“Internet + Education” Empowers Rural Revitalization

WANG Xin
Nanjing Normal University, Nanjing, China

“Internet + education” uses education information technology to effectively alleviate the digital gap in education, promote education equity and improve the quality of education, and empower rural revitalization. The survey found that “Internet + education” has deviations in rural assistance, including problems such as insufficient learning drive for students, low accuracy and effectiveness of education assistance, and lagging in the systematic reform of educational functions. This article proposes three dimensions to improve the construction and help rural revitalization. Firstly, reshaping the concept of education and building a community of teachers and students. Then, strengthening technical support and expanding the construction of educational informatization and finally, evaluating comprehensively the diversification, and optimizing the function of “Internet + education”.

Keywords: “Internet+”, educational assistance, rural revitalization

In 2018, the Ministry of Education issued the “Education Informatization 2.0 Action Plan” and proposed the “Network Intelligence Project Tackling Action” to promote the precise intelligence support from the perspective of “Internet+”. We should not only insist on “alleviating the poor and helping the wisdom” and guide the developed and developing areas of education to achieve paired assistance through informatization, but also realize the balanced allocation mechanism of regional education resources under the conditions of “Internet+”, narrow the gap between regions, urban and rural areas, in order to realize fair and quality education, and promote the in-depth development of education for poverty alleviation.

Educational informatization under the “Internet+” is of great significance and effect for the construction of infrastructure in rural areas, the sharing of high-quality educational resources, the supplement and improvement of the teaching staff, and the ultimate alleviation of the educational digital divide. With the overall victory of poverty alleviation, how to consolidate and expand the results of poverty alleviation and effectively connect with rural revitalization during the “14th Five-Year Plan” period will become the focus of the next stage of work. Educational empowerment also focuses on providing compulsory education guarantee by education poverty alleviation, which is transformed into the modernization of rural education and comprehensively improves the quality of the rural labor force.

Vision of “Internet + Education”

“Internet+” education is to give play to the advantages of education informatization, featuring cross-industry integration, innovation-driven, restructuring, and ecological openness. It gives full play to the functions of distance education and resource integration, promotes the effective connection of education output and local demand, and promotes rural areas. The development of education is to achieve the goal of education.
empowerment. Education fairness and education modernization are the theoretical vision of “Internet + education”.

**The Bottom Line of Education Equity**

Promoting high-quality and balanced basic education, satisfying the people’s needs for education fairness and quality, promoting the overall development of students, and building a harmonious society are goals of primary education. A high-quality and balanced primary education not only means that every school-age child has an equal opportunity to enter school, but also means a fair and reasonable allocation of educational resources, an improvement of school teaching quality and school-running characteristics, including overall balance, urban-rural balance, characteristic balance, and full-course balance. Facing with the practical problems of lack of teachers, weak infrastructure, and lack of educational resources in rural schools in poverty-stricken areas, we use “Internet+” information technology to connect high-quality educational resources such as “famous teacher classrooms” and “prestigious school classrooms” to ease the digital divide between urban and rural education and hold on the bottom line of education equity.

In “Das Kapital”, Marx discussed the social history of education fairness and the historical development trend of education fairness from “quantity” fairness to “quality” fairness, and finally clarified that the core value of education fairness lies in realizing the free and comprehensive development of people. For rural basic education, the “Internet+” distance education technology ensures that every child will not lose the opportunity to learn due to family geographic or economic problems, and it also protects rural areas.

**The Inevitable Requirement of Education Modernization**

With the development of artificial intelligence, big data, blockchain and other technologies, education informatization with “Internet + education” as the core is an effective way to accelerate the modernization of education.

The 19th National Congress of the Communist Party of China made a major judgment that Socialism with Distinct Chinese Characteristics has entered a new era, and embarked on a new journey of accelerating the modernization of education and building a strong education country, taking education informatization as an endogenous variable of educational systemic changes, supporting and leading the development of educational modernization, promoting the renewal of educational concepts, model changes, and system reconstruction, and continuing to promote the in-depth integration of information technology and education.

