



INNOVATION OF TEACHING MANAGEMENT MODE IN HIGHER  
VOCATIONAL COLLEGES

JING NI

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN  
EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

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### ABSTRACT

The research purpose to analyses the current situation of the teaching management model. The research conducted through questionnaires, and interview. It is pointed out that the teaching management model of higher vocational colleges has problems of school expansion affecting student education management, improper logic of discipline-oriented organizational structure, poor basic conditions restricting the development of management model, and deviation of teaching objectives and curriculum setting from students' psychology. Based on affirming the teaching management mode, corresponding countermeasures are proposed, mainly in terms of establishing the mechanism of student education and management, giving full play to the function of ideological and political education, building an innovative team of teaching management based on the theory of vocational logic, and increasing the investment in infrastructure to create a good teaching atmosphere.

**Keywords:** Educational Administration, School, Students

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Jing Ni

## Table of Contents

|                                           |    |
|-------------------------------------------|----|
| Abstract.....                             | IV |
| Acknowledgement.....                      | V  |
| Table of Contents.....                    | VI |
| Chapter 1 Introduction .....              | 1  |
| 1.1 Statement of the Problems.....        | 1  |
| 1.2 Research Objectives.....              | 7  |
| 1.3 Scope and Limitation.....             | 14 |
| 1.4 Research Benefit .....                | 16 |
| Chapter 2 Literature Reviews.....         | 17 |
| 2.1 Concept and Theories .....            | 21 |
| 1.5 2.2 Literature reviews .....          | 23 |
| Chapter 3 Research Methodology .....      | 29 |
| 3.1 Population and Sampling method.....   | 37 |
| 3.2 Data collection.....                  | 38 |
| 3.3 Data Analysis.....                    | 39 |
| Chapter 4 Results .....                   | 44 |
| Chapter 5 Discussion and Conclusion ..... | 46 |
| References.....                           | 60 |

## Chapter 1

### Introduction

#### 1.1 Statement of the research problem

This study analyses the current situation of teaching management model in higher vocational institutions, analyzes its problems, as well as relevant foreign experiences and some domestic measures worthy of reference, and puts forward requirements and countermeasures. The research is conducted through questionnaires, literature method and interview method. Using constructivism and dialectical unity as the theoretical basis of understanding and structure, this paper elaborates the characteristics, principles and tasks that should be followed by the current teaching management mode of higher vocational colleges. It is pointed out that the teaching management model of higher vocational colleges has the problems of school expansion affecting student education management, improper logic of discipline-oriented organization, poor basic conditions restricting the development of the management model, and teaching objectives and curriculum setting deviating from students' psychology. Of course, on the basis of affirming the teaching management mode of higher vocational colleges in China, corresponding countermeasures are proposed, mainly in establishing the mechanism of student education and management, giving full play to the function of ideological and political education, building an innovative teaching management team based on the

theory of vocational logic, and increasing the investment in infrastructure to create a good teaching atmosphere.

## **1.2 Research objectives**

1. It is hoped to build a teaching management team with rich knowledge of educational theories and expertise, in addition to the ability to solve problems, analyze and present problems, as well as the ability to self-control, regulate and make decisions.

2. The new teaching management personnel should also be aware of modern information technology and have researched or developed teaching management models to improve teaching management.

3. Teaching is the central work of colleges and universities, and teaching management is the core content of college management. Teaching management in colleges and universities should abandon the traditional rigid teaching mode, update the concept, keep pace with the times, develop and innovate, try to make teaching management in colleges and universities keep pace with the times and the development of education, and cultivate college students with innovative spirit and practical ability.

## **1.3 Conceptual framework**

Higher vocational education is an important part of higher education, including higher vocational specialist education, higher vocational undergraduate education and postgraduate level vocational education, which is a type of higher education

development and shoulders the mission of cultivating talents for economic and social construction and development; at the same time, higher vocational education is also a high-level education in China's vocational education system. Higher vocational education has developed into three levels of modern vocational education, including specialist level vocational education, undergraduate level vocational education and postgraduate level vocational education (professional degree postgraduate education).

Teaching management is the process of using the principles and methods of management science and pedagogy to give full play to the management functions of planning, organising, coordinating and controlling, and to co-ordinate the various elements of the teaching process so that they operate in an orderly manner and improve their effectiveness. The education administration and the school share the responsibility for teaching and learning management. Teaching management involves such basic aspects as teaching planning management, teaching organisation management and teaching quality management.

Education management is a systematic process, and the management of people is more important than the management of people, so in terms of the dimensions of the management of people, education management can be divided into the following models.

The first is authoritarian management. The authoritarian type of management is characterised by a lobby in which the manager has the final say, and although there

are forms of consultation or advice, these are superficial, and although there are occasions when the manager takes on board the right opinions and suggestions, these are, after all, the minority of cases. The advantage of authoritarian management is that the manager can implement his or her own ideas, and to a certain extent the manager's will can be easily achieved. Collective resistance manifests itself in the resistance of the group of managers to management initiatives, which may in some cases attract the attention of the manager and lead to a change in management practices to a certain extent or on a certain occasion, while impotent non-resistance is even worse. Such behaviour is not only superficially peaceful, but also in fact unproductive.

The second is overly democratic management. Democracy is an improvement in management, but excessive democracy can lead to managers being indecisive or delayed in promoting management initiatives, which can lead to reactive work. On the surface, excessive democratic management looks like a harmonious atmosphere in which you and I are well, but on the surface, it indicates a lack of self-confidence on the part of managers in their management ideas, management methods and management behaviour, which leads to passivity and procrastination in management. Especially when it comes to sensitive management issues such as jobs and performance, such managers are more likely to hold meeting after meeting, negotiate after negotiation and end up with no results, with the result that the manager loses trust and makes management difficult. To a certain extent, this type

of management is typical of inaction management, which leads to collective ignorance and thus to inefficient management and a lack of human personality.

