Curriculum Management in China’s Tertiary Education in the Network Era

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Abstract: With the development of network in today’s world, more and more fields are beneficial from its achievements, especially in the fields regarding management and education. To some extent, higher education will benefit more from today’s network if the sources from the network are well managed. Thus, this paper, viewed from the notion of curriculum management and network environment, compares the tradition management in curriculum with that in network era, expounds the advantages of the latter and discusses the feasible strategies to better use network to carry out curriculum management in China’s tertiary education.

Keywords: curriculum management; network environment; network-based strategies

For a long time in our country, quite a lot of people have held a view that curriculum management is not necessarily researched as an independent section, for it was considered as part of education management or school management. But they don’t understand there are exiting typical differences between education management, school management and curriculum management. Education management mainly involves macro-management of such aspects as education policy, education system, staff affairs, financial matters and curriculum design, which is very similar to school management, only differing in that school management is included in education management. Analogically, curriculum management can be studied involved in the notion of school management, and it implies more, i.e. curriculum management is the core point of school management and it contains more concrete items such as curriculum goal, curriculum standard and curriculum structure. Therefore we should not confuse these terms, or it will give negative impact on the teaching quality of school. Then how to study curriculum management will be crucial to researchers and educators and how to apply the achievements by today’s network development in curriculum management in China tertiary colleges are attached more importance to improve the teaching quality of school. To answer these questions, this paper, viewed from the notion of curriculum management and network environment, compares the tradition management in curriculum with that in network era, expounds the advantages of the latter and discusses the feasible strategies.

1. Notion of curriculum management and principle of designing curriculum management

a) Notion of curriculum management. Just as mentioned in the preceding of the paper, curriculum management is the core point of school education. It is so abstract to some extent that different people have different views about the definition of curriculum management from different angles. Some thinks curriculum management means curriculum design which can be the centre; some thinks curriculum management refers to teaching management including teaching assessment. Yet, in a broad sense, curriculum management refers to the management on teaching by school, which is done by the administrative staff abide by the teaching law in order to guarantee the successful completion of teaching tasks. That is to say, in most cases, curriculum management is often replaced by teaching management, though the two differ in some way, because in a narrow sense, curriculum connotes more than teaching itself. Therefore, here, the author holds the view that curriculum management involves not only curriculum design but also its correspondent teaching management as well as its concord teaching assessment.

b) Principle of curriculum management

Curriculum management should be built on the teaching theory, such as curriculum goal design theory and techniques, curriculum content selection & organization theory and methods and curriculum assessment theory and standards. Under the guideline of those theories, the principle of it involves 4 as follows:

1) Principle of goal of curriculum design: Higher education aims to bring up higher-quality creative students so that curriculum design must keep accord with this goal, i.e. the differences of the curriculum design will directly lead to the different orientation of students which means the more manifest of the goal in curriculum design, the more students with...
higher quality. In a word, curriculum design should consider its verities and peculiarities.

2) Principle of function of curriculum design: It is known that the function of higher education includes teaching, doing research, serving society and sustaining society development. Yet, as the fast development of society and economy, more and more students with various skills are needed in society, therefore tertiary colleges are responsible for training students to have good command of different working skills and this can be only carried out by curriculum design management. Because only curriculum design is based on the function of school the students can be fostered into labor force for society. In short, function will be principle of curriculum design.

3) Principle of EQ in curriculum design: Nowadays, most of the students are from one-child family and they are too sensitive to their study with improper psychological view. Facing progress, they show off while facing failure, they give up. All these imply that EQ is as important as IQ, to some extent, the success of one’s career more depends on his or her IQ. Thus school curriculum design under today’s society should consider EQ design.

Based on the notion and principle of curriculum design, what is curriculum design management under the network situation done properly? To answer this, let’s discuss the advantages of network-based management of curriculum design.

