Discussion on Organizational Mode of Teaching Team Innovation in Colleges and University

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Abstract: Based on analyzing characteristics of innovative teaching teams in colleges and universities, the paper elaborates the construction principles of innovative teaching teams in colleges and universities, puts forward the “Four, Three, Four, One” organizing mode of innovative teaching teams in colleges and universities, and can be consulted while establishing current innovative teaching teams in colleges and universities.

Keywords: Innovative Teaching Teams in Universities, Characteristics, Principles, Mode

1 Introduction

As higher education in China is experiencing a popularization period, the organizing and managing system formed over a long period of time has seriously affected education quality. Thus, at the beginning of 2007, the Ministry of Education and the Ministry of Finance joined hands in promulgating *Advice on Implementing the Project of Undergraduate Courses Teaching Quality & Teaching Innovation in Colleges and Universities*, and pointed out to “strengthen construction of teaching teams of undergraduate course, in particular, carefully select and establish a batch of teaching teams with high teaching quality and reasonable structure”. At present, construction of teaching teams has been carried out cosmically in China’s colleges and universities. The organization and operation of innovative teaching teams has become an important task in the construction of teaching teams in colleges and universities.

2 Characteristics of Innovative Teaching Teams in Colleges and Universities

Innovative teaching teams refer to groups formed by teachers (instructors of a curriculum group) guided by advanced education concept, with improving teaching quality as the target, and with mutual complementation of knowledge structure, reasonable age structure, innovative spirit and identical or similar teaching task. Innovative teaching teams can be divided into the following four types: innovative teaching team with identical curriculum group, innovative teaching team with similar curriculum group and identical majors, innovative teaching team with related curriculum group and intersecting curricula, as well as innovative teaching team of practice curriculum group guided by scientific and technological innovation.

An innovative teaching team should possess the following characteristics:

2.1 Reasonable teaching team

Titles, education background, ages and structure of members of an innovative teaching team should reasonable, and the team should be equipped not only with teaching and researching backbone, but also with vigorous new blood. Reasonable structure is the foundation for establishing an innovative teaching team.

2.2 Strong innovating ability

Innovating ability is the fundamental capacity for an innovation teaching team. All members of an innovative teaching group should possess lofty ideals, a strong sense of professionalism & enterprise, as well as stalwart will; in addition, they have to be equipped with well-knit knowledge, faculty and intelligence to achieve creative accomplishment.
2.3 Sharp-cut cooperating spirit
Each and every teacher in an innovative teaching group should have their own personal characteristics, professional strengths and rich working experiences, so as to effectively realize mutual compensation of advantages, common development and common improvement.

2.4 Unambiguous development
An innovative teaching team should set a specific and feasible innovation target, and has relatively concentrated, characteristic and predominant teaching research and innovation practice direction.

2.5 Remarkable achievement
Through continuous cultivation and construction, an innovative teaching team should form a great construction basis and accumulate certain innovative experience in teaching, e.g. great accomplishment in aspects such as Teaching Achievement Award, fine curriculum, characteristics or model specialty or demonstrating center of experiment teaching etc, or show a wonderful trend of acquiring outstanding accomplishment. In addition, an innovative teaching team should achieve certain fruits in specific scientific research, and put latest accomplishment in research into teaching field, so as to accelerate the innovation of the content, method and measures of teaching.

2.6 Excellent teaching effect
The result of teaching effect is the ultimate guideline to evaluate an innovative teaching team. Through common effort of members in an innovative teaching team, the teaching effect should be improved obviously, and comprehensive innovative capacity of the students should be hoisted to some extent.

3 Principles for Establishing an Innovative Teaching Team

As a complicated systematic project, the construction of innovative teaching team should conform to the following principles:

3.1 The principle of reasonable configuration of academic rights and administrative rights
During the process of establishing innovative teaching team, colleges and universities should endow innovative teaching teams with necessary academic autonomy, as so to realize the return of academic rights in teaching field. Meanwhile, teaching management institutions and administrators should become mentors, severs and supporters of innovative teaching teams.