Thirdly, there is the "sword and swords" type of management. This type of management is typical of a lack of managerial self-belief. Whenever there is a problem that is more concentrated or difficult to deal with, the manager will use documents or requests from superiors. This type of management can be used occasionally, but its long-term use may lead to a negative public opinion atmosphere in which the supervisors question or disagree with them. The documents issued by superiors should of course be implemented, but not in an unrealistic way, but in a way that combines the spirit of the superior's request with the actual situation of the unit and formulates a specific, actionable plan that is suitable for the unit. Of course, managers are aware of this problem and have made school-based management efforts, but inappropriate management methods or incentives can lead to slackness or fatigue on the part of those being managed, and if problems like this are pushed to higher authorities, they can lead to negative feelings on the part of those being managed, which can lead to the failure of policy implementation. There is also a similar phenomenon where the manager is not in the hands of the unit and therefore may be less effective in implementing the unit's policies or in promoting certain tasks, so the manager will often push the unit's hands out to "bully" them. This is a way to create resentment among the people being managed.

Fourthly, excessive institutional management. The essence of institutional management is to rely on the system to control what people do, and to rely on the system to treat people right, which is superficially a kind of management that treats things but not people. The most important advantage of system management is that people are equal before the system, there are no people outside the system, and there are no things outside the system. This not only saves a lot of time in explaining things, but also gives the person being managed a feeling of being helpless in the management process. However, the premise of system management is that the system is a good one, that it will be adjusted as things change and that it represents the views of the majority of the organisation's members and that it has been discussed and approved by the organisation's staff council. At the same time, the disadvantage of system management is that the system is not equally adaptable to different groups of people, nor is it adaptable to different things. Therefore, over-reliance on the system can often lead to a misunderstanding of the rules and regulations, thus giving the impression that the system is more rigid than flexible, especially in the case of unexpected changes, which can lead to too much rigidity in the implementation of the system. What we call a system without emotion but management with emotion highlights the need to take account of human nature outside the system.

Fifth, management by file. It is a form of management that is appropriate for the members of an organisation and is widely recognised as such. It is internalised in

the consciousness and trust of the members of the organisation, thereby creating the life and vitality of management. Such a vision should not only take into account the level of professional development of the members of the organisation and have initiatives and actions that can be implemented to raise the level of professional development, but also take into account the collective development sentiments of the members of the organisation, which are both prosperous and detrimental. A phased and step-by-step implementation plan must be drawn up for the realisation of the vision, from the development of the plan to the implementation of the plan in every aspect, involving every person, so that the right person does the right thing, so that everything is taken care of, everything is done, everything is managed, and everything is asked for. As the situation changes, timely corrections will be made during the implementation of the vision in order to avoid deviations.

#### **1.4 Research hypothesis**

Today, the management of higher education in China is still based on the traditional teaching and learning management model: on the one hand, school leaders want to have unlimited power and control over students and teachers, and on the other hand, schools focus unilaterally on social functions while ignoring, for example, the requirements of people in the process of social development. These perceptions seriously hinder the cultivation of independent personalities and the free development of students' ideas, and do not well cultivate a group of autonomous,

independent, dynamic and complete human beings. Therefore, we should be brave enough to change this pattern and gradually implement teaching management with subjectivity.

Nowadays, higher education is no longer about teachers imparting knowledge alone, but about students as the main body of teaching and learning, allowing them to develop in many aspects, holistically and comprehensively. The participation of student subjects in the teaching and learning work of the school has an important role to play in promoting the development of higher education in China. The current important content of China's education is to strengthen the research of higher education management theory, and gradually build a new, new model suitable for the development of China's education, to better adapt to the development of education in China's higher education institutions.

### **1.5 Scope and limitation of research**

At present, the informatization construction of higher vocational institutions focuses on teaching activities and business management, etc., without paying attention to the informatization construction of teaching management. There are also partial reports pointing out that the level of informatization is low and the management efficiency is not high in China's higher vocational institutions compared with foreign higher vocational institutions; although some partial higher vocational institutions pay attention to the informatization construction of teaching management, it is mainly for the construction of student attendance and information release, and few

higher vocational institutions treat teaching management as an important work, and then they do not focus on the finalization of strategic decisions. Although some higher education institutions pay attention to the construction of information technology, they encounter many difficulties in practical application, the most important of which is the financial problem. In addition, the actual application process needs to be carried out. In addition, the actual application process requires a lot of personalized service design, it is difficult to integrate with other systems in higher education institutions, and the system functions cannot meet the actual work requirements are all factors that affect the construction of teaching management information system in higher education institutions.

### **1.6 Research terminology**

As the two main types of modern higher education systems, higher vocational education and discipline-based general higher education are different in terms of the mode, means, ways, methods and purposes of talent training, which make them play different roles in educating people, undertake different social functions and have different impacts on the future life development of the educated. However, from an objective point of view, the difference between higher vocational education, which is based on skills training and technical application, and general academic higher education, which is based on cultural learning and theoretical research, should be merely a difference in the type of education, rather than a distinction between higher and lower levels. Internationally, the term "higher

vocational education" is rarely used in other countries, and if it is, it does not have the same connotations as we understand it. In Russia, for example, the term 'vocational education' is understood in a general way to mean all professional education except basic education, so that their 'higher vocational education' includes all higher education, rather than the part of it that we mean as opposed to general higher education. In more countries, "vocational education" is narrowly understood to mean a specific type of education for the training of skilled workers, i.e. education (including training) for direct operators who do not need much theoretical knowledge but rely mainly on motor skills and experience in the field of work at the front line of production and service, and does not enter the field of higher education, and therefore there is no "higher vocational education".

### **1.7 Significance of the study**

Higher vocational education is a special type of professional education to cultivate applied talents to meet the rapid development of economic construction. It aims at cultivating higher technical and applied talents at the front line of production, construction, management and service, which is different from ordinary higher education. This requires students to have a certain theoretical foundation and the ability to work in modern production and technical positions after completing their higher vocational education. Therefore, higher vocational education should have its own unique philosophy and personnel training program, while practical teaching is a major way to achieve the goal of higher vocational education personnel training,

and practical teaching management mode is an important means to effectively implement practical teaching and ensure its teaching quality.

