Research on the Reform and Innovation of College Education Management Mode under the "Internet+" Environment

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Abstract: With the rapid development of globalization and information technology, the "Internet+" has become an important force to promote educational innovation and reform. The management mode of higher education has also faced unprecedented challenges and opportunities. The traditional educational management concepts and methods face many difficulties, and the existence of these problems seriously restricts the improvement of educational quality and the comprehensive development of student abilities. In view of this situation, this paper deeply analyzes the problems and reasons of university education management mode under the background of "Internet+", and puts forward corresponding reform countermeasures, such as updating the traditional ideas of education management, encouraging openness and innovation. Building a new model of educational management that keeps pace with the times, including utilizing internet technology to optimize the allocation of educational resources and teaching processes. Improving the professional level of managers to meet the needs of education management in the new era, etc., it aims to provide innovative ideas for higher education management and help the sustainable development of the education industry.

Keywords: Internet+; Higher Education Management; Change; Innovate

1. Introduction

With the continuous progress of Internet technology, the "Internet +" has profoundly affected and changed people's lifestyle, and also brought new challenges and development opportunities for college education management. The traditional education management model appears inadequate in this context and urgently needs to be transformed and upgraded in keeping with the times. The quality of higher education is directly related to the future of the country and the progress of society. Therefore, exploring the reform and innovation of university education management mode under the "Internet+" environment is not only helpful to improve management efficiency, but also a key measure to promote education modernization and realize education equity. This article aims to analyze existing difficulties, explore reform strategies, and provide new ideas and directions for higher education management.

2. "Internet +"

As a comprehensive concept, the "Internet +" refers to the deep integration of the Internet and all walks of life. It is not only a technology application, but also a new economic form and social development model. In the field of education, the "Internet +" represents the in-depth promotion of educational informatization, which means the innovative combination of traditional teaching methods and Internet technology. It aims to optimize the allocation of educational resources through technical means, improve the quality of education and teaching, and achieve personalized learning and intelligent management. It emphasizes the modernization of educational concepts, content, methods, and tools, and is a comprehensive reform of the education system and its management model[1]. The core of the change brought by "Internet +" lies in its unique characteristics: first, connectivity. It seamlessly connects information resources through the network, providing infinite possibilities for sharing and exchanging

educational resources. Next is intelligence, utilizing technologies such as big data and artificial intelligence to achieve personalized customization of teaching content and methods, and improving learning efficiency. Thirdly, openness. "Internet +" has promoted the expansion of educational boundaries. Teachers, students and teaching resources can cross geographical constraints and achieve global sharing[2]. Finally, there is innovation. The Internet brings innovation to teaching methods and management models, encouraging more educational experiments and explorations to adapt to the constantly changing social needs. These characteristics together constitute the new trend of education development in the "Internet +" era[3].

3.The Main Predicaments of the Educational Management Mode in Colleges and Universities under the Background of the "Internet +"

3.1 Lagging Educational Management Concepts

In the context of the "Internet +"era, the lagging performance of the concept of university education management is particularly obvious. The current education management still indulges in traditional educational concepts, making it difficult to adapt to the rapidly developing technological and social needs. The lag in this concept has led to universities being inadequate in cultivating innovative talents, promoting scientific research, and adapting to market changes. Education managers often lack a profound understanding of the characteristics and learning needs of students in the Internet era, and fail to fully recognize the driving role of technological innovation in the transformation of educational models. In addition, the management lacks sufficient understanding of the richness of educational resources and diversity of teaching methods brought about by the Internet, and has failed to achieve comprehensive updates from teaching content to educational evaluation. This conceptual lag has become an important obstacle to improving the quality of higher education and innovating management.

3.2 The Outdated Educational Management Methods

The outdated management methods of higher education are mainly reflected in the excessive reliance on traditional teaching and management models, and the lack of effective integration and application of modern information technology. Managers often adopt a top-down control strategy, neglecting the cultivation of student autonomy and creativity. In the current era of rapid development of information technology, this one-way management process is not conducive to the two-way flow of information and the interactive sharing of knowledge. In addition, the management approach is too rigid and fails to provide sufficient flexibility to adapt to diverse educational needs and rapidly changing academic environments. These factors lead to educational management being unable to fully stimulate the potential of students, and also making it difficult to attract and maintain an excellent teaching staff, thereby affecting the overall innovation ability and competitiveness of educational institutions[4].

3.3 The Level of Managers Needs to be Improved

The past management model focused on experience rather than professional training, resulting in significant shortcomings in strategic foresight, modernization of educational concepts, and the ability to apply emerging technologies for managers. With the acceleration of internationalization and marketization in education, managers often lack the necessary international perspective and market sensitivity, making it difficult to take the initiative in global competition. At the same time, managers lack sufficient mastery of modern educational management tools such as data analysis and online education platform operation, which limits the efficiency and effectiveness of educational management. In addition, the lack of leadership and teamwork skills among managers also affects the quality and execution of management decisions, further exacerbating the challenges of educational management[5].

