



Digital Teaching Management Promoting of Faculty Members in School of Media Haikou University of Economics.

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Abstract

The objectives of this research were to investigate the faculty members in school of media Haikou University of Economics' opinions for promoting digital teaching management and to compare these opinions by gender, age, and education level. The research sample consisted of 51 faculty members in school of media Haikou University of Economics, selected using a simple random sampling technique. Data collection was done through a 5-rating scale questionnaire with a validity ranging from .67 to 1.00 and a reliability value of .96. The statistical methods used for data analysis included frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research were as follows: 1) The aspect that faculty members' opinions for promoting digital teaching management was ranked highest for "Leading," followed by "Organizing" ,"Controlling" ,and "Planning". 2) The comparison of faculty members' opinions for promoting digital teaching management classified by gender, age and education level were not different. .But whom consider in single items in the questionnaire to do a t-test, that was used to study the opinions on promoting digital teaching management by "education level" , there was statistically significant at level of .05 in "Faculty members continue to organize online teaching management monitoring to promote students' independent development"and there was statistically significant at level of .01 in "Faculty members lead the construction and management of digital campuses. "

Keywords: Digital teaching management, Leading, Organizing, Controlling, Planning



Background and Statement of Problems

Today With the rapid development of higher education and the improvement of campus network, the information construction of colleges and universities has become more and more important. The digital teaching management method based on the campus network will make modern education management more convenient and effective. The requirements for the teaching management process, functional requirements, application architecture and design methods of the teaching management information system in colleges and universities are also getting higher and higher.

According to the concept in (Digital Transformation of Education and School Response, Gu Xiaoqing 2023) Digital teaching management refers to the use of digital technology to promote all-round innovation and change in teaching paradigms, organizational structures, teaching processes, and evaluation methods. The digital transformation of teaching will help regional and school administrators break through the difficulties of educational data aggregation and circulation and governance reform, help teachers activate the value of educational data, and empower the pain points of teaching practice. The digital transformation of the education industry is different from the informatization transformation and digital upgrade of other industries. The inherent complexity of the educational ecosystem, coupled with the difficulties in data integration, school governance, and digital decision-making, affect the effectiveness of the digital transformation of education.

At present, the teaching management of colleges and universities is becoming more and more diversified and comprehensive, and it is urgent to adopt modern scientific management methods to adapt to it. However, ordinary colleges and universities generally face a relative shortage of various teaching resources, and cannot compete with first-class public colleges and universities for high-quality resources in a short period of time. (Research on Teaching Quality Management Based on Digital Teaching Management System Model Yang Peng 2011) The combination of modern education development and "Internet +" is the main way to enhance the health of education development, and is an important means to drive the optimization reform of traditional teaching management mode. The deepening application of "Internet " in



the field of teaching management can promote the development of Informatization and digitalization of teaching management in colleges and universities, help to enhance the compatibility of teaching management in colleges and universities with the development needs of the times, and ensure the effectiveness of teaching management in colleges and universities. (The transformation path of teaching management in colleges and universities based on the "Internet +" era XIAO Rudan 2023), Haikou University of Economics also has the same problem.

They based on the analysis of the current situation of the informationization of teaching quality management in colleges and universities, the construction and application strategies of the digital teaching management platform are discussed, and the development prospects of the digital teaching management are put forward.

The problems of Haikou University of Economics is also:

- 1) Digital information teaching resources and platforms in Haikou University of Economics are relatively scarce.
- 2) The faculty members in Haikou University of Economics 'digital teaching ability is lacking.
- 3) Haikou University of Economics lack effective measures for digital teaching management.

Haikou University of Economics accordingly formulate online teaching plans for different majors and different types of courses, and carefully evaluate the effect according to the implementation situation, and make dynamic adjustments in a timely manner to achieve an effective connection between online teaching and teaching after the start of school during special periods. Strengthen teachers' training in online teaching techniques and methods, encourage teachers to make full use of the high-quality curriculum resources of the Ministry of Education's online teaching course resource platform, carry out course content reform and teaching mode and method innovation, and include online teaching, organizing online discussions, tutoring and answering questions, homework correction into the workload and into performance management. Each course platform should improve online teaching safeguard measures, strengthen course online review and operation management, and ensure



network security and stable operation. (Referenced from Bates, T. (2015). How Educators Use Technology to Improve Student Learning.)