## Chapter 2

### Theory and Literature Reviews

#### 2.1 Definition of higher vocational education

Higher vocational education is based on traditional general education, which is mainly to help students master the requirements of a certain occupation and educate them with deliberate work ethics, skills, and knowledge, so that the students who receive such education become the vocational skill talents needed by the country [1]. The Chinese Encyclopedia of Education mentions about the current higher vocational education, which considers that through technical training and school education, graduates of general high schools, students of secondary vocational schools and skilled workers are educated for about three years, making them become skilled workers and applied talents in demand in the society. The Dictionary of Education considers that higher vocational education should belong to the third level of education, which includes technical education and vocational education, either as continuing education after work or as technical training before employment. Higher vocational education mainly cultivates talents in finance and economics, politics and law, medicine, agriculture and forestry, engineering, science and arts. In countries with different levels of development, their responsibilities regarding vocational education are different. In China, higher vocational education mostly focuses on cultivating applied talents in management, production and

technology, and can be regarded as higher technical education. In terms of curriculum design, it is mostly oriented towards social needs, hoping that through systematic course learning, students can become theoretical and practical talents as soon as possible after graduation. Throughout the history of our country, it is clear that vocational skills have their roots in the everyday labour practices of the people, and that their experience and skills have been an important factor in the transmission of our country's history and the progress of its wheels. Therefore, whether in history, the current or future social and economic development does not leave the figure of higher vocational education. (Taken from "Baidu Encyclopedia")

## **2.2 Definition of teaching and learning management**

Teaching management usually refers to the management of teaching managers to make the teaching activities set by the school to be carried out properly, so as to achieve the purpose of cultivating talents. Teaching management includes teaching quality evaluation, teaching operation management, teaching plan management, etc. In addition, it may also involve teaching system, teaching team, academic style, practical teaching base, laboratory, teaching materials, curriculum, professional construction management, etc. Even teaching reform and research also belong to the scope of teaching management [2]. Different management methods also produce different results. Therefore, many higher vocational colleges are doing their best to improve the teaching management of their departments, aiming to improve

teaching standards and create a good teaching environment, in addition to encouraging teachers of each college to participate in the actual process of teaching management and conduct regular training. However, a comparison of the employment situation of graduates between vocational colleges and ordinary colleges shows that, compared to ordinary colleges, the proportion of professionals delivered by vocational colleges is lower on a higher student base, indicating that higher vocational education has not yet been able to complete the appropriate training of talents. In the final analysis, the main problem lies in the teaching management. The current management mode of higher vocational education is mostly in the outdated stage, less combined with modern information technology, lacking the innovation of network technology, and mostly limited to the original management method, which eventually makes students interested in learning No. 1 and unable to complete their learning tasks. The traditional teaching management mode focuses on establishing a good social image, i.e. external formation, and neglects the management of teaching content, i.e. internal quality problems, usually before the problems appear, new problems arrive.

### **2.3 Strengths and weaknesses of higher education institutions in terms of teaching management**

Higher vocational institutions aim to maintain their own characteristics, choose the corresponding schooling system and management form, rely on their own educational resources, so as to improve the teaching management mode and

successfully complete the talent training objectives with the help of information technology.

### **2.3.1 Advantages of higher vocational institutions in teaching management**

The main advantages are focused on teachers' resources, subject categories and management process levels.

Management process hierarchy: higher vocational institutions can learn from the teaching management methods of ordinary institutions of higher education, which are mainly reflected in teaching evaluation, teaching supervision and teaching guarantee. When the teaching system of higher education institutions gradually matures, they can innovate and improve on the basis of the teaching management methods of ordinary higher education institutions, so as to develop a teaching management mode suitable for themselves.

The academic disciplines are well developed: generally speaking, the curriculum and professional system of higher education institutions are well developed, and of course, they can also learn from the professional settings of ordinary higher education institutions. For example, if there are management colleges, business schools, accounting colleges and medical schools in ordinary institutions of higher education, then higher education institutions can also learn from them and set up corresponding majors, such as logistics management, e-commerce, accounting and nursing, but they should be in line with their own schooling orientation.

Teachers' resources: Teachers in higher vocational colleges come from a wide range of sources, so they can build a team of teachers rich in professional skills and theoretical knowledge. They can recruit part-time teachers from enterprises, manufacturers and hospitals, and they can recruit full-time teachers from universities. The improvement of teachers' resources can help the construction of the curriculum system and enrich the professional level.

### **2.3.2 Disadvantages of higher vocational institutions in teaching management**

Considering the long-term development of higher vocational colleges, it is difficult to copy the teaching management mode of ordinary colleges and universities to highlight their own characteristics, so there are also many disadvantages, which are mainly reflected in the professional settings, talents training and curriculum plans.

Professional settings: copying the professional settings of ordinary colleges and universities may restrict the development of higher vocational colleges and universities, causing them to stick to the old rules and unable to adapt to their actual situation, resulting in their inability to successfully complete the task of talent training, violating their own schooling purposes and ignoring their own schooling conditions.

Talent training objectives: The talent training objectives of higher education institutions are very different from those of ordinary higher education institutions, so we should not copy them, but draw on the same type of higher education

institutions or investigate the current needs of society to set the talent training objectives in line with our own schooling conditions, so as to clarify what skill talents the country needs and what skill talents we cultivate.

Formulate curriculum plans: make reasonable and scientific curriculum plans, clarify talent cultivation programmes, and arrange theoretical and practical teaching reasonably.

## **2.4 Teaching management modes of higher vocational education in different countries**

Different countries and regions have different economic development and social needs, so the management models are also very different, and this paper mainly introduces the models that are quite distinctive and worthy of reference. In particular, China has a large number of provinces and cities, with different economic development and different historical backgrounds, and therefore the conditions in which higher education institutions are run differ. This paper will also introduce some teaching and learning management models that are quite distinctive to the Chinese region.

