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RESEARCH ON TEACHING ARCHIVE MANAGERMENTS IN CHINESE LOCAL UNIVERSITIES UNDER TEACHING EVALUATION

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Abstract:-

Teaching archives refer to the teaching documents which have been formed in teaching activities and are archived and saved, which is one of the important indicators to measure the teaching management level and education teaching quality of local universities. Whether the teaching archives are complete or not, it has a direct impact on the results of educational evaluation. The paper points out the main problems existing in the management and utilization of teaching archive managements in chinese local universities by analyzing the characteristics of teaching archives. Finally, from the perspective of perfecting the management system of teaching archives, strengthening the emphasis on teaching archives management, improving the professional quality of teaching archivists and promoting the informatization construction of teaching archives to deal with the problems in the managements of teaching archives in local universities at this stage.

Keywords: - *Chinese Local Universities, Teaching Evaluation, Teaching Archives Managements*

1. INTRODUCTION

Based on certain education objectives and standards, teaching evaluation tries to accurately understand the quality and overall operation of education of evaluated colleges by systematically collecting the main information and materials, then gives the effect evaluation on school running conditions, the level of management, the quality of education, and teaching efficiency. The main purpose of teaching evaluation is to urge the functional departments at all levels to increase their investment in higher education institutions, and to provide the basis for the improvement of school teaching conditions. Generally, teaching evaluation is to adhere to the five basic principles "subjectivity, objectiveness, diversity, expansibility and substantiality", in which the substantiality principle focuses on factual data, and most of its information and materials are taken from teaching archives. College teaching archives are the teaching documents that record the teachers' teaching process in real time, the management process of the management personnel and the training process of talents, which can reflect the real historical records of the teaching activities of the college, and with the help of the words, Audio-visual, graphics, physical objects and other different carriers to be preserved. As the results and products of teaching activities, teaching archives play an important role in measuring of education quality, academic level, management level of basic teaching units (Liu, Chen, Zhang, et al., 2017).

On the basis of analyzing the importance of teaching archives to teaching evaluation in chinese local universities, this paper points out the main problems existing in the management and utilization of teaching archive managements in local universities by combing with the characteristics of teaching archives in chinese local universities. Then a preliminary discussion on the management and utilization strategy of teaching archives in local universities is made, which plays an active guiding role in the construction of teaching archives management in chinese local universities.

2. Characteristics of Teaching Archives in Chinese Local Universities Section

The management of teaching archives in local universities is a historical record formed in the whole teaching process of secondary colleges, which can witness the course of development of secondary colleges. The collection arrangement and storage of teaching archives in local universities is a process of information accumulation. By summarizing the related materials and implementation of past teaching reform, teaching archives can provide experience and guidance for the next step of teaching reform. The teaching archives of chinese local universities have the following characteristics (Liu, Chen, 2017):

2.1 Teaching Archives are Rich in Contents and Dispersed in Materials

Teaching archives come from all aspects of teaching activities in universities, they are the most abundant part in the university archives. The archiving scope of teaching archives is mainly as follows: (1) Teaching materials, including materials produced in the teaching process of a secondary college that to a certain extent reflect the quality of teaching and the implementation of teaching activities, such as talent training programs, syllabuses, teaching plans, teaching task books, textbooks, course schedules, lecture records, mediation records, student evaluations, practice reports, etc. (2) Teaching management materials, mainly include all kinds of teaching management documents issued by the school, measures for the annual assessment of teachers, statistical tables of teaching inspection, teaching inspection status, curriculum design reports, professional declaration and construction, summaries of teaching practice arrangement, teaching innovation method, etc. (3) Student materials, mainly include student status tables, graduation thesises, organized community activities, student awards, employment status, student party members' information, scholarship evaluation materials, as well as the student's degree application and review materials during the period of school learning life, etc. (4) Test materials, mainly including report cards, examination questions and answers for the examination course, test analysis sheets, examination arrangements, examination outlines, examination documents and notices for each academic year, and a variety of other qualifications (such as CET-4 and CET-6), etc. (5) Teachers' professional files, including the collection of teaching and research papers published by teachers, teachers' teaching workload and scientific research workload, going out to study, competitions and awards received by teachers, etc.

