

Research on the Reform Strategy of University Education Management from the Perspective of Innovative Education

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Abstract: With the advent of the knowledge economy era and the acceleration of globalization, the demand for talent in society has gradually become innovative. The traditional mode of university education management has become difficult to adapt to the requirements of the new era. Therefore, it is urgent to reform university education management from the perspective of innovative education. This article aims to explore the inherent relationship between innovative education and education management, analyze the current situation and existing problems of university education management, and propose strategies for reforming university education management, providing references for universities to cultivate innovative talents.

Keywords: Innovative education; Education management; Innovative talents

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1. Introduction

The essence of innovative education lies in enhancing students' innovative thinking and creative abilities as the fundamental and core goals during the advancement of practical teaching. This concept is achieved through diversified teaching activities designed to cultivate students' comprehensive qualities and practical skills. Through this new teaching model, teachers can guide students to explore and discover in a real practical environment, thereby stimulating their imagination and creativity. Ultimately, innovative education is not just about imparting knowledge but also about cultivating students' abilities to adapt to future challenges. In today's era, with rapid technological advancements and increasingly fierce global competition, the development of a country and the revitalization of a nation urgently require a large number of outstanding talents with innovative spirits and practical skills. As an important cradle for talent cultivation, universities bear the significant historical mission of cultivating innovative talents. However, the traditional mode of university education management mainly focuses on administrative management, emphasizing knowledge

impairment and skill training while ignoring the cultivation of students' innovative spirit, practical skills, and comprehensive qualities. As a result, it becomes difficult to meet the requirements of talent cultivation in the new era. The introduction of the concept of innovative education provides a new way of thinking to solve this problem ^[1].

Education management mainly involves the effective use of existing teaching resources by university administrators to integrate teaching faculty. This process not only relies on a deep understanding of teaching needs but also considers the specific requirements of student development. By scientifically and rationally allocating relevant resources, universities can maximize the efficiency of resource utilization and ensure the improvement of teaching quality. This integration and allocation can not only enhance teachers' teaching effectiveness but also provide students with a richer learning experience, thereby promoting their comprehensive development. Innovative education emphasizes cultivating students' innovative spirit and practical skills as the core content, with a strong focus on students' individual and comprehensive development. To achieve this goal, it is necessary to deeply reform the existing mode of university education management, build a management mechanism and operation mode that adapts to the concept of innovative education, and create a good environment and conditions for the cultivation of innovative talents ^[2].

2. Intrinsic connection between innovative education and education management

2.1. Quality education management as the foundation for cultivating innovative talents

Innovative education is not a vague or imaginary concept; rather, it requires solid and effective management as its essential support. In the vast field of education, a comprehensive education management system plays a crucial role, serving as a stable foundation for the smooth implementation of innovative education. This system clarifies the norms and directions of educational activities, ensuring that various innovative education initiatives can steadily advance on established tracks, with rules to follow and order to maintain ^[3]. A scientific evaluation system, like a bright lighthouse, guides the direction of innovative education. It can accurately measure students' innovative achievements and skill development, provide appropriate feedback and incentives, and encourage students to continuously explore and climb new heights on the path of innovation. Efficient resource allocation, like rich nutrients, provides continuous support for the vigorous growth of innovative education. Through the rational allocation of valuable resources such as teachers, equipment, and funds, innovative education can fully utilize various advantageous conditions and maximize benefits.

However, if education management lags behind, its negative impact cannot be ignored. Outdated education management concepts are like barren soil, unable to provide sufficient nutrients for innovative education, limiting its development space. A rigid management system is like a heavy shackle that tightly restricts the innovative vitality of teachers and students, making it difficult for them to freely display their talents. Inefficient management methods are like blocked channels, hindering the smooth achievement of innovative education goals and making it difficult for the seeds of innovation to take root, sprout, bloom, and bear fruit in a suitable environment.

2.2. Innovative education drives transformational changes in education management

In the context of the new normal of the economy, the construction of modern economic mechanisms has raised new demands for cultivating innovative talents for industrial development. This demand not only focuses on cultivating talents with innovative awareness and abilities in higher education institutions, but more importantly, these talents should also possess rich practical experience and strong adaptability to job

positions, providing powerful support for industrial innovation and transformation. Under such circumstances, educational institutions must attach great importance to practical teaching and strive to enhance students' practical skills so that they can better adapt to rapidly changing market demands. Traditional education management models often emphasize regulating and restraining students, whereas innovative education places more focus on stimulating students' interest in learning and tapping into their creative potential. In view of this, education management must undergo significant changes, shifting from "control" to "service" to provide students with better-quality education services, from "uniformity" to "diversity" to meet the individualized development needs of different students, and from "closed" to "open" to create a freer and more relaxed environment for students' personalized development and innovation ability cultivation. Only through these transformations can we better adapt to the requirements of cultivating innovative talents in the new era and contribute to the development of the national economy and the transformation and upgrading of industries.