### **2.4.1 Teaching and learning management mode of Shanghai higher education institutions**

Curriculum: Universities carry out school-enterprise cooperation with enterprises and industry associations, involving industry experts and leaders in the process of curriculum development and talent training programme revision in higher vocational

institutions. Shanghai has established free public practical training bases to strengthen the practical teaching capacity of all higher vocational institutions. In addition, it also cooperates with enterprises to build practical training bases that meet the requirements of enterprises, and carries out a "double certification" system, develops elective courses to meet the requirements of enterprises, enhances students' hands-on ability, cultivates students' interest in learning, integrates teaching resources and strengthens standard management[6].

"Studio" management: Most of the art colleges in Shanghai implement the "studio" management model. They use projects as a basis, simulate the working environment, set real tasks as teaching content, and complete projects and tasks under the guidance of teachers and enterprise experts, thus completing theoretical teaching and practical teaching in a silent manner. Secondly, the teaching guarantee has been strengthened, teaching resources have been integrated and the traditional teaching mode has been broken, with economic and management laboratories, drawing rooms and ordinary classrooms as teaching places. Then again, the content of teaching supervision has been changed, instead of rigid classes and boring assessments.

#### **2.4.2 Teaching management mode of higher vocational colleges in Guangzhou Province**

Teaching materials management: Guangzhou higher vocational colleges manage teaching materials in categories and modules. For example, it is divided into

templates for management such as experimental practice materials, examination management materials, teaching materials and teaching operation materials, and special staff are assigned to update and file them regularly. Reform of the examination system: public foundation courses mostly adopt the separation of teaching and examination. A question bank is established and a machine examination is adopted. Guangzhou higher vocational institutions refer to the computer grade examination model and adopt machine examinations for basic and public courses, which is more efficient and saves teaching resources and is worthy of reference [7].

### **2.4.3 The teaching management mode of American higher vocational colleges**

As we all know, the education industry in the United States has always led the world. Regarding the higher vocational education in the United States, its characteristics mainly focus on: strengthening investment and increasing legislation to emphasize the importance of vocational education; the curriculum is in line with the reality of the United States. The most prominent features in the teaching and management model are the emphasis on student development and learning, the student-oriented approach to training, and the establishment of the concept of serving students. This is manifested in the areas of professional setting, curriculum and teaching security [3].

Professional setting: the development of curriculum classification standards, the

setting of flexible and diverse specialisations with a view to meeting students' needs, the collation and collection of subject knowledge according to curriculum standards, and the role in overall layout, resource allocation and educational planning. However, when setting majors they often do not rely on this standard, but mostly refer to local market demand, school conditions and school objectives to set majors, and have full autonomy so that they can be set flexibly and practically according to social needs.

Curriculum: The curriculum is mostly focused on quality training, with a wide range of knowledge and flexibility. The curriculum of American higher education institutions takes into account the need to give students more free time to study, and the curriculum of higher education institutions in different regions has its own characteristics, even in the same institution there are different teaching requirements. However, they generally include any elective courses, major courses, core courses and other modules, aiming to increase students' knowledge, broaden their horizons and cultivate their interests.

Teaching security: Teaching security is the key to completing the talent training programme, so American higher education institutions are fully equipped with facilities and good teaching conditions. The key to their cultivation of talents is to serve students and have a complete management system, mostly in terms of facility construction, student management, operational system design and faculty provision. In addition, higher education institutions set their own standards for

employing teachers, and they organise regular training, mainly in skills training and language training.

#### **2.4.4 The teaching management model of Japanese higher education institutions**

The core feature of the cultivation model of Japanese higher education institutions is industry-university cooperation and school-enterprise integration. Their schooling is characterised by being enterprise-oriented. Generally speaking, the curriculum and syllabus are mostly formulated by the school, enterprises and the guild after consultation. Therefore, compared with other countries, Japanese higher vocational education is more in line with the requirements of enterprises and the objectives of talent training are highly consistent with those of enterprises[4]. In addition, laboratory management is also the highlight of Japanese higher vocational education.

School-enterprise combination: the enterprise management mode is integrated into the daily teaching mode and the enterprise culture is implanted. Firstly, the introduction of the corporate management model into the teaching management model makes the tasks clear and hierarchical. The teaching tasks are divided into departments similar to those of a company, with the top level responsible for formulating the school's development strategy, the middle level responsible for the operation and supervision of teaching, and the teaching staff responsible for teaching. Secondly, the enterprise management model plays an important role in

the supervision of teaching and learning by making the supervision clear, specific and refined.

Laboratory management: Laboratory management in Japanese higher education mainly consists of two levels of management, the academic department level and the school level. The school level is responsible for professional research and educational research laboratories. The academic department level management is responsible for daily teaching laboratories with professional service staff.

#### **2.4.5 Teaching and learning management model of German higher education institutions**

The teaching management model of German vocational colleges is leading the world. Its management model has a long history and a complete system, which is worthy of study and reference by all countries in the world. The main feature of the management mode of German higher vocational education is the "dual system", in which one element is the school and the other element is the enterprise[5]. In Germany, people need to apply for apprenticeship in enterprises before working, and then register and study in the schools set by enterprises. This is why many German vocational colleges play a supporting role for companies, and the teaching and learning management model that emerges from this is similar, with features such as supervision, curriculum development and training programmes.

Curriculum and training programme development: Higher education institutions mainly cooperate with enterprises in the training of human resources, so the

curriculum and training programme development are mostly in line with the requirements of enterprises, in line with the technical standards of enterprises. Moreover, enterprises occupy a leading position in the training of talents.

Teaching quality supervision: A professional assessment body is the subject of teaching supervision, and this body employs authoritative people to carry out teaching quality supervision. Higher vocational colleges and universities mostly assume the role of cooperation in it, coordinating the relationship between the assessment agency and enterprises, so as to complete the cultivation of talents.