2.2 Teaching Archives have Many Levels, Various Forms and Stable Periodicities

School education systems of local universities are divided into graduate education, undergraduate education and adult education, and the difference of professional levels, school levels, teaching requirements and management characteristics leads many levels of teaching archives. Teaching activities involve classroom teaching, teaching practice and so on. Teaching forms make the original materials for recording teaching activities various: papers, pictures, compact discs, audios and videos, etc. The cultivation of students in each class is a teaching cycle, which reflects the periodicity of teaching archives under the influence of teaching activities.

3. Existing Problems of Teaching Archive Managements in Local Universities

3.1 Lack of Standardization of Teaching Archive Management Systems

Although many colleges and universities have formulated the management system of teaching archives, they lack systematicness, rigor and maneuverability. There is no strict standard procedure for the formation of teaching archive materials, some of the original teaching materials are not collected, sorted and filed in time, which often results in the loss of teaching materials and makes the teaching archives materials not complete. The management system of teaching archives is not strict to the inspection (borrowing) system, which leads to the alteration, defacement, loss and destruction of original materials. The lack of a standardized management mechanism for archives makes some teaching archives have

obvious omissions, inconsistencies before and after, and even contradictions before and after. The forming process of the material is not detailed and incomplete, which makes its authenticity and reliability questionable (Hu, 2017).

3.2 Weak Consciousness of Teaching Leaders and Archivists

The teaching leaders and teaching staff of many local colleges and universities have insufficient understanding of the role and significance of teaching archives (Chen, 2013). The scope of teaching archives and how to manage and archive the teaching files are not clear. They only focus on the teaching center work and do not attach importance to the archival materials formed in the implementation of teaching work. Due to the lack of understanding of the importance and utilization value of the archival materials formed in teaching practice, the system of archiving and project establishment of teaching archives is not perfect. Some colleges and departments do not even have full-time staff engaged in the management of teaching archives, and neglect the role of teaching archives in serving the teaching work.

3.3 The Professional Knowledge and Comprehensive Quality of Teaching Archive Management Teams are to be improved

Due to lack of understanding of the importance of teaching archives management in local colleges and universities, some archives management work is often performed by administrative staff or teaching staff. While the mobility of these staffs is relatively large, this led to the following problems: (1) Most of the teaching archivists have not received systematic file management training and professional knowledge learning, and file management teams generally have poor professional quality, professional skills and professional knowledge. Since the teaching archive managers are not proficient in the contents and operation flow of teaching archives archiving, there is no regularity in the collection and arrangement of archival materials, thus the quality of teaching archive management is not high (Yao, 2016). (2) The teaching archivists have a variety of tasks, and the limited time and energy leads to the inefficiencies of the collection, integration and management of the teaching archives.

3.4 The Management Level and the Utilization Rate of Teaching Archives are lower

Some local universities have insufficient capital funds and material support for teaching archives, most of the teaching archive managements only stay in the fields of finishing, binding, storage and so on, and these works still rely on manual processing, so the work efficiency is low. The low informationization level increases the workload and difficulty of searching and data query between teachers and students, and the informatization construction of teaching archive managements has not attracted enough attention. The management department of teaching archives does not make full use of the campus network to strengthen the exchange of teaching archives and the sharing of materials within the school, which results in a low utilization rate of teaching archives. In addition, the informational awareness and ability of teaching archive managers is poorer, they cannot grasp the effectiveness of the development and utilization of information resources, so it is difficult to form a diversified information resources development and service functions.

