

Problems and Countermeasures of Curriculum Management in Colleges and Universities

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Abstract. In this paper, the current status of the curriculum management in Colleges and universities in China were investigated and analyzed. The problems in the course of the management of the personnel structure is unreasonable, lack of management platform, theoretical research is not deep enough and so on. In view of these problems, it puts forward the countermeasures to encourage teachers to study the curriculum management theory, encourage teachers and students to participate in curriculum management and establish curriculum management system.

Curriculum is a system of various disciplines and various kinds of education and teaching activities, which are constructed in accordance with certain educational purposes. It is the primary factor to restrict the quality of higher education. Curriculum management is an important way to realize the goal of personnel training, which is a management activity of the personnel training. Therefore, whether the goal of personnel training can be realized depends on the effectiveness of the reform of curriculum management system. According to the definition of curriculum management by American Scholars Stark, curriculum management is to ensure the success of the curriculum preparation, coordination, implementation, support, evaluation and improvement of the responsibility and exercise of power. Curriculum management, from a broad sense, should be divided into three parts, curriculum generation, curriculum implementation and curriculum evaluation. Because the traditional curriculum management system has not adapted to the development of social economy, whether it is from the mode of management, method, or from the idea, the concept of innovation and reform must be carried out.

Problems Existing in Curriculum Management in Colleges and Universities

The Government Function Department Is in the Absolute Main Body Position in the University Curriculum Management. In recent years, the state has promulgated a number of policies to expand the scope of autonomy of colleges and universities, to the school more rights and space, including enrollment, professional settings have been carried out reform. However, due to the implementation of the policy needs a certain amount of time, most colleges and universities, especially local colleges and universities still need to be approved by the higher authorities. Moreover, the state of the curriculum management is relatively strict. For example, the ideological and political courses, foreign language, sports and other courses, not only must be opened, but also provides the opening hours, the introduction of documents required to strictly implement the relevant provisions of the university. The government has a wide range of curriculum management, to a certain extent, the intervention of the independent management rights of colleges and universities, based on the curriculum setting of individualized education in Colleges and universities is difficult to implement.

The Staff Structure of the Course Management in Colleges and Universities Is Not Reasonable, the Participation of Teachers and Students Is Not High. A complete curriculum management system by the school two grade management institutions, administrative personnel, subject experts, curriculum experts, teachers and students to participate in the discussion and decision-making process in order to complete the course of the formation, implementation and evaluation smoothly. The quality of curriculum management level directly affects the quality of curriculum management, it is generally believed that curriculum management should have the principle and method of philosophy, science, psychology, education and management science and

other disciplines of knowledge and knowledge of curriculum management. At present, most of our colleges and universities participate in the curriculum management is only the school, the two level management institutions and some teachers, the proportion of participation in personnel imbalance. Moreover, this part of the staff of the curriculum management theory is not enough, the lack of practical experience, the level of curriculum management is not high, resulting in the quality of the curriculum cannot be guaranteed.

Under the planned economy system, the power of the curriculum management of higher education in our country has been mastered by the administrative department of education for a long time. Instead of the curriculum, the teacher, or the beneficiaries of the course, the students to master. Even the government the power to the universities, teachers only master the management course of power, including the preparation of curriculum content, teaching methods, teaching arrangement etc. Moreover, the majority of teachers and teaching methods for many years the content of the same, nothing new, cannot fully reflect the participation of management; Students to participate in the curriculum management is very little, but the passive acceptance of the content of teachers, cannot participate in the curriculum content, time setting, teaching methods, and so on.

The Lack of Organization and Management of Internal Curriculum Management in Colleges and Universities. The management of institutions of higher education curriculum management the general settings of the three levels of the management department for steering committee of the academic committee or the university teaching work, Dean, develop school level curriculum management system, and is responsible for the daily management of the whole school curriculum. The establishment of an academic subcommittee or teaching work guidance committee, responsible for the school's curriculum management. The establishment of an academic subcommittee or teaching work guidance committee, responsible for the school's curriculum management. The basic unit of curriculum management is the teaching and research section or curriculum group.

Most of the University and college level curriculum management institutional responsibilities more clearly, running smoothly. However, teaching and research office or curriculum group in the curriculum management responsibilities to make clear provisions, or the development of the operation of the provisions but the implementation is not good, resulting in curriculum management often by a person to bear. The course content of the preparation is responsible for a teacher, because teachers' teaching and scientific research tasks, mutual exchanges between the little chance. It is difficult to become a "benefit by mutual discussion, teaching, curriculum What I say goes." repeated simple and mechanical, seriously affected the quality of the course.

