

Multidimensional Transformation of Cyberspace Field Education Management

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Abstract. Due to the rise of online education, cyberspace has become an important field of education management. Because of virtual property, openness, interaction and other features of cyberspace field, the cyberspace education management is different from the traditional fields. Specifically, it has realized the subject dimension transformation from specific nature to social openness, the object dimension transformation from the management of people to information medium management, the process dimension transformation from subject-object division to subject-object interaction as well as the model dimension transformation from rigid management to flexible management.

Introduction

Rapid rise and vigorous development of the Internet not only brings the fundamental changes of information communication technology, but also changes the production activities, lifestyle, interpersonal communication, and ways of thinking, making the education management in the cyberspace field transform significantly.

Cyberspace: New Field of Education Management in the New Era

With the growing popularity of the network, the rich network communication contents, wide geology, compatible means, rapid speed, broad participation of network communication and other advantages make the network-based online education emerge. Therefore, cyberspace has become a new field of education management in the new era. First of all, the rise of online education makes the education management of cyberspace become inevitable. Online education is an organizational form that organically combines the educators with education receivers by using the advanced knowledge information communication means, which is different from the traditional educational methods. It has the following features. First of all, online education transcends the temporal and spatial restrictions. As long as there is an internet terminal, education and study can be carried out whenever and wherever. Secondly, online education expands the education scale, and the rich network communication contents, wide geographical coverage, huge spatial capacity and low costs make more people receive education. Thirdly, online education is an interactive and active education. Since cyberspace is of virtual property, and the network communication is a two-dimensional or even multidimensional communication, so educators and education receivers can carry out interactive exchanges on an equal basis. Based on the above advantages, online education is popular in the community. Especially for China with the relative scarce educational resources, online education as a new educational form has greatly satisfied the urgent needs of all sectors towards education. As a result, the cyberspace education management has become an inevitable requirement of smooth implementation of new educational form. Secondly, the negative effects of network communication require strengthening the online education management. Network communication is a double-edged sword, not only benefiting and promoting the education, but also casting a shadow over education. It is mainly reflected as below. Firstly, the virtual network and uncertain information is likely to bring adverse effects on the ways of thinking of education receivers. Secondly, pornographic and violent online information are likely to cause immoral behaviors of educators. Thirdly, the adverse impacts of network culture may mislead the

educators. Therefore, the network environment cleaning and network management reinforcement are inherent requirements of promoting the all-round development of human beings.

Multidimensional Transformation of Education Management in the Cyberspace Field

Cyberspace has become an important field of education management. Cyberspace management reinforcement is an important guarantee for realization of educating people function. However, as an extension of the traditional field, after all, cyberspace field is different from the traditional field. Its virtual property, openness, interaction and other features make cyberspace education management different from the traditional field, and significant transformation has been made in the dimensions of management subject, object, process and model.

Subject Dimension Transformation from Specific nature to Social Openness

In traditional educational forms, the subject of education management generally refers to organizers, perpetrators and guarantors specializing in educational activities. It is divided into two categories. The first category is organizations or institutions involved in educational activities, such as education administrative departments and schools. The second category is individuals educators involved in specific educational activities, such as teachers. For educational organizations or institutions, their education management functions are mainly as below. They study the teaching and management rules, improve the teaching management works, and enhance the teaching management level; establish stable teaching order, ensure the normal operation of teaching, study and organize the implementation of education reforms; make efforts to mobilize the teaching and learning initiatives of teachers and students. For individual teachers involved in specific educational activities, their education management functions are mainly as below. They organize the teaching activities and manage the education receivers. However, regardless of educational organizations or individuals, as the education management subjects in the traditional educational forms, they are specific, that is, the education management subject is clear and exclusive.

However, in the cyberspace field, as an open educational form, the governing body of online education includes not only the governing body in the traditional educational form but also the operators and regulators of network management as well as participants of network interaction. First of all, special online education management over education organizations or teachers is a main management of educational information resources, which ensures to achieve the desired effects by providing rich and effective information. Secondly, in order to enable the network to maximize the educational functions and make online education smoothly carry out, operations, maintenance and supervision shall be implemented over the network media, so the network media operators and network supervision law enforcement have become online education managers. Thirdly, the public is the main subjects of participation in the network interaction, and they are network information passers, network behavior perpetrators, network moral defenders and defenders of network rules of law, and thus they are also online education managers. As a result, it can be seen that the subject of education management in the cyberspace field has broken the specific restrictions in the traditional educational forms and become a society-wide open subject.

Object Dimension Transformation from the Staff Management to Information Medium Management

Education management is an important means to ensure the smooth implementation of educational activities. The main contents of traditional education management are goal management, organizational management, system management, process management and performance management, and all these managements involve the management of people. For example, the system management in the education management is to regulate the behaviors of educators and education receivers through strict rules and regulations; Process management is to manage the education process participants, and it is mostly educator management of education receivers, which is specifically reflected in the guidance, encouragement and regulation of educators towards education receivers. In the traditional educational forms, the basic educational operating mechanism

is “subject - object”, the subject is the educator, and the object is education receiver. The subject educates the object through information injection. Therefore, in this process, the education management is mainly to manage the education subject and object, namely, the management of people. Only by mobilizing the enthusiasm of people in educational activities can ensure the smooth implementation of educational activities and make educational activities achieve good results. As a result, in this sense, the management of people is a key object of education management in the educational forms.