4. Measures to improve the Management of Teaching Archives in Local Universities under Teaching Evaluation

4.1 Perfecting the Management System of Teaching Archives

Local colleges should formulate a set of operational archives management system strictly in accordance with requirements of the teaching evaluation system and combining with the actual work of the school, and use the system to guide and standardize the archive work. In accordance with the requirements of the system, all the teaching units should seriously do a good job in archive management from file formation, processing, and collection, and classification, storage and so on.

Local universities must establish and improve the collection and archiving system of teaching archives, so that the collection and archiving of archives can be operated according to the rules. To ensure that integrity of teaching archives, the following points should be done: (1) The registration system for sending and receiving the teaching documents and materials must be strictly executed; (2) Strengthen the collection of fragmentary documents and materials; (3) The collection of ordinary documents and materials should be carried out to the specific responsible personnel. The establishment of the management system of teaching archives has made the collection of teaching archives in the secondary teaching colleges orderly and convenient to consult, and has played a positive role in standardizing teaching and providing detailed support materials for teaching evaluation.

4.2 Strengthening the Attention of Managers to the Management of Teaching Archives

The management of teaching archives is an integral part of the teaching construction in local universities, and the good management of teaching archives can make the information of local universities very much clearer and make the work of the schools in some major activities carried out more smoothly. Therefore, the school should pay more attention to the management of teaching archives: (1) make full use of publicity materials such as bulletin boards, school newspapers and campus networks to actively carry out propaganda to enhance the awareness of teaching archives. Raise awareness of the importance of teaching archive managements and knowledge of teaching archives among faculty members to make them aware of the necessity and importance of teaching archives. (2) Cultivate the consciousness and ability of archivists to process teaching materials so that they can effectively integrate teaching evaluation and teaching archive management. (3) The teaching archive constructions and managements of local universities should be included in the scope of work plannings, management systems and teachers' duty ranges. It should be provided sufficient funds and human resources to solve the problems encountered during the teaching archive construction.

4.3 Stabilizing Teaching Archive Management Teams and Improving the Quality of Teaching Archivists

To a great extent, the quality of teaching archive managements depends on the ability of teaching archivists. Therefore, in order to establish a good teaching archive management, local universities should build a high-quality teaching archive management team and provide protection on the organization construction and personnel training (Chen, 2013). In the process of the continuous development of archival works, teaching archivists must enhance their political and professional qualities, and their awareness to the times. (1) Strengthen the political ideology education, the professionalism and responsibility of teaching archivists. (2) Local universities should set up full-time teaching archive management posts, and also actively introduce those who have a strong sense of responsibility, a high professional level, a modern technology and a higher level of educational background. (3) To strengthen the archival management ability and information literacy of teaching archivists, Regular and occasional professional knowledge training and modern technology training are carries out. While mastering the knowledge and operation skills of archives management, they are gradually equipped with modern technical means to manage the teaching archives (Hu, 2017). (4) Appropriate subsidies and rewards are given to part-time teaching archivists to encourage them to do their jobs better, which will make their work worthwhile and increase their enthusiasm and confidence in their work.

4.4 Promoting the Informatization Construction of Teaching Archive Management Technology

The workload of teaching archives is large, and the traditional manual management mode often makes the efficiency and accuracy of management work on the low side. In the background of big data era, teaching archive managements should actively use modern office technology and equipment, and the electronic and networked management of teaching archives can be realized by relying on the computer and network technology, which can not only improve the working efficiency of teaching archive management, but also improve the quality of teaching management (Yao, 2016).

The informatization construction of teaching archives management can be started from the following several aspects: (1) In order to realize the digital construction of paper teaching files, traditional papers, photos and physical documents should be converted into electronic archives by scanning or photographing, etc. Electronic archives can not only reduce the numbers of paper files, but also can be preserved for a long time. (2) Information management work of teaching archives can be carried out the based on the office automation (OA) system of the school, which can realize the retrieval and utilization of electronic files and improve the efficiency and quality of archives utilization. (3) Secondary teaching colleges should establish "archives information online" webpage and set up the retrieval module according to the archive management system, those are very helpful to find publicly available archival information.

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