According to the Haikou University of Economics problems and conceptual that In terms of digital teaching management, School of Media Haikou University of Economics formulates a plan to use the online teaching management platform to give full play to the advantages of online digital teaching to promote effective learning for students. School of Media Haikou University of Economics organizes teachers to participate in digital teaching management training to improve teachers' digital teaching capabilities and solve digital teaching problems Insufficient hardware facilities.

Research Objectives

1. To study the digital teaching management promoting of Faculty Members in Schools of Media Haikou University of Economics.
2. To compare the opinions of faculty members on the digital teaching management promoting of Faculty Members in Schools of Media Haikou University of Economics, classified by gender, age and education level.

Research Hypothesis

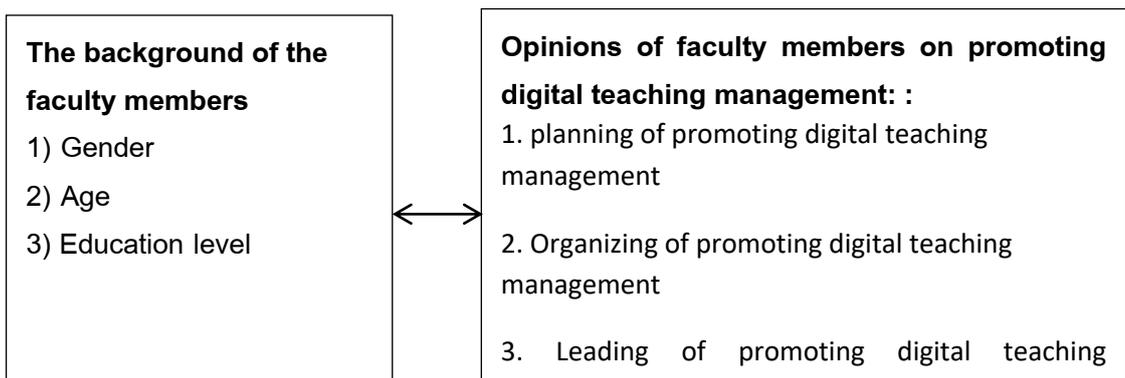
The opinions of faculty members on the digital teaching management promoting of Faculty Members in Schools of Media Haikou University of Economics classified by gender, age and education level were different.

Conceptual Framework

Digital Teaching Management Promoting of Faculty Members in Schools of Media Haikou University of Economics

Independent variables

Dependent variables



Research Methodology

This research used a quantitative approach. The researcher distributed questionnaires with the purpose is to collect raw data, which can be used to study the opinions of faculty members of different gender, age and education level on promoting digital teaching management, and analyze the measures to promoting digital teaching management through the survey results.

The study population namely 60 full time faculty members in School of Media Haikou University of Economics who have been working at least since the year of 2019.the sample used in the research was A total of 51 faculty members consisted of the samples selected by simple random sampling. the researcher determined the sample size 51 faculty members by using the ready-made table of Krejcie and Morgan (sited in Petchroj. (2019). Statistics for Research and SPSS Application Techniques). The total sample was 60 faculty members in School of Media Haikou University of Economics. The questionnaires were 5 rating scales with validity by IOC between .67-1.00 and reliability was .96. The statistics used an analysis of the data to obtain descriptive statistics; frequency, percentage, mean, standard deviation, t-test One-way ANOVA and LSD.

Research results

Analysis results of faculty members'opinions for promoting digital teaching management.

Table 1 Mean, standard deviation, meaning and rank of faculty members' opinions for promoting digital teaching management.

(n=51)

Aspect	Faculty's opinions for promoting digital teaching management	\bar{X}	SD.	Meaning	Rank
1	Planning	4.13	.26	High	4
2	Organizing	4.21	.26	High	2
3	Leading	4.23	.29	High	1
4	Controlling	4.15	.32	High	3
Total		4.18	.18	High	



From table 1, it revealed that the faculty members' opinions for promoting digital teaching management in total was high (\bar{X} =4.18, SD=.18). When considered in each aspect, the highest aspect was leading (\bar{X} =4.23, SD=.29). followed by Organizing, Controlling, Planning.

Table 2 Mean, standard deviation, meaning and rank of faculty members' opinions for promoting digital teaching management on planning.