3. Analysis of the current situation of education management in Chinese universities

In recent years, Chinese universities have been proactive in the field of education management, undertaking numerous reforms and explorations that have indeed yielded some results. However, when measured against the standards of innovative education, there remain many issues that urgently need to be addressed.

3.1. Outdated educational management concepts

Some universities still adhere to traditional management concepts and fail to deeply understand the connotations and importance of innovative education. In practical work, the phenomenon of "emphasizing management over service" is relatively common, with managers often focusing more on maintaining order and regulating behavior while paying inadequate attention to students' needs and development. For example, in handling student affairs, more emphasis may be placed on implementing rules and regulations, while ignoring students' personalized demands. Simultaneously, the issue of "valuing knowledge imparting over skill cultivation" is also deeply ingrained. The traditional teaching model, centered on teachers and focused on knowledge instillation, ignores the cultivation of students' comprehensive qualities such as innovative thinking and practical skills. Students cultivated under this concept may have some accumulation of theoretical knowledge, but they often feel powerless when facing practical problems and innovative challenges.

3.2. Imperfect talent cultivation mechanism

In terms of professional settings and curriculum systems, there are occasional disconnects with market demand. Some universities fail to timely adjust their professional settings and course content in accordance with market changes and industry trends, leading to a mismatch between students' learned knowledge and actual job requirements. The outdated teaching content is also a common problem, with some course textbooks not being updated for many years, unable to reflect the cutting-edge developments and latest achievements in the discipline. The singular teaching method also hinders students' development, as the traditional lecture-style teaching method dominates, lacking interactivity and inspiration, and difficult to stimulate students' interest in learning and innovative spirit. Additionally, there is a severe deficiency in cultivating students' innovative spirit and practical skills, with weak practical teaching links and students

lacking opportunities for hands-on experience and problem-solving.

3.3. Insufficient quality of education management teams

Some university administrators lack innovation awareness and service awareness, are accustomed to working in a step-by-step manner, and lack the spirit of active exploration and innovation. When facing new educational concepts and management requirements, they often respond slowly and find it difficult to quickly adapt to changes. The low level of professionalization is also a prominent issue, as some administrators have not received systematic education management training, lack professional knowledge and skills, and struggle to handle complex management issues. Such a management team is difficult to meet the new requirements of innovative education for management work and cannot provide strong support and guarantees for students' innovative development. Furthermore, in response to the widespread mental health issues among students in the internet age, although universities have set corresponding management standards for students' thoughts and behaviors and conducted evaluations of student behavior in daily work, they often lack systematicity and targeted approaches^[4]. Insufficient mental health education resources and a shortage of professional mental health education teachers make it difficult for students to receive prompt and effective help when facing psychological problems. At the same time, the evaluation criteria for student behavior may be too singular, focusing on results and ignoring the process, which is inconducive to students' comprehensive development.

3.4. Unreasonable allocation of educational resources

High-quality educational resources are scarce and unevenly distributed. On the one hand, some key universities are rich in resources such as teachers, equipment, and funds, while resources are relatively scarce in some ordinary universities and those located in remote areas. On the other hand, there is also an imbalance in resource allocation among different disciplines, with popular disciplines receiving more resources and basic and less popular disciplines facing resource shortages. This unreasonable resource allocation is not conducive to the cultivation of innovative talents and limits the overall development level of universities.

4. Reform strategies for higher education management from the perspective of innovative education

4.1. Fully implementing the “student-centered” principle and innovating educational management concepts

In the process of education management, universities should firmly establish the educational management concept of “student-centeredness,” taking the comprehensive and individualized development of students as the fundamental starting point and ultimate goal. It is particularly important to deeply understand the significance, rich connotations, and key points of cultivating innovative talents. Advanced innovative education management concepts can be actively introduced to help universities effectively break through the shackles of traditional thinking and resolutely avoid using outdated concepts to restrict students' growth^[5]. Universities should highly respect students' individual differences, closely pay attention to their personalized needs, and strive to create a broad space and favorable environment for autonomous learning, independent thinking, and free exploration. Only in this way can students fully unleash their potential in the fertile soil of education and demonstrate their unique personalities and talents. The student-centered education management philosophy requires university administrators to consider issues and formulate policies from students' perspectives, truly prioritizing students' development needs and providing solid philosophical

support for cultivating innovative talents who meet the requirements of the new era.