## **2.5 Problems of the current education management mode of higher vocational colleges in China**

### **2.5.1 The expansion of schools affects the education management of students**

Against the background of state support for higher vocational education, a wave of expansion has been set off in China's higher vocational colleges and universities. The scale of higher vocational institutions is increasing, so there are many challenges in teaching management. The psychological needs of students in the new era have changed, and it has become the main work of teaching management to improve students' skills, increase core competitiveness in employment and improve teaching management objectives. In the present time of rapid development of information technology, students' thoughts, life and study in higher education institutions are affected, and because of the expansion, students'

scattered learning attitudes and low entry grades increase the difficulty of teaching management [8]. In daily teaching management, if students' feelings are ignored and too strict, students' motivation and self-confidence may be affected, but if students' subjective feelings are overly considered, students may be too indulgent and neglect their studies. Teaching management should therefore be tailored to the students' own characteristics and managed in a way that fosters positive attitudes and good character.

### **2.5.2 Illogical subject-oriented organisational structure**

The composition of teaching management staff lacks scientificity and rationality. In many higher vocational institutions in China, the teaching management lacks expert teams for practical and theoretical teaching, and some even employ enterprise experts to work on this teaching part-time, without forming or establishing professional teaching teams [9]. Moreover, enterprises and schools jointly choose teaching staff, and it is difficult to form a unified opinion, resulting in contradictions between theory and practice teaching, which are difficult to reconcile and the curriculum is difficult to arrange. For example, teachers in higher education institutions mostly focus on theoretical teaching, preferring the construction of knowledge system, and do not pay enough attention to practical teaching, and it is difficult for the practical teaching content to meet the requirements of enterprises. The part-time teachers in enterprises tend to focus on practical skills and ignore the teaching of theoretical knowledge. The two are independent of each other, which

makes it difficult for the teaching management of higher vocational institutions to meet the teaching reality.

### **2.5.3 Poor basic conditions restrict the development of management mode**

The teaching management system of domestic higher vocational colleges and universities is established relatively late, and the system is not complete enough, with poor foundation, little experience, relatively few platforms that can be used, and insufficient investment in financial and human resources, so the teaching management mode of many higher vocational colleges and universities in China needs to be further improved. Many institutions of higher education have even less than 2% of undergraduate institutions in terms of software facilities and hardware facilities, leading to a lack of high-end network equipment in many institutions[10]. In terms of research platform, many advanced equipments are not even open to higher vocational colleges, which further restricts the progress and development of research level of higher vocational colleges. Moreover, many higher vocational colleges have substandard floor space for practical training bases, few have large practical training bases, and they cannot effectively dock in the cooperation with enterprises.

### **2.5.4 Teaching objectives and curriculum deviate from students' psychology**

Compared with ordinary higher education institutions, higher education institutions

should have stronger purpose and characteristics in talent cultivation and teaching design so as to cultivate more practical talents for the country. However, the actual teaching management is more enterprise-oriented, or more inclined to social needs, while ignoring the student-centred education concept, which leads to low interest in learning and weak innovative ideas among students[11]. The lack of professional technical personnel and training guidance in the teaching management of higher education institutions makes it difficult to mobilise students' enthusiasm when setting the teaching mode, making students psychologically inclined towards quick employment, thus ignoring whether the job is of interest or love, and often leaving the job for a period of time, making enterprises lose a large number of talents in a short period of time. Therefore it is necessary to innovate the management model, the curriculum should improve the students' independent learning ability, improve students' interest in learning, in addition to the teachers' teaching methods also need to be innovated, to promote independent learning, improve the management model, so that students really meet the needs of enterprises and society.

## Chapter 3

### Research Methodology

#### 3.1 Population/sampling method/variables

The survey was conducted using a self-administered questionnaire, supplemented by interviews, with the aim of identifying the extent to which teachers and students recognise the teaching management model, combining it with the literature to identify problems and suggest countermeasures.

#### 3.2 Data collection

##### 3.2.1 Design of the survey questionnaire

The respondents were divided into students (freshmen and sophomores); full-time teachers, of whom those who had been in the profession for less than three years were called new teachers and those who had been in the profession for three years or more were called senior teachers; and teaching managers, who were divided into college teaching managers and school teaching managers. The answers to the questions were very satisfied (5 marks), satisfied (4 marks), average (3 marks), dissatisfied (2 marks) and very dissatisfied (1 mark). For students, the survey mainly investigated the selection of teaching materials, practical teaching, teaching content, teaching environment, teachers' lectures, etc.; for full-time teachers, the survey mainly investigated the construction of curriculum system, personnel training program, enterprise practice, teaching equipment and instruments, further training

and training, etc.; for teaching managers, the survey mainly investigated the teaching management system, school-enterprise cooperation, professional construction, practical training base, teacher training, and Monitoring system and other aspects. The above questions involve students, teachers and management personnel at three levels, covering the whole process of teaching implementation and management, involving teaching quality monitoring, teacher team building, teaching management and implementation, curriculum and professional construction, teaching management system, and evaluation of teaching effectiveness.

### **3.2.2 Selection of samples**

The survey targets mainly students, teachers and teaching managers, and a random sample was taken to issue questionnaires. A total of 869 questionnaires were distributed and 828 questionnaires were collected on site, with a recovery rate of 95%, of which 808 were valid, with an efficiency rate of 93%. 808 valid questionnaires were distributed, of which 508 were answered by students, accounting for 62.87%, including 265 freshmen and 243 sophomores; 212 questionnaires were answered by teachers, accounting for 26.24%, including 92 new teachers and 120 senior teachers; and 120 questionnaires were answered by teaching managers. A total of 212 questionnaires were received from teachers, accounting for 26.24%, including 92 from new teachers and 120 from senior teachers; 88 from teaching managers, accounting for 10.89%, including 69 from college teaching managers and 19 from university teaching managers.

### 3.3 Instrument/study design

Data were analysed using SPSS 22.0 software, with measures expressed as  $\bar{x} \pm s$  and t-tests. The percentage of count data was expressed as n (%) and a chi-square test was performed.  $p < 0.05$  was considered a statistically significant difference.

