Research on the Basic Education Resource Sharing Model in Qujing City

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Abstract. Educational informatization is the priority of educational development planning in Qujing City. The sharing of basic education resources facilitates the progress and development of educational informatization. To promote the regional sharing of basic education resources in Qujing City, a reasonable co-construction and sharing mechanism is essential. The thesis aims to point out problems in current education resource sharing and puts forward effective construction strategies for all educational departments and schools in Qujing City as reference. It is not only favorable for systematic planning and integration, but also enhances construction and management and improves the utilization rate of basic education resources in Qujing City.

Introduction

Qujing City has attached great importance to the informatization construction of basic education in recent years. Led by the Education Bureau of Qujing City, the educational bureaus in all counties and districts have been assisting building a basic education resource database, which aims to achieve the objective of sharing basic education resources in the whole city. Although much progress has been made in recent years, there remain huge developmental differences between the urban and rural regions and between regions, informational isolated island and repeated constructions. The effective sharing of digital basic education resources has been an important development trend of achieving educational informatization [1]. The thesis mainly analyzes the problems in the sharing of basic education resources in Qujing City and puts forward effective sharing strategies, so as to facilitate the basic educational informatization process in Qujing.

Existing Problems

Severely Repeated Constructions and Lack of Quality Resources

The schools at all levels in Qujing City have set up databases, which are gradually reduced to resource informational isolated islands due to severely repeated constructions and low sharing level. Moreover, resource building and management departments lack supervision over the quality of uploaded resources. As a result, current resources are excessive in amount yet have a low quality. Moreover, all resources need to be purchased, which leads to a poor circulation rate. In addition, different resource systems result in technological inconsistency. Without unified standards, norms and ports, different resource systems cannot be operated together nor form a unified platform. Therefore, the general sharing level is low, making it inconvenient for use [5] [6]. On the other hand, many teachers have high-quality resources and partial teachers are capable of developing resources suitable for local education. Due to technological and policy limitations, however, they cannot share their education resources. Currently, the resource sharing of Qujing City is still in the phase of exploring how to apply teaching resources and actual teaching models. These resource bases fail to be applied in practical teaching actively. On the whole, resources are not used. As a result, the resource utilization rate is low and resource promotion and sharing progress are slow [7].

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Incomplete Management Mechanism

Currently, there lacks a set of feasible and unified management systems in the operation model of resource co-construction to guarantee effective operations. In addition, schools have developed different resource sharing platforms according to their actual situations, which makes it difficult to integrate standards in coordinated planning. In addition, different interest relations or objectives make it difficult to achieve resource sharing [7]. If syllabus and textbooks change in the using process, relevant resources should also be adjusted correspondingly. In the current resource sharing model, resource users and resource developers are disconnected, which means developers fail to update resources in time [8]. Such management lacks policy guidance, incentive, supervision and norms. Hence every resource center acts as an independent system, resulting in the state of autonomy and disorder [5]. Apparently, such management mechanism is extremely unscientific, which makes it unfavorable for the healthy development of resource sharing.

Teachers Have Low Informatization Qualities

Vast teachers of primary schools and middle schools in different counties and districts are constructors and users of teaching resources. With much time and energy occupied by teaching, these teachers do not focus on resource construction and use. In addition, they do not pay attention to improving their informatization levels. However, the level of informatization qualities is the decisive factor determining whether education resource sharing is good or not. Currently, the informatization qualities of partial teachers need substantial improvement. It is urgent to accelerate the educational informatization construction process to improve the general level of informational resources sharing [7].

Non-standard Application Strategies

The aim of setting up an education resource center is to apply resources, allowing teachers in different regions to share resources. Socially speaking, it saves social resources. From the perspective of current application strategies, however, all resources in educational resource centers need to be purchased, which also brings disadvantages. On the one hand, clients make passive payment and are given the resources not desired by them. On the other hand, developers and educational management departments all want to shift expenses to clients to generate maximum profits. It runs counter to the original intention of resource sharing. The reason for such phenomena is lacking a set of effective application strategies to ensure sustainable construction and application. This severely restricts the development of educational informatization and is inconsistent with national policies.

Slow Resource Update

To accomplish assessment tasks, teachers only prepare educational resources when there are requirements from superiors. If there is no assessment requirement, teachers will no longer follow up the educational resources in databases. These resources have a low penetration, mainly because the content quality, update efficiency and course effectiveness fail to meet users’ objectives of obtaining resources through resource sharing and improving academic results [10].