(n=51)

	Planning	\bar{X}	SD.	Meaning	Rank
1	Faculty members plan to improve the utilization of digital teaching resources.	4.04	.56	High	4
2	Faculty members have a plan to cultivate digital teaching management literacy.	4.08	.60	High	3
3	Faculty members plan to use digital teaching Item resource platforms.	4.18	.62	High	2
4	Faculty members plan to establish an online practice platform to integrate into students' learning and life.	4.22	.58	High	1
Total		4.13	.26	High	

From table 2, it revealed that the “faculty members’ opinions for promoting digital teaching management on planning” in total was high (\bar{X} =4.13, SD=.26). The highest aspect was Faculty members plan to establish an online practice platform to integrate into students' learning and life: (\bar{X} =4.22, SD=.58). followed by faculty members plan to use digital teaching resource platforms, and faculty members have a plan to cultivate digital teaching management literacy, and faculty members plan to improve the utilization of digital teaching resources.



Table 3 Mean, standard deviation, meaning and rank of faculty members' opinions for promoting digital teaching management on organizing.

(n=51)

Item	Organizing	\bar{X}	SD.	Meaning	Rank
1	Faculty members further clarify teaching content through online organizations, such as conducting teaching and research work through online platforms.	4.27	.60	High	1
2	Faculty members organize and build a relatively complete supervision mechanism around the learning process of students to supervise and manage the effective implementation of digital teaching management.	4.16	.58	High	4
3	Faculty members continue to organize online teaching management monitoring to promote students' independent development.	4.24	.55	High	2
4	Faculty members organize online teaching management resources to improve the flexibility and choice of digital teaching.	4.20	.60	High	3
Total		4.22	.26	High	

From table 3, it revealed that the “faculty members’ opinions for promoting digital teaching management on organizing” in total was high (\bar{X} =4.22, SD=.26). The highest aspect was faculty members further clarify teaching content through online organizations, such as conducting teaching and research work through online platforms: (\bar{X} =4.27, SD=.60). followed by faculty members continue to organize online teaching management monitoring to promote students' independent development, and Faculty members organize online teaching management resources to improve the flexibility and choice of digital teaching, and faculty members organize and build a relatively complete supervision mechanism around the learning process of students to supervise and manage the effective implementation of digital teaching management.



Table 4 Mean, standard deviation, meaning and rank of faculty members’ opinions for promoting digital teaching management on leading

(n=51)

Item	Leading	\bar{X}	SD.	Meaning	Rank
1	Faculty members lead the construction and management of digital campuses	4.24	.59	High	2
2	Faculty members lead the construction and management of the curriculum resource sharing platform	4.25	.69	High	1
3	Faculty members are obtained by Colleges and universities in the implementation and management of university teacher development programs	4.22	.54	High	3
4	Faculty members are obtained by colleges and universities to pay attention to the construction of teaching coordination and management teams	4.20	.53	High	4
Total		4.23	.29	High	

From table 4, it revealed that the “faculty members’ opinions for promoting digital teaching management on leading” in total was high (\bar{X} =4.23, SD=.29). The highest aspect was faculty members lead the construction and management of the curriculum resource sharing platform (\bar{X} =4.25, SD=.69) . followed by Faculty members lead the construction and management of digital campuses, and faculty members are obtained by colleges and universities in the implementation and management of university teacher development programs, and faculty members are obtained by colleges and universities to pay attention to the construction of teaching coordination and management teams.

Table 5 Mean, standard deviation, meaning and rank of faculty members' opinions for promoting digital teaching management on controlling.

(n=51)

Item	Controlling	\bar{X}	SD.	Meaning	Rank
1	Faculty members play a leading role in the management and control of digital teaching	4.06	.51	High	4
2	Faculty members implement effective control in teaching and teaching process management to improve the quality of teaching management	4.22	.54	High	1
3	Faculty members monitored the implementation of digital teaching in the field of higher education	4.22	.64	High	2
4	Faculty members are monitored in the transformation and upgrading of digital teaching controlled by universities	4.12	.55	High	3
Total		4.15	.32	High	

From table 5, it revealed that “faculty members’ opinions for promoting digital teaching management on controlling” in total was high (\bar{X} =4.15, SD=.32). The highest aspect was daculty members implement effective control in teaching and teaching process management to improve the quality of teaching managemen (\bar{X} =4.46, SD=.91). followed by daculty members monitored the implementation of digital teaching in the field of higher education,and Faculty members monitored the implementation of digital teaching in the field of higher education,and faculty members play a leading role in the management and control of digital teaching.