2. Contrastive analysis between traditional curriculum management and that in network environment

Comparing with traditional curriculum management in tertiary college, the network-based one has more advantages:

a) Idea for management is more scientific. The traditional curriculum management only focuses on written document which has been used for a long time with no changes while the network-based curriculum management (NBCM) will be relatively constantly feasible in use, for it can get on the internet and make good use of resources from the webs and make instant revision of curriculum design in accord with the principle of education.

b) Responsibility for management is more rational. The traditional curriculum management emphasizes more on teachers and the administrators have played the easy supervision role with no real responsibility, even some of them interfere the curriculum implement. However the network-based curriculum management will focus on the role of both teachers and administrators. It requires that administrators support and improve curriculum management as well as they well execute their power. Because the responsibility will be on the school web, every one related with curriculum management is on the supervision.

c) Process of management is more systematical. The traditional management of curriculum follows the regular process: once the curriculum is designed, the certain administration decides its correctness, then it is delivered to the teachers and teachers try to do the teaching abide by it, finally the teachers will be assessed, and then the teachers do the teaching according to the original design of curriculum which means no one pay attention to the revision of existing curriculum design. Such process is a kind of recycled use of curriculum without changes. However, the NBCM processes more systematical though the first few steps are the same as the traditional, the step from the estimating is changed. Here, teacher’s teaching and curriculum itself both will be assessed in order to provide the data for revision of the working one, then the new curriculum will be designed. In this way, the curriculum management will be in the continuous perfect state so that the goal of education will be achieved. This process is a kind of recycled use of curriculum with proper changes.

d) Ways of management is more practical. The traditional management of curriculum is carried out mainly by administrative ways which involve administrative orders, interferes, meetings, assessments and criticism and all these administration-based ways can only give more negative impact on curriculum design and teaching. But the ways of the NBCM will be more positive impact on curriculum design, because firstly the process of management is more systematical, secondly the content of management is open on the school web so that the staff can notice the weak aspects of curriculum design if there are weak aspects, last but not the least, the instant revision will be achieved immediately so that the new curriculum design will be delivered to the teachers in a very short time. In this way, the teaching efficiency will be improved.

To sum up, the NBCM will be the efficient approach to make school achieve the goal of cultivating intellectuals for present society. Then how to apply the NBCM in school? The answer will be the next section of this paper.

3. Strategies of applying network-based curriculum management in China tertiary colleges
So far as the networks are concerned, the network is the way for offering the quickest and largest information in the information era of today, and it also functions as the efficient interaction tools for students. To school, the goal of education is to train students to become intellectuals who are able to raise, analyze and solve problems in society. Therefore, school education should design not only quality-based curriculum but also scientific content of curriculum. Moreover, the better management of curriculum should be used. Thereafter, combining the features of networks and goal of school, the possible strategies of applying network-based curriculum management will be analyzed as follows:

a) Establishing the mechanism of network-based curriculum. Since networks can offer people largest useful information, how to select and sift that information into the curriculum will be managed in a system.

b) Opening the project of network-based curriculum software. Curriculum design can use information from networks so that the teaching content will be fit for the society needs in such a way that students can be fostered ones with various talents. Once the content is welcomed by society, it can be projected into course software.

c) Designing the on-line educational curriculum. Curriculum management involves sources management. Since we can sift largest and latest information for curriculum, the on-line educational curriculum will be possible.

d) Organizing the assessment association of network-based curriculum. Whether curriculum management is perfect or not needs assessment on the doers and curriculum design from the practitioners of curriculum.

e) Developing the resources for network-based curriculum. Obviously, information from networks can be various so that it is needed to develop the management of different sources of information.

f) Guaranteeing the safety of network-based teaching information. Networks can offer people useful information, still sometimes some information bear virus. Besides oneself own valuable information should be encoded in order not to be plagiarized and destroyed.

g) Making good use of school network. From the school network, all kinds of education information will be got by the staff so that it is easy to improve management of all aspects of school, naturally including curriculum management.

In short, networks offer us the resources in establishing the mechanism of curriculum management. To implement this management, school networks can play a very crucial role. In the situation of networks, all school management and school teaching management can be built on networks, naturally including curriculum management.

References