

Study on the Current Situation of University Course Arrangement Management

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Abstract

Course arrangement is a complex and important routine work in the teaching management of colleges and universities. It is also the core of teaching management and the basis of guaranteeing teaching operation. This paper analyzes the current situation of course arrangement management mode, expounds the basic steps of course arrangement and the problems faced in the course arrangement.

Keywords

Scheduling management; Teaching management.

1. The Basic Situation

At present, there are two management modes of course arrangement in colleges and universities: first-level course arrangement and second-level course arrangement. The first-level course arrangement, also known as school-level course arrangement, refers to that the relevant business departments of the teaching affairs office of colleges and universities are responsible for the arrangement of the school curriculum, and the second-level colleges and teaching auxiliary units are responsible for assisting and checking and confirming the work. This kind of arrangement pattern is more popular in the early stage, its advantages are high efficiency, strong adjustment, not easy to conflict, easy to unified management and distribution. The first-level course arrangement mode is more suitable for universities with small scale of schooling, centralized resource allocation power in the teaching affairs office, and low demand for personalized course arrangement of second-level colleges. Second-level course arrangement, also known as college-level course arrangement, means that the teaching office or teaching management staff of the second-level college is responsible for course arrangement, while the academic affairs office of the university coordinates the arrangement of the curriculum. The advantage of the two-level course arrangement mode is that it decomposes the task of course arrangement, reduces the difficulty of course arrangement, and alleviates the work pressure of the Teaching affairs Office directly facing students and teachers, which greatly reduces the workload of the Teaching affairs Office and reduces the possibility of work mistakes. The two-level course arrangement mode is suitable for universities with large scale, high requirements for personalized course arrangement and prominent resource conflicts. In recent years, this mode is gradually popularized and has become the mainstream management mode of course arrangement in colleges and universities.

2. Process Steps

2.1. Make Teaching Plan According to Talent Training Project

The talent training program is the basic basis for colleges and universities to carry out professional talent training, and is the guiding document for organizing teaching activities and arranging teaching tasks. Before the course arrangement, each secondary college should fully understand the talent cultivation plan of each major of the college, be familiar with the relevant information such as course modules and course structure, and formulate the teaching plan of

the next semester in strict accordance with the requirements of the talent cultivation plan, and submit it to the Office of Academic Affairs for review. The Teaching affairs Office will review the teaching plans of each major from the aspects of course nature, credit, class hours, semester, unit and omission of teaching tasks. After the examination and approval, teaching tasks will be assigned to each teaching unit according to the teaching unit.

2.2. Implement Teaching Tasks

After receiving the teaching task, the teaching dean shall first organize the director of teaching and research office of each major to check the teaching task. After checking, specific teachers will be arranged according to the characteristics and nature of the course, students' colleges and majors, teaching methods and methods, and the number of classes.

2.3. Schedule Arrangement

In the order of curriculum arrangement, according to the principle of "three steps", that is, public basic courses first, specialized courses second, and university-wide elective courses last. Public basic courses are compulsory courses of the whole school, involving a large number of students, a wide range of coverage, and a complex class arrangement, which should be given priority. On the basis of the implementation of all the public basic courses, the arrangement of professional courses is flexibly arranged. When arranging courses, we should consider the degree of difficulty of the course and take the follow-up requirements first. At the same time, we should also take into account the connection of knowledge points between courses, which is easy after difficult, shallow after deep. Finally, there are school-wide elective courses, which can be flexibly arranged in the afternoon or evening for students of all grades and majors because of the relatively relaxed learning content. In the course scheduling process, we need to pay attention to the following: 1. One class cannot arrange two courses in the same day and the same time period. 2. No two courses can be arranged in the same classroom at the same time. 3. A teacher can't have two classes on the same day at the same time. 4. The capacity of the classroom must be greater than or equal to the number of students in the class.

2.4. Check, Proofread and Publish the Class Schedule

There are many factors involved in the scheduling and management of the curriculum. After the initial arrangement of the curriculum, it is necessary to check and proofread the teaching affairs Office, secondary colleges and teachers. Adjustments should be made in time if any inaccuracies are found. The arrangement requirements of individual teachers with special circumstances can be adjusted appropriately on the premise of not affecting the rationality and scientific principles of the curriculum schedule. Finally published a relatively scientific and reasonable schedule [1].

3. Problems Existing in Arranging Courses

3.1. Shortage of Classroom Resources

If classroom resources are sufficient, almost all courses of a class can be fixed in the same classroom, but this is almost impossible to achieve. In the curriculum arrangement, in line with the principle of proximity, students should be allowed to have classes in a region as far as possible, but there is often a situation of "no classroom" in a region, so students take classes across regions.

3.2. Shortage of Teacher Resources

There is an imbalance in the number of full-time teachers among the secondary colleges and among the disciplines. There are many elective courses in some professional modules, but many

courses cannot be opened all the year round due to lack of teachers. There is even only one teacher for some specialized courses, and no teaching team has been established. On the other hand, due to the shortage of teachers, it often leads to large class teaching, which runs counter to the requirement of the education department to carry out small class teaching.

3.3. The Challenge of Personalized Curriculum

Professional talent training scheme is strongly interdisciplinary, cross curriculum modules such as multi-level and distinctive talent training project, support in the minimum required credits required to complete the graduate students to study on the basis of minor or second degree, gradually establish a comprehensive free elective system, allowing students across different departments, professional free elective course. On the other hand, the secondary colleges and teachers put forward more and more personalized requirements for the arrangement of the curriculum, which undoubtedly increases the great difficulty and challenge to the management of curriculum arrangement [2, 3].

4. Conclusion

Course arrangement management is the concrete implementation process of carrying out teaching tasks, which relates to the stability of teaching operation and the improvement of teaching quality in colleges and universities. Should be from top to bottom attaches great importance to the teaching management, strict teaching management, strengthen the management of the teaching management staff, and more investment on teachers, classroom resources, properly try our best to solve all kinds of contradictions and conflicts in the process of curriculum management, teachers, students, class time, the optimal combination of the venue, to improve the quality of talent training, provide important support and guarantee.

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