The Status Quo and Analysis of Higher Education Management under the Background of Internationalization

Qi Li1, a
1International School, Jinan Vocational College, Jinan 250014, China
aqliqimc@163.com

Abstract

Under the background of internationalization, the goal of training internationalized talents can be effectively achieved through the introduction of high-quality foreign educational resources through internationalized education management. However, due to the differences in the cultural background, school idea, management mode and quality evaluation standards of the two main bodies of internationalized education management, there are many problems in the internationalized education management, and they are facing certain difficulties. This paper starts with the status quo of teaching management in internationalized education management from internationalized background, analyzes the problems existing in the teaching management team, system, curriculum system, teachers and evaluation system, and further explores and studies solutions. This paper discusses the existing problems and deficiencies in the management of higher education in China, starts with management concepts, management systems and management models, and explores how to improve China's higher education management system to meet the challenges brought by the development of the new era.

Keywords

Education, Internationalized, Status quo, Analysis.

1. Introduction

Higher education management should adapt to the new environment in the development of education internationalization, update the education management system in line with higher education reforms, and meet the needs of market talents; actively learn from foreign education management experience, innovate teaching management concepts, and seize the impact of global development Opportunities, improve the management model of higher education, and realize the informatization, diversification and flexibility of higher education management. With the new development of the globalization trend, the higher education of each country will be integrated into the international system. We can only stand on the height of globalization, base ourselves on the local, reflect on the higher education system with global thinking and international vision, and reshape The concept of higher education quality is to cultivate high-quality talents with innovation ability, entrepreneurial ability, global vision and international communication ability, lifelong learning ability and knowledge transformation ability.

2. The Status Quo of Higher education Management under the Background of Internationalization

The quality of teaching management personnel needs to be improved, and the division of responsibilities of Chinese and foreign teaching management personnel is not clear. Teaching management personnel should have proficient theoretical knowledge and business skills, have
an attitude of serving students and teachers, and have the ability to learn new things. However, in contrast, colleges and universities value the cultivation of teachers’ comprehensive quality and teaching ability, less attention has been paid to the training and comprehensive quality improvement of management personnel, including teaching managers, and the same is true for international universities. The quality of most international management teams varies. They are either old teachers with rich management experience but not suitable for the internationalized education management environment, or young people with a good English language foundation but no teaching or management-related knowledge. Compared with traditional higher education management, the teaching managers of internationalized teaching management need new management methods and skills, but the actual situation is that they lack opportunities for business further study and communication with their peers [1]. Moreover, the teaching management personnel of internationalized universities, including Chinese teaching management personnel and teaching management personnel dispatched by foreign partner schools; have different management methods and management concepts, and different Chinese and foreign cultures and ways of thinking, resulting in unclear division of responsibilities, therefore, it is necessary to further improve the teaching management level of internationalized higher education.

The teaching management system is not perfect enough, and the integration of the teaching management systems of the Chinese and foreign parties is insufficient. The teaching management system of internationalized universities is generally still established in accordance with the teaching management of traditional universities. However, internationalized education management involves the two main bodies, two sets of management systems will naturally appear, resulting in the development of talent training programs, curriculum settings, and differences in teaching planning and teaching implementation have affected the efficiency of teaching management to a large extent. Therefore, the scope of communication and coordination in teaching management needs to be wider and more content [2]. For example, and Chian’s vocational education management is also subject to the "evaluation of the level of talent training in higher vocational colleges. Different regulatory agencies have put forward requirements for the teaching management of internationalized universities from different perspectives and levels. However, the current two separate teaching management systems for internationalized universities are difficult to meet the requirements of both Chinese and foreign regulatory agencies at the same time, these greatly affect the normal teaching management order and management efficiency.

Curriculum system settings and teaching plans are not reasonable enough; and Chinese and foreign courses lack overall planning. Internationalized education management achieves the goal of cultivating international talents through the introduction of high-quality foreign educational resources. The introduction of high-quality courses and the establishment of curriculum systems are the focus of talent training. Due to the impact of the school level and the quality of the source of students and the need to meet the different requirements of the Chinese and foreign education systems, moreover, most of the teaching management departments of international schools have set up a set of curriculum systems and teaching plans that take both sides into consideration. However, the characteristics of domestic and foreign courses have not been fully considered, namely Chinese courses focus on theoretical knowledge learning, while foreign courses focus on practical teaching. The two lack a scientific connection and overall planning. Therefore, it is easy for students to feel confused about the major in their studies. Moreover, in order to ensure that students’ language and major meet academic requirements at the same time, the arrangement of teaching time in the teaching plan is unreasonable, which leads to high pressure on students’ academic work and reduced ability and efficiency to accept knowledge, This has a negative effect on the achievement of the expected goal of cultivating talents for international education management. [3]. In addition,
the introduction of teaching materials that are matched with the curriculum, due to the use of foreign original textbooks, on the one hand, it is difficult to teach in English. On the other hand, the teaching content of foreign textbooks is mostly heuristic or divergent, It brings learning difficulties to students who are accustomed to the learning methods of domestic textbooks, and seriously affects students' learning enthusiasm.