Comparison of faculty members' opinions for promoting digital teaching management when classified by gender, age and education level.

Table 6 The comparison of aspects that faculty members' opinions for promoting digital teaching management by gender.

(n=51)

Aspect	Promoting digital teaching management	Gender				t	Sig.
		Male		Female			
		\bar{X}	SD	\bar{X}	SD		
1	Planning	4.17	.21	4.06	.33	1.47	.15
2	Organizing	4.22	.29	4.21	.21	.15	.89
3	Leading	4.22	.30	4.24	.28	-.19	.85
4	Controlling	4.14	.31	4.17	.35	-.23	.81
Total		4.19	.19	4.17	.16	.40	.69

From Table 6, t-test was used to study the opinions on promoting digital teaching management by "gender". There was not different in total and every aspect.

Table 7 The comparison of aspects that faculty members' opinions for promoting digital teaching management by age.

(n=51)

Aspect	Promoting digital teaching management	Age					
		Less than 30		30-50		More than 50	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Planning	4.14	.27	4.08	.23	4.17	.29
2	Organizing	4.25	.30	4.17	.26	4.23	.24
3	Leading	4.24	.28	4.19	.32	4.25	.28
4	Controlling	4.14	.30	4.04	.23	4.30	.40
Total		4.19	.17	4.12	.16	4.24	.19

From Table 7, there was found that in total mean of promoting digital teaching management among the faculty members' age where the age with the highest mean was more than 50 (\bar{X} = 4.24, SD = .19), followed by less than 30, 30-50.

Table 8 The analysis of variance regarding faculty members' opinions for promoting digital teaching management by age.

(n=51)

Aspect	Promoting digital teaching management	Variance sources	SS	df.	MS	F	Sig
1	Planning	Between groups	.06	2	.03	.43	.65
		Within a group	3.36	48	.07		
		Total	3.42	50			
2	Organizing	Between groups	.07	2	.04	.48	.62
		Within a group	3.43	48	.07		
		Total	7.50	50			
3	Leading	Between groups	.03	2	.01	.17	.85
		Within a group	4.13	48	.09		
		Total	4.16	50			
4	Controlling	Between groups	.53	2	.26	2.80	.07
		Within a group	4.71	48	.10		
		Total	5.26	50			
Total	Total	Between groups	0.11	2	.06	1.87	.17
		Within a group	1.45	48	.03		
		Total	1.57	50			

From Table 8, ANOVA was used to study the faculty members' opinions for promoting digital teaching management by "age". The sample did not showed significance ($p > .05$) for all items and in total, showed consistency and there was not difference.

Table 9 The comparison of aspects that faculty members' opinions for promoting digital teaching management by education level.

(n=51)

Aspect	Promoting digital teaching management	Education level				t	Sig.
		Bachelor		Higher			
		\bar{X}	SD	\bar{X}	SD		
1	Planning	4.08	.22	4.14	.27	-.55	.58
2	Organizing	4.19	.17	4.22	.28	-.26	.79
3	Leading	4.11	.42	4.25	.25	-1.32	.19
4	Controlling	4.19	.21	4.14	.35	.43	.67
Total		4.15	.18	4.19	.18	-.64	.53

From Table 9, t-test was used to study the opinions on promoting digital teaching management by “education level”. There was not different in total and every aspect.

Discussion

Discussion on the research results is as follows.

“Leading” which was found as being at the top 1 of opinions for promoting digital teaching management in School of Media Haikou University of Economics. Because it might be that in recent years, due to the increasing attention and in-depth research on educational leading, the identity of teachers as educational leaders has been raised and paid attention to. As a teacher, you should focus on leading on the basis of education and teaching management. "Education" refers to teachers' flexible use of teaching methods and methods in teaching activities. For teachers, "leading" is to properly handle the relationship with students, so that the relationship between teachers and students is harmonious, and the organizational atmosphere is good, so as to better complete teaching tasks and achieve teaching goals. This finding was in line with the study of *Zhu Li (2016)* on “*How to Play the Leading Role of Teachers*”. The study proposed that "Education" and "leading" are not independent or subordinate to each other. From the perspective of "education", teaching activities are the process of teaching and learning in which teachers and students participate together. Teachers, as important participants in educational activities, are also leaders of students and play a leading role in teaching activities. From the perspective of "leading", teachers as



leaders should provide means, approaches and environments for realizing leadership goals and playing a leading role. If a teacher wants to become an excellent and comprehensive teacher, he must enhance his own leadership awareness and play a leading role while teaching.

