

# Research on the improvement of educational technology and teaching quality in local colleges and universities from the perspective of high-quality development

Mutalifu·Abdu MIJITI

Yili Normal University, Yining 835000, China

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**Abstract:** Educational technology teaching has become particularly important in the context of the current information age. However, there are many problems in educational technology teaching in local universities, such as insufficient technical equipment and foundation, insufficient teacher technical training, uncoordinated technology integration, and insufficient educational technology policy and planning. This paper mainly discusses how to improve the teaching quality of educational technology in local colleges and universities from the perspective of high-quality development, and proposes corresponding solutions to promote the improvement of the teaching quality of educational technology in local colleges and universities.

**Key words:** high-quality development; local colleges and universities; educational technology teaching; technical training for teachers

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## 1 Introduction

Local colleges and universities play an indispensable role in China's education system, providing an important platform for nurturing and training talents from local communities. With the progress of the times, the field of higher education is also changing with each passing day, the rapid development of information technology has changed the face of education, and the improvement of the quality of educational technology teaching in local colleges and universities has become an urgent task. However, in many places, teachers in higher education lack sufficient knowledge and skills in educational technology, which not only affects the quality of education, but also limits the development potential of students. In the context of high-quality development, this problem must be taken seriously and measures must be taken to improve it. This paper analyzes the shortcomings of educational technology teaching in local colleges and universities, and proposes solutions to promote the high-quality development of educational technology teaching in local colleges and universities.

## 2 Overview of high-quality development

### 2.1 The concept of high-quality development

High-quality development is a comprehensive development concept, emphasizing the quality of economic growth, not just speed, focusing on improving productivity, innovation capacity and optimization of industrial structure to ensure

sustained and steady economic growth. High-quality development focuses on the all-round progress of society, including efforts to improve education levels, promote employment opportunities, improve medical and health standards, and narrow the gap between the rich and the poor. Social equity and social justice are key components of high-quality development. High-quality development also emphasizes environmental sustainability. Along with economic growth, there is a need to better protect and manage natural resources, reduce environmental pollution and reduce carbon emissions [1].

## 2.2 The necessity of introducing the concept of high-quality development into local university education

First of all, the concept of high-quality development can help local universities better adapt to the rapidly changing economic and social environment. High-quality development requires universities to strengthen their understanding of national and regional needs, adjust and improve their educational curricula to meet the needs of the future job market, which will help students prepare for career challenges and help increase the employment rate and social contribution of graduates.

Secondly, the introduction of the concept of high-quality development will encourage local colleges and universities to pay more attention to innovation and scientific research. High-quality development requires continuous promotion of scientific and technological progress and innovation, and local universities play a key role in promoting the innovation of local economies. By providing more resources and support, local universities can actively participate in various research projects and contribute to the upgrading and development of local industries.

Thirdly, the concept of high-quality development can help improve the international reputation and attractiveness of local universities. In the context of globalization, high-quality education and research results are important factors in attracting international students and faculty [2]. By strengthening high-quality development, local universities can improve their competitiveness in the international arena, promote international academic exchanges, and make positive contributions to local economic and cultural exchanges.

## **3 The current situation of educational technology teaching in local colleges and universities from the perspective of high-quality development**

From the perspective of high-quality development, the current situation of educational technology teaching in local colleges and universities is particularly crucial. With the rapid development of information technology, the field of education has also benefited from technological innovation with each passing day. However, there are some challenges and opportunities for the development of educational technology in local universities. On the one hand, local universities face a lack of resources in educational technology. Compared to first-class universities, local universities may have fewer funding and human resources to support the development of technology teaching, resulting in slow updating of facilities and equipment, inadequate teacher training, and lagging course content. On the other hand, there are opportunities for local universities, especially in promoting localization and personalization of education. According to the needs and characteristics of the local society, local colleges and universities can develop educational technologies that are in line with them to provide students with more meaningful education. From the perspective of high-quality development, local colleges and universities must face challenges but also opportunities in educational technology teaching. By actively responding to problems, strengthening cooperation, and constantly pursuing innovation, local colleges and universities can provide students with better and more adaptable education and make a positive contribution to the development of local communities.

## **4 Problems in the teaching of educational technology in local colleges and universities from the perspective of high-quality development**

### 4.1 Insufficient technical equipment and foundation

With the rapid development of information technology, educational technology plays an increasingly important role in teaching, which is both a challenge and an opportunity for universities. However, many local universities have obvious deficiencies in educational technology, which limits their high-quality development. The laboratories and classrooms of colleges and universities in many parts of China lack advanced educational technology equipment, such as computers, projectors, virtual-reality equipment, etc., making it impossible for teachers and students to fully use of modern technology to improve the quality of education. Ed-tech requires a robust network infrastructure to support online instruction, distance learning, and access to digital educational resources. However, in many places, the network infrastructure of colleges and universities is outdated or insufficient to meet the needs of educational technology, resulting in network congestion, unstable connections, and unstable online learning experiences, which makes students and teachers prone to problems when using educational technology, thus reducing the efficiency and quality of learning.

