Construction and Practice of Basic Teaching Organization based on Curriculum Group

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Abstract

This paper discusses how to build a basic teaching organization of Communication University of Zhejiang to arrange the similar courses of various majors in the college, and establish a curriculum group to be responsible for the implementation of the tasks in the aspects of teaching organization, curriculum construction, teaching material construction, teaching research and reform, teachers’ teaching development, etc. And provide basic support for the development of teaching and scientific research.

Keywords

Basic Teaching Organization; Curriculum Group.

1. Introduction

On December 26, 2019, Zhejiang Provincial Department of Education issued the notice of strengthening the construction of basic teaching organizations in general undergraduate colleges and universities (zygy [2019] No. 91). The notice points out that as the basic unit for colleges and universities to carry out teaching and research activities, basic teaching organizations are carrying out education and teaching tasks, promoting teaching research and reform, and promoting teachers ability; teaching growth and development. It is a basic teaching organization that connects teachers and students, disciplines and specialties, specialties and courses, and implements the "last mile" of teaching work [1,2]. To promote the construction of teaching organizations at the grass-roots level in Colleges and universities is to adapt to the new changes in higher education, deepen the reform of education and teaching, innovate the organizational form, clarify the functional orientation, improve the management system, improve the operation mechanism, stimulate the vitality of the organization, fully mobilize the enthusiasm of the majority of teachers in education and teaching, and form a basic teaching organization system with reasonable structure, sound functions and effective operation, so as to promote the development of higher education. The construction of level undergraduate education and the cultivation of first-class talents.

Colleges and universities should, according to the characteristics of their own disciplines, focus on the requirements of personnel training objectives, and in accordance with the principles conducive to the organization and management of teaching activities, set up grass-roots teaching organizations according to majors, courses or course modules, innovate organizational forms, and encourage interdisciplinary and interdisciplinary cross establishment [3].

The College of Media Engineering is a large college formed by the combination of the former college of electronic information and the College of new media. It relies on three disciplines, namely, information and communication engineering, computer science and technology, and software engineering. It has radio and television engineering, electronic information engineering, electronic science and technology, communication engineering, digital media
technology, network engineering, software engineering, information and systems. The original teaching organization is composed of seven departments. Basically, one major corresponds to one department (information and system management is included in the software engineering department because of the suspension of enrollment). It is responsible for specialty construction, personnel training program formulation, curriculum construction, teaching plan implementation and other work, especially the common discipline basic courses and professional basic courses are also managed by each specialty. There is a phenomenon that the credits, class hours distribution, course name and examination of different majors in the same basic course are not unified. For example, the teachers of the same course are lack of discussion on the teaching content. For example, the teachers of the basic course of electricity and C language programming are scattered in different departments, and the teaching and research activities are carried out in the Department as a unit, which leads to the teachers of the same course. At the same time, it is not conducive to the integration of curriculum resources and to make the curriculum into a first-class undergraduate course.

2. Reform Ideas

The notice of Zhejiang Provincial Department of education on strengthening the construction of grassroots teaching organizations in Colleges and universities on December 26, 2019 pointed out that it is necessary to firmly establish the central position of teaching work in the talent cultivation of colleges and universities, further improve the teaching management system, strengthen the functions of basic level teaching organizations, and better play the role of grassroots teaching organizations in cultivating morality, improving teachers teaching ability and innovating classroom teaching. It plays an important role in improving the quality of personnel training [4,5].

As the basic unit of teaching and research activities in Colleges and universities, grassroots teaching organizations play an important role in carrying out education and teaching tasks, promoting teaching research and reform, and promoting the growth and development of teachers teaching. They are the basic teaching organizations that connect teachers and students, disciplines and majors, specialties and courses, and implement the "last mile" of teaching work. In order to innovate the organization form of basic level teaching, our college can set up basic level teaching organization according to the course or course group according to the characteristics of its own discipline, around the requirements of talent training objectives, and in accordance with the principles conducive to the organization and management of teaching activities, innovate the organizational form, and strengthen the effective connection and integration with professional construction, scientific research and other grass-roots organizations. We should clarify the responsibilities of primary teaching organizations and implement the tasks in organizing teaching activities, promoting professional construction, strengthening curriculum and textbook construction, strengthening practical teaching, strengthening teaching research and reform, and promoting the development of teachers teaching.

