
On the Role of Course Archive Construction in Teaching Quality Improvement in Colleges and Universities

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Abstract

This paper discusses the important role of the construction of college course archives in the improvement of teaching quality. At present, colleges and universities pay insufficient attention to the construction of course files, resulting in the construction of course files randomly, which hinders the improvement of course construction and teaching quality. The construction of course files can not only provide a basis for improvement of teaching activities, but also help teachers to improve their business ability. Through the accumulation and analysis of course files, problems in teaching can be found, scientific mathematical statistics and analysis can be carried out, so as to improve teaching methods and means, and improve teaching quality. In addition, the construction of course files can also promote the standardization and standardization of teaching and promote teaching reform and innovation. Therefore, it is of great significance to strengthen the construction of course files to improve the quality of teaching in colleges and universities.

Keywords: *Course Archive, Teaching Quality, Teacher Proficiency, Teaching Management*

1 Introduction

Course archive refers to the archival materials formed in the whole teaching process of the courses offered according to the requirements of the university training program. It is mainly divided into two main categories; one is teaching documents and the other is course construction materials. Teaching documents and materials include syllabi, course description, teaching program, teaching and research activities, teaching materials, lesson plans, course materials, teaching calendars, course schedules, course assessment materials, and other paperwork. Curriculum construction data include teaching materials construction data, teaching reform data, faculty construction data, social practice (experimental) data, teaching quality monitoring data, teaching results data and so on. At present, due to the lack of awareness

of the importance of Course archive construction in colleges and universities, there is no clear construction requirements, and the construction of Course archives is in a random state of self-built by the teaching and research departments, which is an obstacle to the construction of courses and the improvement of teaching quality. Course archive have a positive guiding role in course construction and should be strengthened in order to better improve teaching quality.

2 The significance of Course archive construction for teaching quality improvement

2.1 The development of course archives provide a basis for improving teaching and learning activities

Course archives are the past tense of course instruction. The construction of quality Course archives can not only provide reference for future teaching activities, but also provide teaching norms. The improvement of teaching quality is a process of continuous accumulation. However, if we only rely on the accumulation of experience without doing the work of combing and summarizing the materials, making scientific mathematical statistics from the past data, and summarizing the universal problems from the past teaching practice, then the experience gained will still be perceptual and specific, which is not very useful to the whole course teaching team and can't solve the universal problems. In this sense, the importance of the construction of course archives lie in the fact that it provides huge data and information, which allows us to find universality in particularity, and then promotes the development of course teaching to a better aspect. To take a simple example, in medical schools, although humanities education is indispensable, but how to carry out and what kind of humanities education must be analyzed by a large amount of data in order to find the right idea. The accumulation of teaching files provides us with the most convenient and persuasive way, so the teaching and research department can naturally achieve the right target positioning, content design and degree of difficulty of humanities education.

2.2 The construction of course archives is conducive to the improvement of teachers' business capacity

If the teacher has a "filing" consciousness, then he will no longer be burdened with all kinds of forms, but the formation of teaching standardization of self-consciousness, which is very necessary for the teacher's business growth. Some young teachers are not familiar with the teaching activities, that the podium can be free, arbitrary play, but do not know that this is not only with the requirements of the teaching objectives by thousands of miles, but also affects the enhancement of their own business capacity. The construction of Course archives is actually a better solution to this problem. A complete set of teaching files is the basic flow of teaching activities, when this set of processes into paper in accordance with the time axis of the categories displayed there, the effect of the shock brought about by much stronger than the painstaking teaching. Many young teachers grow by learning from the experiences of their

predecessors. Every profession has its own rules, and a teacher's rules for teaching are fixed in the curriculum file. The Japanese pedagogue Gaku Sato (2016) once said, "The 'skill' or 'technique' of the teacher as a craftsman is the ability to teach through 'imitation' and 'modeling' in a community of teachers. 'modeling' to be passed on and learned." (Gaku Sato, 2016)

2.3 The construction of course archives are conducive to the scientificization of teaching management

Course archive construction and course teaching activities are not completely separate, Course archive construction to play a role in serving the role of teaching must follow the laws of teaching to determine the principles of file construction. With a complete set of archiving procedures and regulations, the generation of archives will be followed, the standardization of teaching and management of scientific and play a positive role. From a small aspect, through the teaching file can be class time statistics, teacher status statistics, student learning effect statistics. From a large aspect, teaching quality monitoring department and teaching department can carry out course evaluation and teaching quality assessment through teaching files, find out the problems in the teaching process through teaching files, evaluate the construction quality of a course through teaching files, and even examine the situation of course reform and course improvement through the cumulative files. People say that teaching is an art. The reason why art is pleasing to the eye is that experience is summarized in the accumulation, and it glitters after years of polishing.