The resources of high-quality teachers are insufficient and cooperation and exchanges between Chinese and foreign teachers lack. The faculty of international universities usually consists of three parts: domestic bilingual teachers, foreign experts hired by China, and teachers selected by foreign partner universities. The number of courses and hours taught by foreign teachers should account for one-third of the total number of courses and hours. Therefore, there is a large demand for teachers introduced from foreign partner institutions. However, due to various reasons, the teaching level of the introduced foreign teachers is uneven and the flow is relatively frequent, so it is impossible to accurately grasp the students' academic conditions; moreover, due to differences in teaching language, teaching ideas, teaching methods, performance evaluation, and cultural background, it is not conducive to the cooperation of Chinese and foreign teachers, and it is easy to appear in the teaching of unsystematic and incoherent situations, it disrupts the normal teaching order, affects the learning effect of students, and affects the quality of teaching to a certain extent[4]. In addition, due to the high mobility of teachers selected by foreign cooperative colleges and universities, it is not conducive for Chinese and foreign teachers to carry out work in teams, such as joint teaching, research, and scientific research. Even if cooperation is carried out, it is restricted by factors such as physical space limitations and time difference, it leads to poor communication between Chinese and foreign teachers and relatively long task completion cycles. Therefore, how to effectively manage the international teaching staff has become one of the core issues affecting the management of international education.

The teaching management evaluation system is not sound, and the evaluation systems of both international parties have not achieved organic integration. As a quality management tool, the evaluation system has better guidance, incentives, and audit and supervision functions. At present, from a macro perspective. However, there are no clear regulations or established standards for the evaluation of international education quality. The operability of standards in practice is not strong, resulting in the lack of necessary basis for local or university implementation of quality management or quality monitoring. For international universities and colleges, a complete teaching management evaluation system has not been established. The main body of evaluation is students, and there are problems such as single evaluation body, the evaluation method cannot meet different needs, and the feedback of evaluation results is not timely, these affects teaching management efficiency and effectiveness. Therefore, the establishment of an effective and practical evaluation system will play a positive role in improving the overall quality in internationalized education management.

3. Analysis on the Countermeasures of Higher Education Management under the Background of Internationalization

We should attach importance to the training and selection of teaching management personnel and form a high-quality teaching management team. Internationalized universities are different from ordinary universities. Due to differences in cultural background and language, it is difficult to organize a teaching management team. In order to form a high-quality teaching management team, first of all, it is necessary to formulate strict selection standards for teaching management personnel. In addition to good ideological and moral character, teaching management personnel should also have certain professional management knowledge and relevant management experience, and have strong learning ability, adaptability, innovation ability and
service consciousness, so as to quickly understand the essence and spirit of internationalized education management, and serve teachers and students efficiently and rigorously. Secondly, it is necessary to conduct business training for teaching managers on a regular basis, scientific and theoretical guidance can be provided for the work of teaching managers via training, so that teaching managers can go out and learn back, so that they can share and learn from their successful management experience, use advanced theoretical knowledge and practical experience in the field of management in international universities. In addition, it is necessary to break the situation of the respective management of the Chinese and foreign parties, make clear the work responsibilities and division of labor of the teaching management personnel of the Chinese and foreign parties, and optimize the staffing through the integration of management functions, so as to ensure the healthy, orderly and efficient operation of the teaching management order, and promote internationalized education management towards a higher level.