“Organizing” which was the second top of promoting digital teaching management in School of Media Haikou University of Economics at the faculty members’ opinion. Because it might be that In the spring semester of 2020, a sudden epidemic has changed the teaching management model of colleges and universities. In view of the situation of large-scale online teaching, teachers need to have strong teaching organization ability. This is the basic requirement for teachers to coordinate their own teaching. Therefore, under the teaching management in a special period, teachers should re-examine their role positioning, give full play to the leading role of teachers in teaching, and continuously improve the ability of classroom teaching organization. Only in this way can the efficiency of classroom teaching be improved. This finding was in line with the study of *Yang Jian, Huang Yurong (2022)* on “*Reflection and exploration on the implementation of higher education teaching organization under the background of epidemic prevention and control*”. Research showed that Organization and implementation of large-scale online teaching in schools: In the spring semester of 2020, the school originally planned to start 736 courses, and all courses started as scheduled. Among them, 239 courses were taught on the basis of MOOCs and small-scale exclusive online courses provided by the school's self-built platform and various online platforms, accounting for 32.47% of the total number of courses. According to the online teaching implementation plan, each grassroots teaching organization will adopt a personalized plan to complete the planned teaching tasks in units of teaching weeks, taking full account of network conditions, teaching resources, and teachers and students' "teaching and learning" habits. Before the end of the semester, teachers formulate online exam plans, issue exam operation guides, and organize online training for students. By the end of the semester, all courses have completed the final assessment and grade submission work on schedule, and the course opening rate and course completion rate have reached 100%.

“Controlling” which was found as the third place of promoting digital teaching management in School of Media Haikou University of Economics at the faculty members’ opinion, Because it might be that as a kind of activity and action, control is composed of a series of elements, and these elements are connected and interact with each other to form a system. In the controllable system of teaching management, the control objects are teachers, students, teaching material plans, teaching quality and the whole teaching process, etc. The specific content should include: the control of teachers' teaching work, the control of political and ideological work; the control of



students' daily learning activities, the control of ideology and morality; the control of the selection, purchase and distribution of teaching materials; the control of teachers' teaching quality and student learning quality and the control of teacher development planning, etc. This finding was in line with the study of Liu Guoqing (2018) on "Controlling Thoughts of Teaching Management in Colleges and Universities". Research showed that the teaching management and controlling of colleges and universities includes the control of the internal environment of colleges and universities and the external environment of colleges and universities. The internal environment includes the campus cultural atmosphere, the school's hardware and software facilities, etc., and the external environment includes the social and cultural environment, talent needs, etc. The fundamental goal of teaching management and control in colleges and universities is to effectively disseminate scientific and cultural knowledge to students, improve students' quality, enhance students' competitiveness in social employment, improve the quality of teaching management internally, and meet the talent needs of society externally. In order to achieve this goal, the basic laws of higher education must be followed in the teaching management and control of colleges and universities, guided by the basic principles of teaching management, and use modern scientific methods to establish a teaching management system and a teaching management control system, and then realize the effective management of the whole process of teaching management.

"Planning" which was found as the last place of promoting digital teaching management in School of Media Haikou University of Economics at the faculty members' opinion. Because it might be that during the epidemic, digital teaching has put forward new plans and new requirements for teaching management. In the face of problems such as the adaptability of online teaching and traditional teaching management, through a series of online teaching research, selection, training, summary, feedback, monitoring and other planning work in the preparation and process stages, good teaching management results have been formed, and teaching progress and teaching quality have been effectively guaranteed. this finding was in line with the study of Li Hui (2020) on "*Practice of online teaching management during the epidemic of new crown virus pneumonia*". Research showed that In order to do a good job in the teaching management planning work, before the official online class, the pre-class planning work should be done from course preparation, personnel preparation to technical preparation. (1) Course preparation planning. Under the unified deployment and arrangement of the school's preparation work, thoroughly investigate the spring semester courses, postpone the start of some courses with older lecturers and inappropriate course methods, do not start classes in a hurry, and truly mature one by one; actively assist the lecturer to design a course design plan that