2.4 The construction of course archives is conducive to the function of cultural cultivation

Culture is the soul of a university campus. The university spirit is the unique cultural label of the school, and it is the spiritual wealth of the university that lasts for a long time. The transmission and promotion of the university spirit are inseparable from the construction of the archives. The primary function of the university is to cultivate talents, and the curriculum is the carrier of talent cultivation, and the curriculum file is the first-hand information that records the process of talent cultivation. It can be said that the thickness of the Course archive is the height of the quality of university talent training, and the Course archive directly reflects the history of university talent training. At present, universities are paying more and more attention to the discovery and utilization of Course archives, from the smallest to the course scores of university alumni, the original workbook, to the history of the course history, and even the founder of a certain discipline in the country, can be found in the Course archive evidence. In the Tsinghua University Museum of History collection of Mr. Li Zhengdao in 1945 in the Southwest Associated University of electromagnetism paper, the score is 83 points, including 58 points of theory and 25 points of experimental results, the teacher is Mr. Ye Qisun. Mr. Ye gave Li Zhengdao's experimental results rated a lower score, out of 40 points, only 25 points, in order to remind students to pay attention to experimental ability. This test paper tells us a principle of human education, which emphasizes not only knowledge but also ability. The far-

reaching significance of the construction of Course archives will only become clearer with the accumulation of years.

3 Principles of course archive construction

3.1 Principle of promoting teaching and preserving memory

Compared with government information files and educational and medical files, course archives have their own unique application and historical value, so their unique functional orientation should also be fully considered in the construction of course archives. Curriculum archives record the materials formed in the process of teaching activities by the teaching subject and object of a certain course. Therefore, as long as the material related to the course, whether it is formed by the teacher or the students, or the teaching management department, all belong to the course archives. The historical value of course archives is to faithfully reproduce the history of course development and teaching activities. On the other hand, the construction of course archives is to better summarize the teaching experience, to explore the teaching law suitable for the development of the course, the formation of targeted guidance, so the construction of course archives should focus on the service of teaching, the process of archive construction is to summarize the teaching gains and losses, and clarify the development direction of the process.

3.2 Systemic principles

Systematic is to emphasize the formation of teaching files in line with the integrity of the teaching process, in line with the course of teaching over time. With the increasing scale of university students, the number of materials related to a particular course is relatively large, which brings difficulties for the preservation of Course archives. Therefore, willing to save the information is not much, some schools stipulate that the course examination papers can be destroyed three years after the graduation of students, so that the only thing that can really stay is the lone transcript, the relevant supporting information will be nowhere to find. Moreover, the course materials in the school archives are also very limited, limited to a small number of contents such as syllabi and course grades. However, as the main body of the collection of course materials, the teaching and research department plays a greater role in the preservation of materials, and the method of filing course materials in the teaching and research department is appropriate, rationally categorized, and conveniently retrieved, which is in line with the principle of "law of natural formation" and the principle of logic in the construction of archives. From a practical point of view, the biggest role played by the course archives in the short term is to guide and improve teaching activities, so it is better to systematically organize and collect them with the teaching and research department as the main collection. However, in the long run, if the course archives are to give better play to the historical value, educational value and humanistic value, this work must be carried out systematically by the archives management department.

3.3 Principle of Outstanding Characteristics

Course archives have a certain degree of similarity, such as teachers with lesson plans, students' test papers, etc., and even teachers' lesson plans and lecture notes often do not need to be completely updated every year, and can continue to be used with only partial adjustments or revisions. Therefore, the collection of teaching files should emphasize the specificity on the basis of universality. For example, the teaching plan, curriculum, teaching and research activities can be organized according to the academic year filing, but teachers' lecture notes, teaching logs, etc. do not necessarily have to be filed in strict accordance with the academic year, can be filed according to the number of years of use. For the reform activities in the teaching process, social practice activities and other contents highlighting the characteristics of the curriculum should be strengthened archive construction, and the planning of teaching reform, implementation rules, activity photos, film and television materials, news reports, students' works, summaries of experience, etc. can all be included in the scope of the archive, so as to make the curriculum archives become a factual record of the exploration of the curriculum reform and practice.