We should improve the Chinese-foreign higher education management system. The teaching management system is the basis model for various teaching management activities in colleges and universities, it is a guiding document that teaching management personnel need to follow in actual work, and it plays an important role in realizing the standardization of teaching management. The teaching management system of internationalized education management should fully consider the commonalities and particularities of the two parties in the teaching management process of the internationalized education management, so that the teaching management of internationalized education management can be organically integrated with the requirements of relevant domestic and foreign regulatory agencies, and establish and improve the cooperation partners commonly recognized teaching management systems. The teaching management system of internationalized education management should also follow the principle of "people-oriented", fully embody the diversity, particularity, effectiveness and flexibility of the internationalized teaching management of schools. While focusing on the reform of teaching management, it will help enhance teaching, management autonomy, fully mobilize the enthusiasm of teachers and students, and gradually form a teaching management model that integrates Chinese and foreign coordination, independent development of teachers and students, advances with the times, and innovates and diversifies, so as to improve the efficiency of teaching management in internationalized higher education management [5].

We should build an internationalized curriculum system, reasonable arrangement of teaching plans. The curriculum system of international schools generally includes four modules: English courses, general education courses, domestic professional courses and imported high-quality professional courses from abroad. Only by systematically integrating the courses of the four major modules, fully considering the advantages and characteristics of Chinese and foreign courses, and integrating them to form a complete curriculum system, can it truly form a strong support for the realization of the goal of talent training. First of all, it is necessary to set a reasonable proportion of courses. On the basis of the professional characteristics and the requirements of talent training standards, reasonably set up English courses and communication skills. The proportion of knowledge education courses, domestic professional courses and imported high-quality professional courses in the entire curriculum system. The second is to arrange the course teaching plan reasonably, attach importance to the effective connection of professional courses at home and abroad. On the basis of fully understanding the curriculum system and content of both parties, determine the order of the course arrangement in accordance with the professional teaching and curriculum logic to meet the professional teaching system Sex. In addition, the original foreign textbooks should be rationally selected, based on the needs of professional teaching, combined with the advantages and characteristics of domestic and foreign courses, the course content should be reasonably adjusted, and on the basis of focusing on the advancement and internationalization of the course content, joint
development suitable for China’s national conditions and professional course materials with local industry characteristics.

We should strengthen the management of Chinese and foreign teachers, and build internationalized teaching team. The purpose of internationalized higher education management is to introduce foreign high-quality educational resources for use, and the introduction of excellent teachers from foreign partner colleges is an important part of effectively introducing and making full use of high-quality educational resources. Therefore, internationalized education management should first strictly enforce the access mechanism and strive for the right to participate in the entire selection process at the initial stage of selecting foreign teachers from foreign partner institutions, and select truly suitable excellent teachers to teach in the school. Secondly, it is necessary to strengthen the training of Chinese and foreign teachers. For Chinese teachers to "go out", select outstanding young teachers to study and exchange in foreign cooperative colleges and universities, and fully understand foreign talent training models, teaching concepts and methods, etc.; for cooperation Teachers selected by colleges and universities should conduct induction training to help foreign teachers better understand China’s national conditions, school campus culture and students’ learning characteristics, etc., so as to improve teaching methods according to the actual conditions of the school and students, and achieve better teaching results. In addition, while establishing a stable internationalized faculty, it is necessary to establish a communication mechanism for Chinese and foreign teachers to conduct full exchanges during the teaching process, learn from each other, introduce incentive policies, and encourage Chinese and foreign teachers to cooperate in teaching, research and scientific research to achieve real Fusion.

We should establish and improve the teaching management evaluation system recognized by both sides of the internationalized education management. Internationalized higher education management is a new form of education management. The main bodies that supervise the quality of management include the domestic education authority, the education authority of the country where the cooperative school is located, the teaching management department of the cooperative school, students, teachers, parents, employers, etc. Therefore, as a practice of the internationalized education management, the internationalized education management should start from reality, fully understand and grasp the commonalities and characteristics of the teaching evaluation system of both schools, and establish a set of science, education and social development in line with the laws of education and social development, a sound teaching management evaluation system, standardizing all quality aspects of teaching management. Moreover, it is necessary to break the traditional method of using data-cumbersome teaching evaluation to evaluate student learning effects, teacher teaching level and school teaching quality, and establish a diversified evaluation mode involving education departments, schools, students, peers, society, and employers, grasp the nodes and frequency of evaluation, realize timely feedback of evaluation results, improve the efficiency and effectiveness of education management, and truly promote the steady improvement of the quality of internationalized higher education management.

4. Conclusion

In summary, higher education management is facing new challenges under the background of the education internationalization, in order to build a world-class university, higher education management needs to promote consultations and exchanges between various departments, avoid differences while ensuring the autonomy of education, abide by the general principles of international education, and continuously improves and reforms ideas, systems, models and systems. of higher education management
References