Unlike the traditional educational forms, cyberspace education management information focuses on information and media. According to the information communication theory, the basic mechanism of online education is “information - media - subject”. Information is the foundation of online education, the media is a means of online education, and the subject is the purpose of online education. In this process, the information type and the media directly determine the educational type of the receivers and the education degree. Therefore, the key to education management is information and media. By providing positive, abundant and diverse information, timely filtering false, violent, pornographic and vulgar information, and realizing the source management of information, the educators will provides a prerequisite for high-quality online education. Meanwhile, the media provides a carrier for the information communication, so the operation management, supervision management, participation management and legal management against the media have guaranteed the online education.

Process Dimension Transformation from Subject-object Division to Subject-object Interaction

In the educational process, the most important and most basic relationship is the relationship between educators and education receivers. In terms of the traditional education, they are mainly reflected as the relationship between subject and object, that is, the relationship between educators and education receivers is a “understanding and to be understood” as well as “shaping and to be shaped” relationship. For a long time, education is deemed as a system engineering of “shaping soul”, which is endowed with the individual socialization mission of cultivating the social members that satisfy the social requirements and have certain ideas and moral cultivation. Being driven by this educational goal, educators often deem the education receivers as the object of their works, and education receivers have become a “product” of educational works. In the specific educational activities, while the educators only focus on imparting knowledge and pay little attention to emotional exchanges, education receivers only accept knowledge in a passive, abstract and superficial manner, so it is hard to internalize into self-realization. In the educational activities, the “division” and “stranger” cause them fall into the relationship between “superiors and subordinates”. As a consequence, it is difficult to produce emotional resonance, and thus hinder the formation of benign interaction.

However, in the cyberspace, due to the “decentralization”, information sharing and other features, the factors of subject-dependent identity and its dominant position in the actual interaction have been weakened, resulting in the broken correspondence between education subject and object in the traditional sense. Besides, teachers are no longer the subjects due to the weakened dominance, students are no longer the original objects teachers due to the enhanced object property, and thus both of them have become the subject-object relationship with equal status. Specifically, network interaction has built a virtual community of strangers. In the stranger society, the human identity and roles in the real world have been hidden, which caused every people in the cyberspace is free and equal. Therefore, in the cyberspace, the relationship between subject and object has become vague in the traditional educational process, both the subject and object do not need to hesitate because of identity difference, and they can express their words through the network. Meanwhile, cyberspace as an open space, everyone can have equal access to and share the information resources. In such a traditional educational environment, the teacher-centered knowledge and discourse strengths are impacted, and students will no longer listen unilaterally, instead they have

conversations with teachers, because they can acquire sufficient knowledge and information. Therefore, in the cyberspace education process, educators cannot lead, dominate and control the education receivers in the education process any more. The education process is no longer unilateral knowledge and idea injection, but instead, it is bilateral spiritual interaction and exchange. The traditional subject-object division is constantly eliminated, and the new interaction between subjects has been formed.

Model Dimension Transformation from Rigid Management to Flexible Management

Education management is an important part of educational work, and appropriate education management has great significance to human development. At present, the traditional education management is featured by structured organizations, strict rules and regulations, stiff educational forms and rigidity. In the specific education management process, this management model often shows “materialized”, certainty, boring and other characteristics. First of all, the current education management tend to materialize the management of people, namely, manage people by using the means of product management, which is obviously not in line with the psychological development of education receivers, disobeys the law of education, and it is unscientific; Secondly, the traditional education management often measures the education receivers with various regulatory policies and systems, and tries to reach definitive conclusions to education receivers, which not only is unfavorable to have a correct understanding of education receivers, but also hinder the further development of education receivers; Thirdly, the current traditional education management pays more attention to human reason, and lacks the devotion of true feelings, so it is difficult to narrow the distance between educators and education receivers, which is unfavorable for further exchanges between them.

In the traditional field, rigid education management model hinders the interaction between education subjects. However, in cyberspace, virtual relationship between educational subjects, independent educational activities and educational methods permeability promote the education management model to transform into flexibility. The so-called flexible management refers to stimulate the initiatives and creativity of people through personalized means under the people-oriented guidance, in order to achieve the management model of organizational target. The cyberspace education subjects are individuals engaging in network interaction. Due of virtual network communication, the relationship between education subjects is no long the relationship between “educator and education receiver”, instead, it is a loose communication relationship. Therefore, when managing the education subjects, people can only carry out psychological motivation and behavioral guidance instead of constraint; at the same time, the open cyberspace has abundant educational resources, education receivers can select certain educational contents according to their needs, in order to independently arrange the educational time and methods. This requires respecting and believing the education subjects during management, stimulating their enthusiasm and creativity through care and love; in addition, cyberspace education is more private than the traditional education, which mainly load the educational contents to various resources through the infiltration method, in order to educate Internet users unconsciously. Furthermore, this requires not adopting definitive thought towards online education, but instead, adopting the blurred ways of thinking, because the permeated educational method is a long-term process, which cannot be measured with quality or quantity. As a result, cyberspace education management is inevitably a flexible management.

Conclusion

Educational form innovation through the network is an important manifestation of education modernization in the information era. The cyberspace education management reinforcement is an inevitable requirement for the extension of traditional education management field and response to negative effects of cyberspace communication. Cyberspace is different from the actual space, so the cyberspace education management is also different from the traditional education management, which primarily achieves the transformation to social openness, management information medium,

subject interaction practice and flexible management in terms of subject, object, process and model. Therefore, only by grasping the features and laws of cyberspace education management can ensure the smooth implementation of online education and achieve the educational functions of online education.

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