A Research on the Management Innovation by Integrating System of Network Education

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Abstract: Since the new modern distance learning is based on Internet, it is not only a rich educational resource, but also an opened online education system. According to these features of modern distance learning, we suggested an effective management of education — the integrating system of online. Compared with other systems, it is found that the new system can fully arouse the enthusiasm of the students and effectively raise the utilization ratio of online resources. Therefore it can be concluded that the system can be optimized as a potential method in the future.
Key Words: Distance learning; Internet; On-line learning; Integrating system; Management of education

1 Introduction

We know that modern distance learning is a new model for cultivating talents, whose main feature is that it is based on the modern teaching media—the Internet, which is rich in educational resources. In China, the new distance learning is different from the 2nd generation distance learning whose major media is the broadcast and television, as well as the 1st generation whose major media is the press and communication [1]. The main battlefield of modern distance learning activities has turned to network media from traditional media, so the development and utilization of online educational resources has a great influence on the effect of online education. While considering the utilization of online educational resources, there has not been a full set of management measures that go well with the features of online education, and the utilization ratio is quite low for the usage of the traditional teaching resource—the textbook, which weakens the effect of the Internet, and that is because that there is not a robust system for the evaluation and supervision of online learning.

2 Current Problems of Online Education

Although the online education enlarges the educational resources, there are many questions on the supervision of online learning [2]. The model of modern distance learning appreciates the student centered independent learning of individuation and guidance on the use of online resources. However it separates the teacher and student in space or time, and makes the supervision even harder. As a result, both initiative and self control are needed, which is too much to ask for the online learners who often fail to control themselves well on learning. Though the students would also use the Internet, while most of time, it's just for exams rather than learning a whole course. Some of them even haven't logged in any of the online learning platforms from the very beginning to the graduation. What's more, some even have no idea of the domain names, to say nothing of learning on the net. Owing to all of these, online learning is turned into self-study with textbooks. According to a survey, the utilization ratio of textbook is 100%, while that of online materials is only 41%, which is obviously not enough. So there is still much to do to realize the pattern transition of learning from the textbook to the Internet.

There is a misunderstanding that the student would learn actively once there are enough materials online without supervision. Along comes another phenomenon that more attention is paid to the construction and improvement of learning materials than to efficiency. The measures taken are just encouragement, support and guidance from the teacher. As a matter of fact, what's missed is a robust supervision system to make sure that the students do get online and learn. The present one only depends on the self-control of the students, neglecting the support of external supervision. In other words, the students haven't been forced to adapt the environment and demand of modern distance learning [3]. Thus the so-called modern distance learning isn't quite different from the traditional learning. Checkout on the final result can't get the work done, and more efforts put into improving initiative of the students are needed, as well as effective evaluation and inspiration system.

Online learning lays much stress on self learning, so it is necessary for a system of evaluation and supervision to provide impetus on study. That is to say, it is of greatest importance to make a healthy

atmosphere of online learning. Nowadays, during the management of distance online learning, the traditional summing-up evaluation method is adopted, which is paid insufficient attention to. The basic theory and practical model of online evaluation hasn't been built yet, not to mention effective measures to keep or increase the enthusiasm and initiative of the students. In my opinion, the external control of the teacher is needed, as well as an ideal strategy on evaluation and inspiration.

In a word, it is a burning question that the students of online learning lack of pressure and impetus.

3 Methodology
3.1 Method one
The time is ripe for the integrating system of online learning management. A sound system of distance learning consist of three basic elements—a courseware subsystem, a support service subsystem and a teaching supervision subsystem, which can ensure the quality of distance online learning once well built and operated. As yet work of the first two has been basically complete, while that of the third still has a long way to go. Online learning should be controlled self-study with the guidance of the teacher instead of completely free. In the meantime, not only the teacher and the textbook, but also the supervision online should be characteristic, considering the potential and aptitude of the student, in order to make them fit. Thanks to the development of the Internet and the popularization of computer, the condition of online learning has been improved, and the cost is decreasing too. Nowadays, broadband networks have spread to workplaces and common families, which solved the shortage of bandwidth allocation while watching multi-media courseware online, realizing the dream of having lessons at home. Plenty of human and physical resources are put into the construction of online teaching resources, and the need for learning online has basically met. In order to realize the purpose and practical values, great efforts have to be made to take full advantage of online learning resources, getting the transition work done of teaching model, and let online learning lives up to its name. In turn, efficient use of the resources can also be a pusher in the construction.

3.2 Method two
The key point of the integrating system in online learning management is that all the supervision, evaluation and inspiration are embodied in a integrating form, which is a new breakthrough in approach, method and learning system, as well as a concretization and a realization of online learning performance. Simply speaking, it is to set an integrating database for the online learning platform, to record and manage the student's performance in every subject, making the result into parts of numerous steps and gathering them as a final one. The students whose integrating point is below the minimum requirement are not allowed to take the final exam. Thus online learning is turning into a must-do mission from a free task, which can be achieved by increasing the ratio of integrating point in the final result.

The particularity of online learning makes it easier to employ the integrating system in online learning management, just adding a supervision module and an evaluation module to the present system. The supervision module aims at following the process of online learning full-scale and automatically, and recording the details; while the evaluation is a system based on the relationship of the evaluation items and priorities, according to the record produced by the test module and the marks on the online subjects given by the teacher.

The integrating system of online learning management consists of learning journals, online learning and integral management.

Learning from journals: Journal database is set on the learning platform as a personal online learning file, which can automatically record the detailed learning process of every student at every subject. According to the data, it is very clear of a student's learning state, such as logging in time, study period, resources used, questions discussed, finished proportion of assignment and online test results. As the original data of the whole process of a student's online learning, learning journals are used in quantitative statistics and analysis on students' learning activities.

Online learning: Including online course, online assignment, online test and online forum.

(1) Online course. Online course divides into three parts—optional courseware, coaching video of universities, internal courseware. Its main contents are lectures on every chapter and the key point, in order to guide the student. In the learning journal, online learning is embodied by the times and periods of some subject.

(2) Online assignment. Referring to the Teaching Program, every course is divided into several chapters that go forward one by one, and each of them is followed by assignment on its key point, which can be finished and submitted. The objective questions are checked by computer while the subjective

ones are marked by the teacher, and then the grade is put into the learning journal automatically or manually. At the end, the system will set the corrected assignment to the student by e-mail or some way else.

(3) Online test. The requirement on every subject is divided into a series of questions, and after finishing a test correctly in the limited time, the student is allowed to start another one, until the last. Once failed, he has to start the very test from beginning.

(4) Online forum. The students can communicate in the forum during the course, or ask the teacher questions, and the post number will also be recorded in the learning journal.

4 Results

The integral point is managed by the integral database. The learning contents are classified according to the learning journal, and the real-time integral point of every student's every subject is calculated according to the quantity and quality index. After logging in the platform, the student not only can see his points, but also can see his rank and other's point. If the point increases through efforts made by the student, he is sure to achieve impetus and confidence, or even realizing his potential, and of course there is intension and pressure.

5 Conclusions

The employment of integrating system in online learning management, which makes   self-study, inspiration and the evaluation and supervision system combine with one another and influence one another, improves the initiative and efficiency of the student and promotes the normalization, institutionalization and scientization of online learning, turning have-to-learn into want-to-learn. It makes online learning management more intuitive, thus improving the quality of distance teaching.

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