4.2. Optimizing talent cultivation mechanisms based on innovative education management needs

In today's era, universities shoulder the significant mission of cultivating innovative talents for society. To better achieve this goal, universities must closely integrate innovative education management needs and comprehensively optimize talent cultivation mechanisms. Universities should conduct in-depth research on society's specific demands for innovative talents and scientifically adjust their academic and professional structures accordingly. By optimizing course settings, universities can align the course content more closely with practical applications and cutting-edge fields, providing students with a more valuable knowledge system. Simultaneously, they should vigorously reform teaching methods and assessment models, abandoning traditional single-lecture teaching and examination-based assessment models, and establishing talent cultivation mechanisms conducive to cultivating students' innovative spirit and practical skills. For example, by increasing public elective courses and adopting more flexible management methods, students can be given greater autonomy in course selection. This approach can create a democratic and flexible educational environment where students can carefully select the most suitable courses based on their interests and career development needs, fully stimulating their enthusiasm and initiative in learning. Additionally, universities can establish interdisciplinary programs to break down barriers between disciplines and cultivate students' comprehensive thinking and innovation abilities. They can also offer innovation and entrepreneurship courses to impart innovative ideas and entrepreneurial skills to students, encouraging them to dare to try and innovate ^[6]. Furthermore, actively encouraging students to participate in scientific research projects and strengthening practical teaching links can enable students to improve their practical skills and problem-solving skills through hands-on experience.

4.3. Introducing new educational management models to effectively implement innovative education ideas

In today's rapidly developing educational background, it is necessary for universities to actively learn from domestic and international experiences of advanced educational management and deeply explore new educational management models suitable for their actual situations. For instance, they can vigorously promote the "flat" management model, which significantly improves management efficiency by reducing management levels and simplifying management processes. Under this management model, information can be transmitted more quickly, and decisions can be implemented more rapidly, providing efficient management support for the implementation of innovative education. Additionally, implementing a "project-based" management model, with specific projects as the carrier, can fully integrate various resources, making management more targeted and scientific and effectively improving management effectiveness.

To better implement innovative education ideas, universities can build convenient educational management service platforms. Students only need to register and complete real-name authentication on the platform to easily enjoy a series of educational management services provided by the platform. This simple and quick process allows students to quickly integrate into the use of educational resources. Through real-name authentication, the platform can ensure the security of each user's identity information and provide personalized services based on students' different needs ^[7]. This approach not only greatly improves user experience but also effectively guarantees the effectiveness and security of educational management. After

successful registration, students can easily access various learning tools and resources, actively participate in online courses, and timely obtain learning guidance, thus better supporting their learning and growth. Overall, this design makes educational services more convenient and efficient, fully meets the diversified needs of students, and lays a solid foundation for the further promotion of innovative education.

4.4. Building a high-quality educational management team to lay a solid foundation for teaching staff

A high-quality educational management team plays a crucial role in implementing innovative education and is an important guarantee for promoting educational innovation and development. Universities must attach great importance to the construction of the educational management team and fully enhance the professional literacy and service awareness of managers. To stimulate teachers' academic enthusiasm and innovative thinking, universities can actively organize academic seminars, symposiums, and academic competitions. During these activities, teachers can exchange academic views, share research results, and spark ideas, thus injecting continuous vitality into innovative education. Simultaneously, encouraging teachers to actively participate in activities such as engaging in further study, taking up temporary positions, and attending international interviews is also of great significance. Through further study, teachers can be exposed to advanced educational concepts and teaching methods, broaden their horizons, and enhance their professional level. Taking up temporary positions allows teachers to deeply understand the needs and challenges of actual work and enhance their practical skills. International interviews facilitate exchanges and cooperation between teachers and international counterparts, enabling them to absorb international advanced experience and promote the process of education internationalization^[8]. These activities will help teachers improve their educational management skills and achieve comprehensive career development.

In addition, universities can carry out various forms of training, such as professional knowledge training, management skills training, and communication skills training, to improve managers' policy level, business skills, and management level. At the same time, it is necessary to establish and improve a scientific assessment and evaluation mechanism to comprehensively evaluate managers from multiple aspects such as work performance, innovation ability, and service quality. This will stimulate managers' work enthusiasm and creativity, prompting them to continuously improve their own qualities and provide a solid foundation for teaching staff for the implementation of innovative education.

5. Conclusion and prospects

Innovative education has become an inevitable trend of the times and a key direction for higher education reform. In the rapidly developing era, universities must closely focus on the concept of innovative education and unswervingly deepen educational management reform. They should actively change their management philosophy, shifting from traditional control thinking to service thinking and pay more attention to students' individual development and innovation ability training. Simultaneously, they should vigorously innovate management mechanisms, introduce advanced management models and methods, and improve the scientificity and effectiveness of management. Continuously improving the management level and building a high-quality educational management team will create a good environment and conditions for cultivating high-quality innovative talents. Looking ahead, universities should continue to promote innovative education reform and contribute more to national development and social progress. Cultivating more outstanding talents with innovative spirits and practical skills will push China to achieve breakthroughs and developments in

various fields such as science and technology, economy, and culture.

Disclosure statement

The author declares no conflict of interest.

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