The reform idea of the project is to horizontally open up the similar courses of various majors in the college, and establish the basic teaching organization of the curriculum group, which is responsible for the implementation of the tasks in teaching organization, curriculum construction, teaching material construction, teaching research and reform, and teachers teaching development.

3. Characteristics and Innovation

The characteristic of this project is to innovate and establish the teaching system of school curriculum group in the existing school college department teaching system, set up grassroots
teaching organizations according to the curriculum group, and specifically implement the curriculum construction, teaching tasks and teaching research of each course, while the department head is responsible for specialty construction, talent training program formulation, first-class specialty creation, discipline construction, etc.

The innovation of this project is to break the original department, teaching and research section, but to establish basic level teaching organization based on curriculum guidance, and strengthen the importance of curriculum construction. The construction of first-class undergraduate course and online and offline hybrid "golden course" is the cornerstone of first-class professional construction.

4. Specific Implementation Plan of the Project Reform

Curriculum construction is a basic work in the teaching work of colleges and universities. The key to improve the quality of undergraduate teaching is to construct first-class undergraduate courses and create "golden Courses". After the integration of the college, in order to further strengthen the curriculum construction of our college, optimize the curriculum structure, standardize the curriculum management, improve the teaching grassroots organization construction, improve the teaching quality and school running efficiency, improve the internal management mechanism, implement the reform of the grassroots teaching organization, set up the curriculum group, and separate the curriculum construction. The college classifies and arranges all the courses of the eight majors at present, which are divided into 14 course groups, including mathematical basis, electronic basis, computer system, big data and cloud computing, programming, web page production and development, multimedia technology, radio and television, performing arts and Internet of things, software engineering, network and communication, media security, game design and development, and artificial intelligence.

Person in charge, each teacher can join two course groups.

Develop the responsibilities of the curriculum group: Participate in the formulation of teaching plans for various majors, do a good job in the connection of teaching contents of relevant courses, the unified planning of courses within the group, and the construction of knowledge system; Responsible for the development of curriculum construction plan and corresponding budget within the group; Be responsible for the compilation and revision of the syllabus of the group courses, and negotiate with the corresponding laboratories on the experimental content and arrangement; Responsible for the implementation of the teaching tasks of the group courses, reviewing the teaching plan, examination papers and scoring standards; Organize and apply for various teaching research projects and course construction projects at all levels within the scope of the course group, including excellent online courses, online and offline hybrid "golden Courses" etc.

Organize and carry out teaching research and teaching reform activities, discuss the teaching content, form, method and means of this group of courses; Organize the group members to prepare lessons collectively and listen to each other, continuously optimize each teaching link, and encourage creative teaching and research activities.

According to the work responsibilities of the above course group, it is specifically implemented in the daily teaching management and teaching operation, and a certain amount of construction funds are given to the course group every year, focusing on the cultivation of first-class courses.

5. Expected Achievements and Effects of the Project

Expected results and results:
(1) Set up the basic teaching organization course group of the college;
(2) Work out the responsibility of curriculum group;
(3) Create one or two excellent grass-roots teaching organizations;
(4) In the teaching management of the college, the curriculum group is implemented as the basic teaching organization;
(5) After running for two years, write the summary report of the basic teaching organization of the course group.
(6) Scope of implementation: School of Media Engineering.
(7) Number of students benefited: about 2300 students.

6. The Conditions for the Reform of the Project

The reform of this project is a reform that media engineering college wants to do after its establishment. It is supported at the college level and has operability. The deficiency is that there is no relevant policy support at school level, especially the recognition degree of curriculum group leaders and their role and status in the teaching system. How to make teachers change their ideas, mobilize the enthusiasm of curriculum group leaders, and clarify the responsibility and rights are the problems to be solved in this project.

The secondary college where the reform practice of the project is located supports the reform and is also a part of the top-level design of the college. The college separates the responsibilities of the Department and the curriculum group. The curriculum group is the basic teaching organization, and each department is responsible for discipline construction, specialty construction, scientific research, etc.

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References