and directly reflects the level of adult education in the school. To optimize the curriculum, the first task is to improve adults. The ability to teach a wealth of courses. The first is to strengthen the training of the full-time teacher team, to send out full-time teachers to correspondence and exchange learning in a planned way, and to train outstanding teachers who have the ability to teach multiple courses at the same time; the second is to actively communicate and coordinate with other departments of the school, Carry out resource sharing, share various rich elective courses and other rich resources, and jointly improve the curriculum system construction of the adult education department.

At the same time, we must pay attention to improving students' ability to choose courses. The first is to enhance students' understanding of various courses, such as adding detailed introductions of each course to the course selection page or sending corresponding detailed introduction materials to students before the course selection, etc. The second is to strengthen the training of students' course selection, such as separate Set up a class elective guidance course, introduce students in detail to each course to be selected and how to choose the course to make the system more complete, the knowledge learned is more integrated, can better achieve the expected learning purpose, and can also set a fixed Elective enquiry point for better service for adult students.

Establish and improve the teaching management information system and improve the level of information management. Because the credit system of teaching management mode has flexible years of study and flexible teaching plans, the workload and management difficulty of educational administration staff in the course of teaching operations have also increased significantly. How to informatize, modularize, and facilitate the cumbersome educational affairs is the focus of the development of modern universities. We should proceed from the actual situation of educational administration work, strengthen campus information construction, make full use of computer technology, and improve work efficiency. Improve the teaching management system supporting the credit system, increase the training of educational administration personnel, and increase staff awareness.

We pointed out that the difficulties in implementing the credit system in universities include the

insufficient number and quality of courses, the difficulty in meeting the needs of teachers, the lagging of teaching management and teaching evaluation, the insufficient ability of students' self-management and self-planning, and the insufficient quality control. We pointed out that due to the constraints of ideology, social factors, and school conditions, the operation of the credit system in ordinary colleges and universities is limited by insufficient teaching resources, blind choice of courses, and strict professional restrictions. Table 2 shows the High-frequency keywords with a word frequency threshold of 60, it is necessary to improve the course selection system, tutor system, examination system, and student status. Management system, and further optimize the teaching management soft environment, teaching quality evaluation system, teaching hard environment and school atmosphere and other teaching environments. In addition, the credit management and conversion mechanism, credit evaluation mechanism and other corresponding management mechanisms also have problems that hinder the development of the credit system. Some surveys show that 56.4% of teaching managers believe that the biggest difficulty in their work is that the rules and regulations related to the credit system are incomplete. It can be seen that the problem of China's credit system reform is not only in terms of insufficient resources, but also the key issues of management concepts and mechanisms.

Table 2 High-Frequency Keywords with a Word Frequency Threshold of 60.

Serial number	Key fields	Frequency of occurrence	Percentage %	Cumulative percentage%
1	Credit system	3715	17.13	17.13
2	Teaching management	457	2.78	17.93
3	Elective	492	1.99	19.23
4	Academic year	462	1.88	21.81
5	Credit system reform	442	1.80	23.60
6	College	363	1.50	25.11
7	Full credit system	353	1.46	26.57
8	Flexible Credit System	299	1.22	27.79
9	Credit system management	292	1.18	28.97
10	Teaching Reform	247	1.01	31.08

### 3.2 Study on the Mechanism of “Credit System” Teaching Management in Different Forms

The credit system teaching reform includes not only curriculum system reform and teaching management reform, but also various management system and mechanism reforms, including credit point system, elective system, flexible academic system, major and auxiliary system, academic tutor system, and mutual recognition of credits. System, and even tuition revenue and expenditure and funding methods, logistical guarantee mechanism, student management system, etc. Ma Weiwei and others proposed the reform of higher vocational education management under the innovative credit system from three perspectives: management mechanism, management mode and management means [7]. They analyzed the development of the credit system and the cost sharing mechanism from a micro level, and proposed that the steady advancement of the credit system and the perfect cost sharing mechanism can effectively promote students' cross-school learning, mutual recognition of credits, minors dual degrees, audition and exchange, and elective withdrawal The in-depth reform of the curriculum and examination system, as well as the construction of the credit system management and operation system. The implementation and improvement of the credit system operation and management mechanism is the key guarantee to guarantee the credit system teaching reform.

### 3.3 Research on the Essence and Characteristics of the Credit System Teaching System

In the initial stage of the credit system research, there are many researches on the credit system, such as “where is it”, “what is it” and “how to do it”. Some scholars also analyze the current status of the credit system research in Europe and the United States and use the research results for reference. The more influential documents include “Generation Logic of the University Credit System”, “A Brief Introduction to the Changes of the Credit System in China's Universities”, “30

Years of the Credit System in Chinese Universities”, “A Review of the Development of the Credit System in Modern China's Universities”, etc. Generation environment and historical development trajectory.

Articles “Theoretical Basis and Institutional Guarantee of the Credit System Reform in Colleges and Universities”, “The Enlightenment of the Implementation of the Credit System in American Universities to China's Educational Reform”, “The Comparison and Reference of Credit System in European and American Universities” Articles such as “ explained the theoretical foundation, operating mechanism, dynamic mechanism, credit conversion system and other aspects of how to build a credit system teaching system with Chinese characteristics, laying a theoretical foundation for the implementation of credit system teaching reform and management.

#### **4. Conclusion**

In summary, the credit system teaching management in colleges and universities is a relatively systematic project. It also needs to proceed from the actual situation and carry out serious inquiry and exploration. The management form of the credit system teaching strengthens the dynamics of managing students. Therefore, it is also necessary to establish a perfect credit system and related management mechanism for teaching management. To implement the credit system management well, first of all, we must establish sound teaching evaluation. System, which can better understand the dynamics of students, and can also improve the school's teaching management model.

#### **Acknowledgement**

In this paper, the research was sponsored by project: “The research and practice of ‘four modules’ and ‘one platform’ practice teaching based on the cultivation of innovation ability (No.E17231107) and “Research and practice on the curriculum system of mechatronics technology in higher vocational colleges based on the Sydney agreement”(No.2019034).

#### **References**

- [1] Onnismaa E L, Tahkokallio L, Kalliala M. From university to working life: an analysis of field-based studies in early childhood teacher education and recently graduated kindergarten teachers’ transition to work[J]. *Early Years*, 2015, 35(2): 197-210.
- [2] Bol L, Campbell K D Y, Perez T, et al. The effects of self-regulated learning training on community college students’ metacognition and achievement in developmental math courses[J]. *Community College Journal of Research and Practice*, 2016, 40(6): 480-495.
- [3] Schonert-Reichl K A, Hanson-Peterson J L, Hymel S. SEL and preservice teacher education[J]. *Handbook of social and emotional learning: Research and practice*, 2015: 406-421.
- [4] Posthuma R, González-Brambila C, Fowler D J, et al. A comprehensive model of management education for Latin America: Learning constructs, instructional techniques, and outcomes[J]. *Management Research: Journal of the Iberoamerican Academy of Management*, 2017, 15(4): 405-424.
- [5] Voogt J, Fisser P, Good J, et al. Computational thinking in compulsory education: Towards an agenda for research and practice[J]. *Education and Information Technologies*, 2015, 20(4): 715-728.
- [6] Bonet G, Walters B R. High impact practices: Student engagement and retention[J]. *College Student Journal*, 2016, 50(2): 224-235.
- [7] Brinkley-Etzkorn K E. Learning to teach online: Measuring the influence of faculty development training on teaching effectiveness through a TPACK lens[J]. *The Internet and Higher Education*, 2018, 38: 28-35.