### 3.4 Statistical and data analysis

#### 3.4.1 Students' recognition of the teaching management system

Table 1 Students' satisfaction with the teaching management system n (%) (mean  $\pm$  standard deviation)

| Category                                                          |        | Freshman year<br>(n=265) | Sophomore<br>(n=243) | $\chi^2/t$ | P     |
|-------------------------------------------------------------------|--------|--------------------------|----------------------|------------|-------|
| Age (years)                                                       |        | 18.25 $\pm$ 2.25         | 20.05 $\pm$ 2.97     | 7.738      | 0.000 |
| Gender                                                            | Male   | 120 (45.28)              | 112 (46.10)          | 0.033      | 0.855 |
|                                                                   | Female | 145 (54.72)              | 131 (53.90)          |            |       |
| Satisfaction with the<br>choice of teaching<br>materials (points) |        | 3.29 $\pm$ 0.44          | 3.22 $\pm$ 0.36      | 1.952      | 0.051 |
| Satisfaction with practical<br>teaching (points)                  |        | 2.09 $\pm$ 0.15          | 3.16 $\pm$ 0.29      | 52.849     | 0.000 |

|                                                 |           |           |       |       |
|-------------------------------------------------|-----------|-----------|-------|-------|
| Satisfaction with teaching content (points)     | 3.99±0.51 | 3.76±0.48 | 5.222 | 0.000 |
| Satisfaction with teaching environment (points) | 2.39±0.64 | 2.36±0.39 | 0.631 | 0.528 |
| Satisfaction with teachers' teaching (points)   | 3.89±0.46 | 3.82±0.54 | 1.577 | 0.115 |

### 3.4.2 Teachers' recognition of the teaching and learning management system

Table 2 Teachers' satisfaction with the teaching management system n (%) (mean ± standard deviation)

| Category          |        | New teachers<br>(n=92) | Senior<br>Teacher<br>(n=120) | $\chi^2/t$ | P     |
|-------------------|--------|------------------------|------------------------------|------------|-------|
| Age (years)       |        | 28.15±4.20             | 42.51±5.07                   | 21.989     | 0.000 |
| Gender            | Male   | 40 (43.48)             | 51 (42.50)                   | 0.020      | 0.877 |
|                   | Female | 52 (56.52)             | 69 (57.50)                   |            |       |
| Satisfaction with |        | 3.09±0.41              | 3.12±0.37                    | 0.558      | 0.577 |

|                                                                     |           |           |        |       |
|---------------------------------------------------------------------|-----------|-----------|--------|-------|
| curriculum development<br>(points)                                  |           |           |        |       |
| Satisfaction with the<br>talent development<br>programme (points)   | 3.11±0.25 | 3.16±0.28 | 1.349  | 0.179 |
| Satisfaction with<br>teaching content (points)                      | 2.49±0.41 | 4.16±0.37 | 31.073 | 0.000 |
| Business practice<br>satisfaction (points)                          | 2.09±0.51 | 4.16±0.49 | 29.950 | 0.000 |
| Satisfaction with<br>teaching equipment and<br>instruments (points) | 3.70±0.46 | 2.42±0.24 | 26.196 | 0.000 |
| Satisfaction with further<br>education and training<br>(points)     | 2.09±0.28 | 4.18±0.26 | 56.099 | 0.000 |

### 3.4.3 Recognition of the teaching management system by teaching managers

Table 3 Satisfaction of teaching managers with the teaching management system n (%) (mean  $\pm$  standard deviation)

| Category                                                |        | Faculty Teaching Managers(n=69) | School teaching managers(n=19) | $\chi^2/t$ 值 | P 值   |
|---------------------------------------------------------|--------|---------------------------------|--------------------------------|--------------|-------|
| Age (years)                                             |        | 35.05 $\pm$ 5.33                | 36.01 $\pm$ 5.12               | 0.701        | 0.485 |
| Gender                                                  | Male   | 32 (46.38)                      | 8 (42.11)                      | 0.110        | 0.741 |
|                                                         | Female | 37 (53.62)                      | 11 (57.89)                     |              |       |
| Satisfaction with management system (points)            |        | 3.10 $\pm$ 0.42                 | 3.08 $\pm$ 0.39                | 0.187        | 0.852 |
| Satisfaction with school-enterprise cooperation (score) |        | 2.91 $\pm$ 0.24                 | 3.18 $\pm$ 0.21                | 4.453        | 0.000 |
| Satisfaction with professional development (points)     |        | 2.58 $\pm$ 0.41                 | 3.81 $\pm$ 0.35                | 11.923       | 0.000 |

|                                                    |           |           |       |       |
|----------------------------------------------------|-----------|-----------|-------|-------|
| Training base<br>satisfaction (points)             | 3.89±0.57 | 3.16±0.28 | 5.390 | 0.000 |
| Teacher training<br>satisfaction (points)          | 3.12±0.35 | 3.15±0.31 | 0.339 | 0.736 |
| Satisfaction with<br>monitoring system<br>(points) | 3.19±0.38 | 2.58±0.46 | 5.915 | 0.000 |

## Chapter 4

### Data Analysis Result

#### 4.1 Demographic Analysis of Respondents

The respondents were mainly students, teachers and teaching administrators, a random sample was taken, and questionnaires were distributed. A total of 869 questionnaires were distributed and 828 questionnaires were collected on site, with a recovery rate of 95%, of which 808 were valid, with an efficiency rate of 93%. 808 valid questionnaires were distributed, of which 508 were answered by students, accounting for 62.87%, including 265 freshmen and 243 sophomores; 212 questionnaires were answered by teachers, accounting for 26.24%, including 92 new teachers and 120 senior teachers; and 120 questionnaires were answered by teaching staff. Teachers answered 212 questionnaires, accounting for 26.24%, including 92 for new teachers and 120 for senior teachers: 88 for teaching managers, accounting for 10.89%, including 69 for teaching managers of the college and 19 for teaching managers of the university.