3.4 Principle of serviceability

In addition to serving the function of teaching, teaching archives can also better serve the role of campus culture construction and contacting alumni. In the construction of campus culture, university spirit can be condensed from the course archives to play the role of educating people. For example, the lesson plans and lecture notes of old experts and professors, the reference materials compiled by them, and the comments they made when correcting their assignments are all the embodiment of teachers' professionalism and university spirit. Students' excellent homework, neat classroom notes, and insightful practical reports can be exhibited and publicized to become role models for students. In time, if the alumni groups who go out of the campus want to check their own course records, access to the complete course archives will certainly bring the alumni closer to their alma mater and mobilize the alumni groups to serve their alma mater with enthusiasm.

4 Safeguards for the construction of course archives

4.1 Develop a management system in line with the construction of teaching records

To achieve standardization and orderliness in the construction of Course archives, it is necessary to strengthen the construction of the system and use the system to guide the organization, collection and access of teaching files. For example, the construction of teaching files can be included in the scope of the teaching inspection and the scope of the target performance appraisal of the teaching department to promote the construction of teaching files. Some professionals pointed out that the construction of teaching files must be jointly participated by archivists and teaching staff to achieve good results. Therefore, it should also be the archives collection, organization and custody of the functions of the powers and responsibilities are clearly divided, such as by the teaching function is responsible for the collection and organization of the department, and in the department to keep for three years, for the course of teaching and reform of the docket information. After three years, the whole file will be transferred to the archives department, and the archives will be organized and cataloged according to the course categories and stored in the archives. With the advancement of the paperless office mode, the information construction of teaching archives should also be synchronized, and should be synchronized with the archives construction to achieve the archives catalog database and archives website construction.

4.2 Raising awareness of course archiving

The construction of course archives is not an optional thing, nor can we be reluctant to carry out this work because the significance of course archives in the construction of college archives is not obvious. It is necessary to strengthen the publicity and education on the significance of course archives construction, so that archivists and teachers realize that school history is written by the majority of teachers and students. On the one hand, the construction of course archives should be part of the teaching activities of teachers. Teachers should have the basic ability of collecting and organizing Course archives, cultivate good professional ethics and develop good professional habits through the construction of Course archives. On the other hand, archivists should also be familiar with the principles and strategies of curriculum archives construction, so that the curriculum archives can be completely preserved and serve the development of the school. Of course, archivists should also become archive utilizers and researchers so that archival materials can be fully utilized and give full play to their due value. For example, in the field of education, the rise of a wave of research "history of educational activities," the study of the field to be utilized mainly archival materials. At one time, scholars paid attention only to the study of educational thought and educational systems, but not to the history of educational activities, because the archives were not sufficiently explored. The highlighting of hot issues in education research shows that the collection and

organization of archives cannot be limited to the traditional understanding, but should have a long-term vision and the ambition to pave the way for scientific research. As the scholar Zhao Yongqiang (2005) has pointed out: "the development and progress of society to promote the connotation of the discipline of archives, the extension of the inevitable expansion of the composition of the archives is also inevitably secularized." (Zhao Yongqiang, 2005)

4.3 Increase investment in the development of course archives

In order to make the construction of curriculum archives play its due role, it is necessary to increase the investment in human and financial resources on the basis of emphasizing the construction of curriculum archives, without which the work will become an unachievable burden.

As early as in the early 1990s, some scholars called for strengthening the construction of Course archives. However, until now, there is still no clear legislation on the construction of Course archives, and there is a big difference in the understanding of Course archives among colleges and universities, and it is difficult to unify the filing requirements of Course archives. The reasons for these problems are manifold, the main one being insufficient attention, which makes it difficult for the existing manpower and input to support this work. Now that we are gradually recognizing the significance of this work, the corresponding investment should also follow.

References

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