At Present, There Is Little Research about Curriculum Management. Chinese scholars began to pay attention to the study of curriculum management from the beginning of the end of 80s, but the degree of concern is not enough, there is no formation of a set of theory. Compared to the course construction and reform, the curriculum management research and academic papers are few, the root cause of this result is that:

(1) School management institutions for the curriculum management of the long-term does not attach importance to the curriculum management confusion and teaching management. The two are independent and closely related concepts, curriculum management, including the formation of curriculum, curriculum implementation, curriculum evaluation and management; Teaching management covers the curriculum implementation (Teaching), teaching quality evaluation and teaching basic construction management, the two cannot replace or contain.

(2) Teachers' enthusiasm for the study of curriculum management is not high. Teachers do not attach importance to the research of curriculum management. Due to the daily teaching and scientific research tasks, only focus on curriculum and curriculum implementation, curriculum management of the theoretical study of the investment is not enough, and universities in terms of policy not pay full attention to the curriculum management, research on curriculum management theory has no incentive mechanism, which also led to the lack of enthusiasm of the teachers.

Ways to Strengthen Curriculum Management

To Guide and Encourage Teachers to Study Curriculum Management Theory. (1) Clear curriculum management research area. According to the definition of the curriculum management should include curriculum, curriculum implementation and curriculum evaluation in the three part, but the course participants will focus on curriculum implementation and curriculum evaluation, no systematic study on curriculum generation part. Teachers should be combined with their own work, in the curriculum content integration, teaching methods and means of reform and other aspects of thinking, to strengthen the theoretical study of curriculum management.

(2) A theoretical study of policy motivation for teachers to participate in curriculum management. Universities should take effective measures to encourage the majority of teachers into the theoretical research of curriculum management, special topics such as setting and curriculum management, funding the recognition and reward of the whole school to make outstanding achievements in the curriculum management of colleges, curriculum, teachers and other groups. And the management experience in the school to promote, gradually form a long-term mechanism, through institutional management incentives to the curriculum management research.

Encourage Teachers and Students to Participate Actively in Curriculum Management. In the process of curriculum management, the staff need to participate in the curriculum management, including teaching school management institutions at all levels, teachers and students to discuss, joint decision-making, the only way to enhance the full range of courses from all levels of quality, in order to achieve the objective of cultivating talents.

The teacher is the main force to generate curriculum, most of the courses are compiled by teachers, of course content and teaching method, teachers have the absolute decision-making authority, need to devote to the curriculum management, full participation in the formation, implementation and evaluation of curriculum. In the setting of the talent training program, the administrative department should listen to the teacher's advice and encourage the teachers to control the teaching process.

The ultimate goal of the course is to teach the students' knowledge, ability and quality according to the established objectives, so the students are an indispensable part of the curriculum management. It is the main force in the process of curriculum evaluation, the curriculum management should be the first consideration is the needs of the students, teaching methods, time arrangement, should be set to solicit the views of students in the curriculum content, to a better understanding of the students on the course requirements. School management in the formulation of curriculum management policy, should fully consider the overall talent cultivation of school, namely how to generate, implementation and evaluation of curriculum to achieve the aim of personnel training, improve the quality of personnel training. Teachers in the teaching design and teaching process, students should be based on the diversified and personalized needs, teaching design does not understand, establish a "student oriented" concept of education, to establish economic, and at this stage of China's science and technology and social development of the new view on education and talents.

Improve the Curriculum Management System. University curriculum management system, refers to the university curriculum management organization setting, the right to belong to and should abide by the rules and regulations. It includes two aspects: first, the state, government intervention in the administrative system of university curriculum management, the two is the school curriculum management system.

At present, China has established a national, local and school three curriculum management system, is no longer a centralized management system in the past, the school has the autonomy of curriculum management. Next, we need to further improve the University within the school curriculum management system, the establishment of a specialized curriculum management, curriculum management and guidance of the overall arrangement, a different levels of management departments, teachers, students, administrators and other staff are able to actively participate in joint management system in order to improve the curriculum formation. Quality management. At the same time, the school should establish the incentive mechanism, establish the evaluation system of

curriculum management, encourage all participate in and complete the task of management according to the evaluation index of the staff, in order to improve the enthusiasm of participating in the management, to ensure the quality of the course.

University course management is a complicated system, which requires all the participants to think seriously and study hard. Combining theoretical research with practical work, multi-level and multi angle joint construction, and comprehensively improve the quality of curriculum management.

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