#### 4.2 Results of statistical analysis

##### 1.Students' recognition of the teaching management system

The mean age of freshmen and sophomores was  $(18.25 \pm 2.25)$  and  $(20.05 \pm 2.97)$  respectively, and the mean age of sophomores was slightly higher than that of freshmen because they had enrolled earlier. Further comparison revealed that

there was no statistically significant difference in the gender composition between first and second year students ( $p>0.05$ ). In terms of satisfaction with the teaching management system, there was no statistically significant difference between first-year and second-year students in terms of satisfaction with the selection of teaching materials, satisfaction with the teaching environment and satisfaction with the teachers' teaching ( $p>0.05$ ). However, it can be seen from the satisfaction scores that students are more satisfied with the teachers' lectures and less satisfied with the teaching environment, so the teaching environment of the school needs to be further improved. The difference between freshmen and sophomore students in satisfaction with practical teaching and satisfaction with teaching content was statistically significant ( $p<0.05$ ). Among them, sophomore students were slightly more satisfied with practical teaching than freshmen students, which may have a strong relationship with the curriculum, as freshmen students were mostly involved in basic courses, less specialized courses and not much practical teaching. On the whole, the satisfaction score is around 3.5, which means that students are not very satisfied with the teaching management system and there is still room for further improvement.

## **2. Teachers' recognition of the teaching management system**

The mean ages of the new teachers and senior teachers were  $(28.15 \pm 4.20)$  and  $(42.51 \pm 5.07)$  respectively, and the mean age of the senior teachers was slightly higher than that of the new teachers because they had started earlier. Further

comparison revealed no statistically significant difference in gender composition between new and experienced teachers ( $p>0.05$ ). In terms of satisfaction with the teaching management system, the difference in perception between new teachers and senior teachers was greater, and in terms of satisfaction with teaching equipment and instruments, new teachers were slightly more satisfied than senior teachers, and the difference was statistically significant ( $p<0.05$ ). However, in terms of satisfaction with teaching content, satisfaction with enterprise practice, satisfaction with further education and training, the difference was significantly lower than that of senior teachers, and the difference was statistically significant ( $p<0.05$ ). In addition, there was no statistically significant difference between new teachers and senior teachers in terms of satisfaction with the construction of the curriculum system and satisfaction with the talent training programme ( $p>0.05$ ). On the whole, the satisfaction scores of the above factors are not very high, indicating that new teachers and senior teachers are not very satisfied with the teaching management system, and there is still room for further improvement.

### **3.Recognition of the teaching management system by teaching managers**

The mean age of the teaching management staff of the college and the teaching management staff of the school were  $(35.05 \pm 5.33)$  and  $(36.01 \pm 5.12)$  years old respectively, and the difference in age was not statistically significant ( $P>0.05$ ). Further comparison revealed that there was no statistically significant difference in

the gender composition between the teaching managers of the college and the teaching managers of the school ( $P > 0.05$ ). In terms of satisfaction with the teaching management system, there was no statistically significant difference between the college teaching managers and the school teaching managers in terms of satisfaction with the management system and satisfaction with teacher training ( $p > 0.05$ ). However, in terms of satisfaction with school-enterprise cooperation and satisfaction with professional construction, the school teaching management was significantly higher than the college teaching management, and the difference was statistically significant ( $P < 0.05$ ). Further comparison revealed that in terms of satisfaction with the practical training base and satisfaction with the monitoring system, the college teaching management was significantly higher than the school teaching management, and the difference was statistically significant ( $P < 0.05$ ). On the whole, the satisfaction scores of the above factors are not very high, which means that the satisfaction of the teaching management system is not very high among the teaching managers of the college and the teaching managers of the school, and there is still room for further improvement.

#### **4.3 Test results of the hypothesis**

Three hypotheses were formulated for this study regarding student, faculty, and instructional administrator recognition of the instructional management system, which were partially supported and partially not supported by the statistical results after data testing. Three new relationships were found outside of the original

analysis and variable paths, but only two of them were supported. Overall, this study has good empirical evidence for the initial model hypotheses, building on the existing research results at home and abroad and the authors' research on innovative teaching models in universities. Most of the research hypotheses are consistent with the actual situation in China and have a high degree of credibility.

## Chapter 5

### Conclusions and Discussion

#### 5.1 Conclusion and discussion - Innovation of teaching management model in higher vocational institutions

##### 5.1.1 Establishing a student-centered philosophy of education

Teaching and learning management in higher vocational institutions should be carried out according to the student-oriented concept, so that students can have self-awareness and promote their personality development. The current mode of teaching management is mostly carried out in the following four modes [12].

First, in teaching management work should be student-oriented, with full respect for students, personality shaping, allowing students to think freely and independently. In the usual teaching work students as the theme, for the characteristics of students targeted teaching, so that the classroom back to students, thus making teaching development and reform.

Secondly, students are supported to participate in the management of teaching and learning, so that they have a sense of self-management, self-service and self-education in the management, to improve their sense of service and to develop the quality of hard work and hardship, thus shaping a positive and optimistic attitude to life in the process, and ultimately improving their overall ability and quality. The process of student participation in the management of

teaching and learning also contributes to the improvement of the quality of teaching and learning. With the help of clubs and student unions, students fulfil their duties and responsibilities to improve their support and advice for teaching and school construction.

Thirdly, it is important to establish a good teacher-student relationship and to increase the frequency of interaction with students. Changing the traditional 'fill the classroom' teaching model and increasing interaction with students in the classroom encourages and supports schools to explore knowledge and take the initiative to learn, thus improving learning efficiency and helping teaching management to run smoothly. The development of a harmonious teacher-student relationship not only helps in the management of teaching and learning, but is also a new requirement in today's education.

Finally, modern information technology is used to increase the content of learning. Combining everyday teaching with information technology allows teachers and students to share information technology to enrich teaching content, enhance students' interest in learning and improve the quality of teaching. In addition, the use of information technology can help learning information processing and collection, better management information systems, and support reform and innovation in the teaching and management of learning.