In recent years, the state has actively promoted the construction of the “Three Supplies Two Platforms” through policies and financial guidance, improved the national public service system for digital resources, and promoted the optimal allocation of educational resources. Informatization of education in rural areas has achieved preliminary results in terms of infrastructure equipment and scientific and technological teaching. As the overall informatization of the economy and society continues to deepen, the educational concept is updated and upgraded, and the teaching ecology, teaching methods, and teaching scenes become more diversified. Driving the modernization of education with informatization, comprehensively developing education equity and improving the quality of education are the only way for education reform and education assistance.

**Deviations of “Internet + Education” in Rural Assistance**

Borje Holmberg is a pioneer in the comprehensive theory of distance education. His main points include: First, the objects of distance education are suitable for learners who have no conditions or are unwilling to
receive face-to-face instruction, and students’ interest and sense of belonging can promote learning motivation. The second is the medium of distance education. Teaching and learning are carried out through media communication such as mechanical equipment, electronic data processing, and communication technology, which has the characteristics of industrialization of division of labor. The third is the process of distance education. We should provide multimedia course learning materials, and then complete the teaching based on good course materials and two-way interaction between teachers and students through “guided educational talks”. The fourth is the function of distance education. On the one hand, it provides students with equal learning opportunities; on the other hand, it provides vocational training for the society, and ultimately achieves the goal of continuing learning and lifelong learning.

Under the guidance of distance education theory, based on the assistance practice and investigation and research of rural middle schools in many provinces, this article explores the deviation factors and efficiency-increasing strategies of “Internet + education” in rural revitalization in the new development stage.

Teaching Subject: Lack of Motivation Within Students

With the continuous implementation of the government’s education popularization and education guarantee policies, the work of controlling dropouts and guaranteeing school has been consolidated, the educational environment and teaching quality of rural middle schools have continued to improve, and the enrollment rate of students in compulsory education has increased significantly. However, due to the lack of family education, the gap between urban and rural resources, and peer interaction barriers, students’ ideals are utilitarian and simplified; some students hold the view that “learning is useless” and expect to enter society as soon as possible to work and earn money. The problem of “hidden dropout” still exists. Students use online class time to chat and play games, and they are tired of studying and skip class. Online learning lacks self-consciousness and self-discipline, and the internal driving force for autonomous learning is insufficient.

Teaching Process: The Accuracy of Education Assistance Is Not High

At present, the application of “Internet + education” in assistance practice mainly promotes the sharing of high-quality teaching resources such as “famous teacher classrooms” and “prestigious school classrooms” through the improvement of online teaching resources and offline classroom multimedia infrastructure and promotes the informatization of education in primary and secondary schools.

From the perspective of technical media, due to the limitations of the network environment and hardware facilities, online education has a “one size fits all” problem. It stops at point-to-class, difficult to accurately connect point-to-point, and lacks attention to the individual needs of students. From the perspective of teacher-student interaction, famous teachers complete teaching through online recording and broadcasting, and students complete learning through watching videos. This lacks the contextuality, inquiry, and timely and effective teacher-student interaction of education; it is difficult to carry out “instructive education talks”, and the accuracy and effectiveness of education assistance are not high.

Educational Function: The Lag of Systemic Change

After school resumed from the epidemic, online teaching integrated with “Internet+” technology has moved from “freshness” to “new normal”. Online teaching delivers high-quality educational resources to rural areas and remote areas, relieves the pressure of teacher shortage, promotes the sharing of high-quality resources, and effectively promotes educational equity.
Practical research found that, on the one hand, teachers’ mastery and application of information technology vary. Many schoolteachers use online platforms through self-study, or simply use national and provincial platform resources, lack of effective integration of resources and demand adaptation, which affects students’ learning experience and weakens the “Internet + education” function. On the other hand, teachers understand students’ mastery of classroom content by correcting network assignments and online tests. A single result evaluation affects students’ enthusiasm for participating in the classroom, and it is also not conducive to teachers’ accurate analysis of academic conditions, which in turn affects the follow-up “Internet + education” quality.