conforms to the online teaching method. (2) Personnel preparation planning. On the basis of course preparation, in order to solve the difficulties in the operation of network teaching technology and reduce the burden on teachers, a group of technical teaching assistants are recruited to assist in teaching work. Through professional training, they are familiar with various online teaching techniques, and each person is responsible for 5 to 8 teaching courses, so as to effectively solve the actual operation problems of the lecturer. Technical teaching assistants also actively participate in the trial lectures of the lecturers, find out problems in time, and guide and assist the lecturers to carry out online teaching. (3) Technical preparation planning. The school's educational affairs department and the network technology department repeatedly selected an online teaching platform to carry out online teaching to meet the teaching needs of classroom interaction, class sign-in, auxiliary learning materials, in-class questions and tests, after-class assignments and corrections. Check the hardware conditions of the teachers. If the epidemic prevention and control conditions permit, the main lecturer will come to the school to teach online, and the technical assistants will monitor the whole process on the job and provide network technical services in a timely manner.

In terms of Gender, age, and educational level, had no effect on the faculty members' opinions on promoting digital teaching management in School of Media Haikou University of Economics. But in educational level found that there was different in continueonline teaching management and lead the constructor and manager of digital campuses. This is in consistence with the studies of (Nistor, 2013), (Harvey et al., 2017), which found that both school teachers and university faculty staff, no matter their gender, age, and educational level would be, have the same perception on opinions on promoting digital teaching management. Because it might be the faculty members who had higher bachelor degree had more experience in online teaching.

Suggestion

From the research results, make the following suggestions for faculty members' in School of Media Haikou University of Economics on promoting digital teaching management in School of Media Haikou University of Economics:

1) Teachers formulate a complete digital teaching plan before teaching to guide digital teaching operations

The college guides teachers to organize and manage digital teaching work in a unified way, formulate various plans and rules and management systems, and clarify teaching quality requirements. In particular, timely release the operation and use specifications of each teaching platform, and organize teachers and students to study carefully before teaching.



2) Online guidance and assistance in the digital teaching process

During the operation of digital online courses, the school set up a special digital online platform teaching management group, and classified management according to different platforms. The staff of the Academic Affairs Office, the staff of the network center, and professional representative teachers are all in the guidance group, and provide immediate guidance and help on issues such as system operation, classroom operation, network freezes, student check-in, submission of homework, homework correction, and comprehensive grading. At the same time, the main lecturer of the online class can also exchange feedback information with the students in a timely manner by establishing an online course group. The teacher can guide students to enter the online class in advance, find out problems in time, make preparations, and solve the difficulties and operational problems encountered by students as soon as possible.

3) Teachers set up a teaching supervision group to provide timely feedback and do a good job as a bridge between teachers and students

From the perspective of school management, the supervision of online teaching should be strengthened. Teachers, as supervisors, should join the online platform as students, be familiar with the content of online teaching, check the teaching materials uploaded to the platform, and understand the teaching design ideas. In the process of listening to the class, it is necessary to effectively participate in the classroom interaction, and comprehensively evaluate the overall performance of the teacher through the aspects of teaching objectives and learning situation, teaching content and strategies, teaching implementation and effectiveness, teaching quality, and characteristic innovation. After class, the members of the supervision team will discuss and put forward suggestions and opinions on teaching, so as to achieve the effect of mutual learning, evaluation and improvement, and joint improvement

4) Teachers supervise and guide students' online learning quality

The learning method of digital online teaching is more flexible and convenient. Some courses are still recorded and broadcast, and teachers and students cannot communicate face to face. Therefore, the supervision of students' learning quality is particularly important. For online courses, it is even more necessary to arrange some thinking questions for students as homework and let students answer them online. In this way, on the one hand, the quality of teaching by teachers is guaranteed. On the other hand, monitor the students' class attendance and interaction with teachers. By checking the lecture notes, to monitor the student's lecture situation. The supervision team will also give timely feedback on the effect of lectures, and promote teachers to continuously improve and improve the quality and methods of online teaching.



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