With the continuous evolution of information technology, new educational technology tools and methods are emerging one after another. However, in many places, faculty at universities do not have the time and opportunity to keep up with these changes, resulting in them not being able to take full advantage of new technologies to improve the quality of teaching. This not only limits the adoption of educational technology, but also affects the learning experience of students. Second, teachers' digital literacy is insufficient. Digital literacy is a basic requirement of educational technology, but many local university teachers are deficient in the application and management of digital technology, are not familiar with basic educational software, and do not know how to use online educational resources effectively, which makes teachers feel uneasy about the application of educational technology and cannot fully tap its potential [3].

#### 4.2 The integration of educational technology is not coordinated

The rapid development and popularization of educational technology have brought great changes to the educational environment, but the integration and coordination of educational technology teaching in local colleges and universities have failed to keep up with the pace of these changes, resulting in a series of problems. The teaching of educational technology in local colleges and universities is usually handled by different departments and faculty members, and this decentralized management model can easily lead to the uncoordinated integration of educational technology. Departments may use different educational technology tools and platforms, and lack uniform standards and collaboration mechanisms, making it difficult to seamlessly integrate educational technology across different subjects and curricula, which not only increases the workload of teachers, but also reduces the effectiveness of educational technology, making it difficult for students to have a consistent learning experience.

#### 4.3 Insufficient policies and planning for educational technology

There is a lack of clear policy direction for educational technology in local universities in China. In the context of high-quality development, the government and school management departments should clearly formulate educational technology policies to guide the development of colleges and universities in this field. However, the reality is that many local universities do not receive sufficient policy support and guidance, and the lack of clear policy direction makes it difficult for schools to formulate long-term plans and realize the full potential of educational technology in improving the quality of education.

## **5 Ways to improve the quality of educational technology teaching in local colleges and universities from the perspective of high-quality development**

### 5.1 Introducing advanced teaching equipment and improving educational technology and teaching infrastructure

The introduction of advanced teaching equipment is one of the key steps to improve the quality of educational technology teaching. The introduction of modern educational technology, including computers, multimedia equipment,

virtual-reality equipment, etc., can allow teachers to better display teaching materials, carry out interactive teaching, and increase students' interest and participation in learning. Local colleges and universities need to constantly update their equipment to keep up with technological developments and ensure that the teaching equipment is in the best condition to provide a better educational experience for students [4]. Secondly, improving the infrastructure of educational technology teaching is also a necessary condition for improving the quality of educational technology teaching, including improving network infrastructure, electronic libraries, laboratories and classrooms.

#### 5.2 Strengthening teacher training and education, and improving teachers' ability to apply educational technology

Local universities need to establish a sound training system, which should include regular training courses, seminars, research projects, etc., to ensure that teachers can continuously update their technical knowledge and educational methods. The training content should cover the latest development trends of educational technology, including online education, distance teaching, educational data analysis, etc., and the training should also be personalized according to the different needs and levels of teachers to ensure that they can fully absorb and apply the knowledge they have learned. Second, local colleges and universities can establish an educational technology mentor system to provide teachers with more personalized and practice-oriented assistance. These mentors can be professors or professionals with extensive experience in educational technology and can work one-on-one with teachers to help teachers solve problems encountered in the application of educational technology and share best practices and experiences.

#### 5.3 Establishing a cross-departmental educational technology integration team and developing a unified coordination mechanism

Building a cross-departmental ed-tech integration team requires a clear organizational structure and goals. This team should be made up of representatives from various sectors, including education, technology, instructional design, assessment, etc. Each member should have clear roles and responsibilities to ensure the effective functioning of the team. Second, develop a unified collaboration mechanism, which includes clear communication channels, meeting scheduling, project management tools, etc. Cross-departmental collaboration requires efficient communication and information sharing in order to resolve issues and make progress in a timely manner. In addition, there is a need to establish a feedback mechanism to continuously improve and optimize their work, conduct regular evaluations to ensure that the team's goals are being met, and that they are constantly adapting to changing needs and technological trends.

#### 5.4 Formulating policies and plans that are in line with the characteristics of educational development, and making effective use of educational technology

To formulate policies and plans that meet the characteristics of educational development, it is necessary to understand the educational characteristics and needs of local universities. Different regions and universities have their own advantages and challenges in the field of education. Therefore, policies and plans should be formulated according to the actual situation of local universities to ensure that they meet the needs of local education development [5]. Second, policies and planning should focus on increasing the level of integration of educational technologies. Educational technology is not an isolated tool and should be linked to educational goals and teaching methods. Policymakers and planners should encourage the organic integration of educational technologies into the educational process, so that they can better support the achievement of educational goals.

## 6 Conclusion

To sum up, it is a key task to improve the teaching quality of educational technology in local colleges and universities from the perspective of high-quality development. By introducing advanced teaching equipment, strengthening teacher training and education, establishing a cross-departmental educational technology integration team, and formulating policies

and plans that meet the characteristics of educational development, the quality of educational technology teaching in local colleges and universities can be improved, so as to create a richer learning experience and a higher level of education for students, which will not only help to enhance the reputation of local universities, but also contribute to the social and economic development of local communities. Based on this, all parties should be encouraged to work together to make greater contributions to the high-quality development of educational technology teaching in local universities.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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