Basic Education Resource Sharing Model in Qujing City

Education resource sharing is a long-term project that requires competent departments to conduct coordinated planning and gradual implementation. In addition, the government also plays a crucial role in current management system. It is thus necessary to clarify the responsibilities and duties of governmental departments at all levels in the balanced development of basic education informatization, plan infrastructure and informatization environmental construction, formulate educational resource standards and set up sharing platforms from the hysteresis effect of education and the long-term benefits of different regions. This ensures the fairness and reasonableness of investment and safeguards effective sharing of educational resources [3]. The educational
departments and schools at all levels in Qujing City should conduct systematic planning of basic education and teaching resources, make detailed designs, set up and complete sharing mechanism to effective use the basic educational and teaching resources in Ningnan rural areas [2].

Management Mechanism

Education has always relied on governmental policies and measures to conduct macroscopic regulation and guidance [9]. Resource sharing involves numerous schools and departments. Hence an effective management mechanism should be set up to coordinate the work between departments. In addition, special organization institutions should be set up and led by educational departments at all levels to ensure unified planning, centralized guidance and monitoring of resource construction. The specific responsibilities of organization institutions include setting up co-construction and sharing regulations and system in the region, setting up an education resource co-construction and sharing platform, make unified planning, determine operation models for the system, coordinate and organize relevant work [2]. These responsibilities ensure quality educational resources and the safety of Internet platform.

Evaluation and Feedback Mechanism

Firstly, a reasonable evaluation and feedback mechanism should be set up to fully mobilize the initiative of teachers and other faculty and encourage them to take active participation in resource sharing. In practice, resource sharing and co-construction should be taken as one part of teachers’ assessment to set up a unified teacher’s performance evaluation mechanism and weaken teachers’ hierarchy system. It is necessary to offer approval to everyone that has contributed resources. Evaluation should be based on capacity and pay attention to cultivating teachers’ comprehensive capacities [11]. The construction of an evaluation and feedback system facilitates educational resource sharing. It is necessary to adopt measures to collect clients’ feedback information widely and set up a client feedback channel and platform to improve and facilitate the sharing of basic educational resources [1].

Operation Mechanism

The sharing of educational resources requires the support of operation mechanism to enjoy sustainable development. Systems and policies are important basis of sharing educational resources [8]. Hence the Education Bureau of Qujing City should formulate a unified operation mechanism to facilitate long-term resource sharing. It is difficult to achieve this objective. Educational competent departments are in charge of everything, including capital funding, capital utilization and the formulation of resource quality standards, sharing platform standards, the pattern norms for resources and the principles of resource utilization. It is necessary to make plans first, send these plans to educational departments and universities at all levels and formulate regulations and systems. One the one hand, teachers are duty-bound to participate in resource sharing. On the other hand, teachers have the right to using shared resources. Hence governmental departments may consider taking commercial operations to ensure an adequate source of capital for resource sharing. Based on the co-construction and sharing of basic education resources, relevant departments may refer to the practice of CNKI and Super Star Digital Library, namely implement the market operation mechanism. In addition, national support is also indispensible [2].

Incentive Mechanism

Apart from setting up systems that require teachers to take active participation in resource sharing, schools may offer incentives to improve teachers’ initiative. In addition, specific measures are necessary to implement the incentive mechanism, such as offering subsidiaries and rewards to originators, excellent resource units, providers and school websites. Furthermore, outstanding resource honor certificates may be given based on teachers’ teaching practice and taken as one of the references for evaluating outstanding and advanced teachers in occupational appraisals [1]. Given considerations to urban-rural differences, urban schools may play the exemplary, guiding and leading
role to facilitate the construction and sharing of urban-rural educational resources [4]. Different rewards may be given to the same educational resources in urban and rural regions to encourage rural teachers’ initiative. It also helps to facilitate balanced development between urban and rural regions.

Summary

The current low level of education resource sharing in Qujing City is resulted from numerous factors, including repeated resource construction, lack of high-quality resources, inadequate resource-sharing awareness, deficient capital for maintaining resource sharing platforms and lack of managerial staff. To achieve educational informatization in Qujing City, the first step is to achieve educational resource sharing. The key to facilitating resource sharing sustainability lies in setting up a reasonable sharing mechanism. It is thus necessary to mobilize the teachers of all schools to participate in work to facilitate educational resource sharing earnestly, thereby achieving reasonable allocation and optimized sharing of educational resources.

References