3.2 The principle of combining theoretical teaching and experimental teaching
Theoretic teaching and actual teaching are two important parts in the teaching of undergraduate courses. Theoretic knowledge and practical capacity of students can only take exercise after theoretic teaching and actual teaching are combined. Thus, an innovative teaching team should include not only excellent theoretic teaching talents, but also experimental technicians with rich experience.

3.3 The principle of combining teaching and scientific research
Innovative teaching teams should adopt necessary stimulating measures to absorb excellent teachers who have achieved outstanding academic accomplishment in a filed and possess rich teaching experience and adept teaching skills. These teachers will accelerate professional development of other teachers and the quality of cultivated talents.

3.4 The principle of uniform management and innovation
Standard and scientific management is the guarantee for normal operation of teaching work. Meanwhile, innovative teaching teams should form a new working system and achieve breakthrough in aspects such as upgrade of education and teaching concept, reform of talent-cultivating plan, reform of talent-cultivating mode, reform of talent-cultivating system and reform of curriculum system etc.
4 Organizing Mode of Innovative Teaching Teams

General concept for the establishment of innovative teaching team is: taking academic leaders as the center, backbone teachers as the main force and young teachers as reserves, colleges and universities should build a high-quality teaching team with reasonable diploma structure, age structure, education structure, title structure and high academic level, so as to exert “group army” function in teaching, scientific research and specialized field construction, deepen teaching reformation, guarantee teaching quality, and cultivate practical professionals with high comprehensive quality, strong practicing capability and balanced development in morality, intelligence, body and virtue.

According to years of construction experience, establish the organizing mode of innovative teaching teams. The organizing mode can be summarized as: four-level team ladder organization, three functions, four tasks and a target, i.e. “Four, Three, Four, One” organizing mode, as shown in Fig. 1.

“Four-level team ladder organization” means that a teaching team consists of four kinds of personnel: team leader, pacesetter, backbone force and growing force. (1) Team leader: bellwether of a team. Team leaders should be professors with high academic level, profound academic achievement, rich experience in teaching, scientific research and organization management, having the courage to innovate and can set the direction of teaching innovation and construction. (2)Pacesetter: great achievement in their own teaching and researching filed, can bring a batch of teachers to carry out teaching and scientific research, and be able to unite other members in a team to develop along common researching direction. (3) Backbone force: mainly is made up of young professors and associate professors who have great innovative passion in work. (4) Growing force: mainly is made up of instructors and newcomer young teachers who form the fresh force of innovative teaching teams because they possess great developing potential.

“Three functions” refers to the composing function of innovative teaching teams, including theoretic teaching innovation and scientific & technological innovation. (1) Theoretic teaching innovation: refers
to comprehensive and advanced upgrade of teaching content, optimism of curriculum system, consummation of teaching material, exploitation of advanced teaching method etc.; (2) Practical teaching innovation: includes optimism of practical teaching system, combination of experimental resource, construction of practical basis, upgrade of experimental content, variety of practicing style and practice assessing system etc; (3) Scientific & technological innovation: on the one hand, based on important projects, teachers carry out theoretic and methodical innovation on new scientific matters, and accelerate teaching innovation at the time of solving serious problems about construction of national economy; on the other hand, offer after-school platform for scientific and technological innovation of students, and stimulate innovative concept and cultivate cultivating capability of students.

“Four tasks” is mainly embodied in the following four aspects: curriculum construction, teaching material construction, education and teaching innovation construction, as well as platform construction (including subject construction, laboratory and teaching base construction). The four tasks are also called teaching base construction.

“One target” refers to improve teaching quality and cultivate innovative talents.

5 Conclusion

The main task of innovative teaching teams in colleges and universities is innovating teaching methods and improving teaching quality. With active thought and full vitality, innovative teaching teams aren’t bound by traditional thought. Thus, organizing mode of innovative teaching teams should comply with local condition and environment, development rule of corresponding subjects and research direction at the time of avoiding platitudes.

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