The Focus of “Internet + Education” to Promote Rural Revitalization

Under the information revolution of “Internet+”, teaching philosophy, teaching technology, teaching paradigm, and teaching evaluation are rapidly changing. However, the teaching practice still reflects the cognitive deviation of the concept and path of “Internet + education” by teaching institutions and professional teachers, which hinders the realization of the function of education to revitalize the countryside. We must adhere to the principle of dual support for both wisdom and wisdom, and education for people. Through the empowerment of information technology, the autonomy and spontaneity of the rural people will be stimulated, their own initiative and creativity will be improved, the gap between urban and rural education will be further reduced, and the ability of modern education to promote rural revitalization will be improved.

Reshape the Concept of Education and Build a Community of Teachers and Students

Teachers have transformed from traditional authoritative leaders to guides and facilitators of online teaching. They establish a “people-oriented” education philosophy, pay attention to the individual needs of students, and grow up together in an interactive environment. Based on improving teacher establishment policies, improving rural teachers’ remuneration, and providing teacher training, teaching institutions and professional teachers should continue to strengthen their personal knowledge structure update and new technology platform operating skills to better serve students’ information needs to improve the level and quality of education with an open and innovative mind. We should pay attention to the positive impact of early reading on students’ habit formation, further study, etc., and use the Internet platform to carry out multiple learning methods such as teamwork, self-direction, and inquiry, focusing on the practical life, interest guidance, and peer example to encourage students to carry out independent and in-depth learning.

Strengthen Technical Support and Expand Education Informatization Construction

Through policy support, local governments have introduced market mechanisms and social forces to participate in the construction of rural network infrastructure, overcome funding shortages, ensure that all rural schools have access to the Internet, and strengthen the hardware guarantee of “Internet + education”.

Construct a three-dimensional online learning space in the cloud and improve the “Internet + education” information cloud platform, which mainly includes course management system, learning management system, teaching interactive system, question bank management system, teaching information management system, etc. On the horizontal aspect, it connects with the educational resources of colleges and universities and carries out paired assistance. On the vertical aspect, it connects with the national digital education resource system and connects with local school-based high-quality educational resources. Based on integrating the resources of the cloud platform, the schoolteachers guide students to carry out the whole process of learning before class,
collaborative discussion during class, and consolidation of results after class. Teachers and students conduct “instructive education talks” in the effective integration of curriculum resources and good interaction, to accurately realize “everyone has his own space, application promotes teaching”, and improve the pertinence and effectiveness of education assistance.

**Multiple Comprehensive Evaluation, Optimizing the “Internet + Education” Function**

We can construct a diversified, intelligent, and personalized evaluation mechanism of “Internet + education”, and improve the classification and evaluation of teaching and learning. From the perspective of teaching, teachers use the classroom observation system of the cloud platform to carry out digital evaluation of the teaching quality of online courses, including content design, curriculum resources, teaching strategies, teaching processes, learning strategies, learning processes, observation logs, performance evaluation, and other indicators and adopt a combination of quantitative and qualitative methods for evaluation. From the perspective of students, the content of the evaluation has changed from a single performance-oriented result evaluation to a core literacy-oriented process evaluation. With the help of cloud computing, facial recognition, big data, and other information technologies, students’ online learning, seminars, questions, notes, tests, evaluation feedback, and other comprehensive content are converted into measurable data indicators.

The content of the classification assessment can not only help students gain a good understanding of their self-learning status, but also clarify their own strengths, weaknesses, and room for improvement, but also help teachers to improve their own knowledge structure, accurately analyze their academic conditions, scientifically adjust the teaching process, and carry out personalized learning guidance. By constructing a multi-evaluation paradigm that is compatible with online education, we can promote education by evaluation and learning by evaluation, further optimize the function of “Internet + education”, and promote the virtuous circle of rural education revitalization and education revitalization of the countryside.

**References**