

those deprived of education chances on account of various reasons. Last, it embodies in process elements. It includes not only education environment and contents but also teaching means and learning methods, almost embracing all elements of the whole education process. Higher education moves towards general education from liberal education then to inclusive education. Liberal education is established in upbringing idea of individual liberation and lays stress on value of nurturing your mind [9]; general education focuses on cultivating not teaching and its aim is to foster perfect person; inclusive education regards courses should adapt to students not students adapt to courses.

D. Network Courses Is Aim at Achieving the Optimization of Resources Integration

The original appeal of network courses is to make students self-directed learning anytime, anywhere and accomplish the purpose of education through network while the final appeal is to achieve the optimization of resources integration. Ministry of Education has started successively and implemented various building project of network courses, aiming at promoting the sharing of high quality teaching resources and alleviating the actual state of shortage of teaching resources in the background of mass higher education. At the macro, resources integration not only includes the integration of network teaching thoughts and courses ideas, of teaching modes and learning methods, of teaching programs and learning styles, but also the integration of social culture and technological environment. Thus, network course is the organic integration of curriculum rationale, technological environment and social culture. While resources integration is mainly about the integration of courses elements on the analysis of microcosm. Firstly, it's the integration of quality and richness. "One can't make brick without straw". The successful design of network course depends on the coordinating level of the quality and richness of elements. Secondly, it's the integration of different elements. The layout of pictures and texts is helpful not only for learners paying their attention to the important points but also for them understanding and memorizing key concepts [10]. Thirdly, it's the internal integration of elements. Study on psychology shows that the hold time of attention in the learning process is relevant to the content of learning material and the change, colors of material as well. So, it requires

optimized integration of content elements and resource environment so as to achieve the maximization of functions based on network concept and teaching theory if we want to realize the resource integration of network courses.

V. CONCLUSION

Actuality is the existence condition of things in real society and is inherent in ration, while ration manifests its own value by means of the rethink and exceeding of actuality. The transformation from actuality to ration requires many conditions, without which they will be divorced even deviated from each other. Hence, we must clearly recognize that the rational appeal of network courses can't be accomplished at one stroke but requires a complicated and slow developing process. Only facing up to the actual diagnosis of network courses can we achieve the approach and transformation of actuality and ration so as to reach the ideal state of ration. Therefore, it should become new study context of researchers and mutual value pursuit that how to realize the transformation of college network courses from actuality to ration.

REFERENCES

- [1] Xie Weihe(2005). Changes and features of curriculum for universities and colleges[J]. Educational Research(in chinese), (2): 68-70.
- [2] Sang Xinmin(1993). Call for the educational philosophy of new century[M].Beijing:Educational Science Publishing House(in chinese).
- [3] Philip G. Altbach, Robert O. Berdahl, and Patricia J. Gumport(2005). American higher education in the twenty-first century——social, political, and economic challenges[M]. Beijing: Beijing Normal University Press(in chinese).
- [4] Gao Zhi(2011). Why the network courses of domestic colleges do not fare exceedingly well[J]. Education and Vocation(in chinese), (19): 90.
- [5] Jiang Hualing, Qu Yuping(2005). Network courses: for whom the charming?[N].China Education Daily(in chinese).
- [6] Negroponte(1997). Being digital[M]. Translated by Hu Yong and Fan Haiyan. Haikou:HaiNan Press(in chinese).
- [7] Zhao Jian(2007). A study on web-based curriculum[D]. Chengdou: Southwest University(in chinese).
- [8] Huang Lu,Sun Zhenxiang, Wang Manhua(2007). Core Problems of Accessible Web Course[J]. China Educational Technology(in chinese), (10): 53-55.
- [9] Sato Manabu(2003), Curriculum and teachers[M]. Translated by Zhong Qiquan. Beijing: Educational Science Publishing House(in chinese).
- [10] Januszewski Alan, Molenda Michael(2010). Educational technology: a definition with commentary[M]. Translated by Cheng Dongyuan, Wang Xiaoxue and Liu Yongqian. Beijing: Peking University Press(in chinese).