

Current Situation and Construction Countermeasures of Teaching Management Informatization in Universities

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Abstract: Driven by rapid information technology development, digital tools have transformed traditional university teaching management. Relying on big data technology, higher education institutions need to innovate management and teaching modes to realize efficient, precise and comprehensive campus governance. Under the big data background, this paper analyzes the current status and prominent bottlenecks of university teaching management informatization, and puts forward targeted optimization strategies. The research aims to promote university teaching management upgrading with information technology and improve the overall quality and efficiency of educational administration.

Keywords: universities; teaching management; informatization; current situation; construction countermeasures

INTRODUCTION

Educational informatization is the core trend of modern education reform. The integration of offline traditional teaching and online digital learning has become a core path of university educational innovation. All higher education institutions should seize digital transformation opportunities, reconstruct modern teaching management systems, and boost the transformation and upgrading of higher education.

1. SIGNIFICANCE OF UNIVERSITY TEACHING MANAGEMENT INFORMATIZATION

Digital teaching management brings five core values to higher education. First, it optimizes resource allocation and reduces resource waste. Cloud platforms integrate scattered online and offline teaching resources, allowing teachers and students to access materials anytime, realizing resource circulation and avoiding idle educational resources. Second, it standardizes business processes and improves administrative efficiency. Special teaching management systems simplify redundant manual approval and registration links, lifting work transparency and processing speed. Third, it smooths multi-party communication channels. Digital platforms break information barriers among administrators, teachers and students, supporting instant feedback and interactive

communication. Fourth, it realizes refined data-based management. Digital systems record full-cycle teaching data to support teaching evaluation, school decision-making and teaching optimization, shifting extensive management to standardized and precise governance. Fifth, it provides powerful emergency teaching guarantee. Digital systems break time-space restrictions to maintain normal teaching, management and supervision during public emergencies. Digital management is not only an emergency response tool, but also a long-term reform priority for universities. Nevertheless, multiple restrictive bottlenecks still exist in practice.

2. CURRENT DEFICIENCIES OF UNIVERSITY TEACHING MANAGEMENT INFORMATIZATION

2.1 Insufficient Digital Awareness and Lack of Cross-Department Collaboration

Although digital systems are widely deployed on campus, the construction level varies greatly among universities, and most informatization projects fail to achieve expected effects. Administrators, teachers and students lack in-depth understanding of digital management; internal functional departments lack coordination, resulting in low system utilization. Meanwhile, there is no regular exchange mechanism for universities to share construction experience and technical

resources. Therefore, improving the digital cognition of all campus staff is the prerequisite for digital transformation.

2.2 Construction Logic Prioritizes Administrative Work While Ignoring Student Service Needs

Most university digital construction projects focus on simplifying administrative procedures and institutional decision-making, while ignoring students' core service demands. Students are the primary service objects of teaching management, yet many managers hold traditional administration-oriented thinking and ignore students' personalized learning needs. Such management-centered operation mode weakens the educational value of information technology, cannot serve teachers' teaching and students' development well, and makes informatization stay in superficial form, which cannot match the operation requirements of modern higher education.

3. OPTIMIZED STRATEGIES FOR TEACHING MANAGEMENT INFORMATIZATION

3.1 Improve Digital Cognition and Promote Inter-University Experience Exchange

Universities can carry out special lectures and digital skill training to popularize digital management concepts and help faculty and students recognize the value of digital platforms. Schools can organize themed promotion activities to encourage active use of information systems. In addition, universities should strengthen cross-school technical exchanges, learn mature construction cases from each other, and continuously optimize local informatization construction plans.

3.2 Integrate Online and Offline Teaching to Enrich Diversified Learning Scenarios

Colleges and universities should integrate high-quality online teaching resources, accumulate digital teaching experience, and vigorously promote flipped classrooms, project-based learning and blended teaching modes. Adopting offline classroom teaching as the main body and online tutoring as the supplement can solve the problem of insufficient after-class communication and expand the time and space of students' learning.

3.3 Build Complete Organizational Structure and Standardized Management Mechanisms

Digital teaching management is a long-term systematic project requiring top-level overall design. Universities shall set up special construction leading groups, formulate overall informatization plans, build clear hierarchical responsibility frameworks, and coordinate functional departments and secondary colleges to avoid prevarication between departments. Digital systems can further realize intelligent task assignment, progress tracking and deadline supervision to standardize daily teaching management.

3.4 Establish Systematic Digital Training Mechanisms for Teachers

Teachers' digital literacy is the core driving force of educational informatization. Universities should launch targeted regular training based on teachers' actual capability deficiencies, update teachers' digital teaching concepts and operation skills. All faculty are required to participate in training; digital teaching competence shall be included in regular teaching assessment to motivate teachers to upgrade classroom teaching and better support student learning.

CONCLUSION

Digital technology drives educational innovation, and teaching management informatization has become an inevitable trend for high-quality development of universities. Institutions must update management concepts, perfect organizational frameworks and supporting rules, and tackle existing problems in digital construction. Continuous optimization of digital teaching and administrative systems helps build a modern management system adapting to diversified educational demands in the new era.

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