### **5.1.2 Establishing student education and management work mechanisms**

A scientific and reasonable education management work mode can help higher education discipline students' behaviour, cultivate their personal qualities, build self-confidence, construct three views and improve education [13]. However, traditional education and management work often involves several departments of the school, which need to cooperate with each other and complete together, but in the actual teaching and management work, several departments cooperate loosely and it is difficult to solve students' problems. Therefore, the actual work requires the cooperation and complementary strengths of all departments, which can build a sound model of student education and management and improve the management level. First, improve management capacity, strengthen institutions and enhance the level of coordination and organisation of management. In the actual teaching and management work, a system of responsibility is implemented to put the work into practice to the grassroots organisations and even to individuals, so as to improve management efficiency. Secondly, make full use of the school's management mechanism and bring into play the grassroots role within the school to provide both administrative management and ideological education for students in order to achieve dynamic management and supervision of students and improve management outcomes. Finally, the combination of the credit system and the tutor system strengthens the in-depth management of students, making the integration of classes and majors improve, increasing the students' sense of belonging and thus improving the effectiveness of management.

### 5.1.3 Play the function of ideological and political education

Ideological and political education work is very important in the education and management of students in higher education institutions, and is an important way to help higher education students establish a correct world view, values and outlook on life [14]. In the education work, the importance of ideological and political education for students is raised and fully integrated with professional knowledge, and targeted ideological and political education is carried out so that higher vocational students can not only master professional theoretical knowledge in their studies, but also have good moral cultivation and firm political beliefs. Ideological and political education can make students aware of the requirements of the times, solve the problems they encounter and raise their self-esteem. While improving the quality of student education and management, it can also solve problems in education and management, and improve the construction of ideas. In addition, schools can also, encourage students to participate in different types of practical activities, using the implementation of practical activities to help educate the mind and improve the ideological and moral quality of students. Through the combination of student education and management and ideological and political theory courses, the level of student education is optimised, the quality of education is optimised, and student education and management is promoted to proceed smoothly.

#### **5.1.4 Constructing a teaching management innovation team based on vocational logic theory**

At this stage, one of the important projects of the construction plan of high-level professional and higher vocational schools with Chinese characteristics is the innovation of teaching management mode. It is chosen to take vocational logic as the guide to change the previous problems of imperfect structure of dual-teacher teachers and contradictory logical relations of management modes, and to re-form the teaching management innovation team in higher vocational institutions starting from the formation of objectives. First of all, it must be clear that the purpose of teaching management is to cultivate professional technical talents, correctly analyse the vocational logic of the teaching management model, set the management content of teaching work in a logical and organised way according to the characteristics of the teaching management tasks and according to the specific methods and working methods of teaching management. Therefore, it is essential to break the professional logic of the original teacher formation, to stop focusing on knowledge learning as the orientation, to carry out innovation in the teaching management model, to respect the objectives of the work tasks and to establish the main tasks of teaching that match those of the enterprise and society. Afterwards, on the basis of the theory of professional logic, the main objectives and tasks of teaching management should be set uniformly within enterprises and schools around the cultivation of high-quality and skilled talents, so as to jointly

develop teaching capacity and build a career-oriented matrix of management teams, adjust the original behavioural patterns between individuals and choose an organisational form of collaborative division of labour and cooperation among multiple people for the construction of management innovation teams in higher vocational institutions [15].

#### **5.1.5 Increase infrastructure investment to create a good teaching atmosphere**

The biggest obstacle in the construction of teaching management mode in higher vocational institutions is a good teaching atmosphere. Firstly, the teaching process cannot fully enhance students' interest in learning and cannot make use of network technology; secondly, the practical training base in practical training teaching is insufficient and difficult to use. Therefore, in the context of the double-high construction, it is necessary to rapidly strengthen the links between schools and enterprises and make full use of the resources of enterprises for the construction of practical training sites, so that learning can be simulated at school through the practical training bases built jointly by schools and enterprises. In order to create a more favourable teaching environment and to improve the professional training capacity of higher vocational institutions, it is necessary to optimise the teaching management team in the institution on the basis of the introduction of production technology talents. A teaching quality assessment system can be set up to regularly evaluate teaching results. Firstly, through assessment, teaching results can be

motivated and appraised, which will improve teachers' enthusiasm and promote high quality of their work. Secondly, after the assessment is completed, the learning situation of students can be analysed to determine whether it meets the needs of society, problems can be found, the shortcomings of teaching and training objectives can be analysed and reset or improved, and the effectiveness and quality of teaching can be monitored.

## **5.2 Conclusion**

Through conducting surveys on teachers and students and reviewing and analysing relevant literature, higher vocational institutions have achieved some results in teaching management, such as more standardised and scientific teaching management and significantly improved teaching efficiency. In addition, the process of establishing management systems in higher education institutions may be cumbersome and inefficient, and the new system is difficult to integrate with the inherent system of the school, and many higher education institutions are superficial and focus on the form, which is difficult to solve the problems in the process of teaching management. The research in this paper is useful for establishing student-centred, teaching supervision management systems and innovative education and teaching concepts. By implementing teaching quality management, standardising teaching links and improving the teaching system; establishing a quality evaluation system, setting up a quality monitoring and control system, and involving both teachers and students in the management system of

teaching quality assurance, in order to achieve the purpose of quality assurance of the teaching process and education results. Through this thesis writing, through actual interviews and research, we got rid of theoretical knowledge and paid more attention to practice, improved the ability to consult literature, synthesized knowledge, exercised the ability to solve problems and gained a more profound understanding of the teaching management process in higher education institutions. I hope this paper can play the role of a brick to attract jade, and can play a certain role in promoting the teaching management of higher education institutions in China. However, my ability is limited, the sample of the survey is small, and the understanding of the contribution is insufficient, so there are still shortcomings in this paper, and some superficial suggestions and conclusions are drawn. I hope that I can get a more systematic conclusion about teaching management in my future work and study.

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