3.4 Insufficient Construction of Network Platforms

Although most educational institutions have realized the importance of online teaching platforms, in practical operation, platform construction often lacks systematic planning and scientific design, resulting in low degree of

online education resources, insufficient integration of information technology and educational practice, and inability to meet the online interaction needs of students and teachers. The unstable technical support, poor user experience, and weak security measures of online platforms frequently occur, seriously affecting the quality and effectiveness of online teaching. In addition, the platform's content updates are lagging behind, lacking specificity and practicality, making it difficult to attract users to continue using it. As the core carrier of educational informatization, the inadequate construction of online platforms directly restricts the improvement of educational quality and the realization of educational equity.

4.The main Reasons for the Difficulties in the Management Mode of Higher Education

4.1 School Education Reasons

One of the root causes of the difficulties faced by the management model of higher education lies in the inherent problems of school education itself. Firstly, the educational content is disconnected from social needs, and the curriculum and professional development fail to reflect industry dynamics and market changes in a timely manner, resulting in a mismatch between student training programs and actual needs. Secondly, the teaching methods and evaluation system are outdated and lack innovation. The one-way teaching model, mainly based on lectures, still dominates, neglecting the cultivation of students' critical thinking and creative abilities. Furthermore, the internal management system of the school is rigid, with strict levels and a lack of transparency in the decision-making process. The participation of students and teachers is not high, and there is a lack of effective communication mechanisms to collect and respond to the opinions and needs of educational stakeholders. Finally, the distribution of educational resources is uneven, and high-quality educational resources are too concentrated, making it difficult for most students to access high-quality educational opportunities. These issues collectively lead to the practical difficulties in the management mode of higher education, affecting the quality and efficiency of education.

4.2.The Student's Own Reasons

Currently, some students lack clear learning motivation and career planning, and lack in-depth thinking on how to integrate their knowledge with their future career. This leads to them exhibiting low enthusiasm and initiative in the learning process. In addition, with the rapid development of technology and the explosive growth of information, some students are unable to effectively screen and absorb a vast amount of information resources, have a single learning method, lack effective learning strategies and self-management abilities, and find it difficult to adapt to a fast-paced and demanding academic environment. In addition, in modern society, there are various temptations, and some students find it difficult to resist external interference. Their time management and self-control are insufficient, which affects their learning effectiveness. These issues of students themselves pose challenges to the effective implementation of higher education management models, indirectly reducing the effectiveness of educational management.

4.3 The Social and Environmental Reasons

In the rapidly changing social environment, the demand for talent by enterprises is becoming increasingly diverse and complex, and university education management shows a lag in adapting to this demand change. The expectations of society for higher education are constantly increasing, and the public's attention to the quality of education is increasing, which has put forward higher requirements for the education management of universities. At the same time, the excessive emphasis on academic qualifications in society has led to the utilitarian pursuit of education by students and parents, neglecting the humanistic value and comprehensive cultivation of education itself. In addition, the continuous changes in policies and regulations, as well as the updating of industry standards, require education managers to have foresight and flexibility. However, the lack of adaptability in reality limits the effective updating of education management models. The pressure of social public opinion and media often leads to conservative tendencies in decision-making in universities, and they dare not make necessary innovative attempts in educational practice. These social environmental factors work together to pose complex external challenges to the educational management model of universities.

5. Reform and Innovative Countermeasures of University Education Management Mode under the Background of "Internet +"

5.1 Transforming Traditional Ideas in Educational Management

The traditional idea of transforming educational management requires starting with the updating of educational concepts, breaking away from the previous education evaluation system centered on scores and academic qualifications, and shifting towards a greater emphasis on the cultivation of students' comprehensive literacy and innovative abilities. This requires educators to establish a more comprehensive and scientific education evaluation mechanism, which should include multidimensional indicators such as students' personalized development, critical thinking ability, teamwork spirit, and social responsibility. At the same time, educational managers should actively introduce modern management concepts and technologies, optimize resource allocation, improve management efficiency and transparency through data-driven decision support systems. In addition, we attach great importance to the application of Internet technology in education management, encourage educational informatization, promote the transformation of traditional teaching models to hybrid teaching that combines online and offline, and improve the accessibility and flexibility of educational services. Universities should cultivate management talents with an international perspective, enhance their insight and adaptability to international education trends, actively participate in international exchanges and cooperation, and continuously absorb and learn from advanced education management experiences and practical models from abroad. Finally, establish an inclusive and open campus culture, encourage teachers and students to participate in various aspects of educational management, form a collaborative and shared educational ecosystem, and let the changes in educational management deeply penetrate people's hearts, inspiring widespread attention and support from the whole society for educational innovation. Through these methods, we can gradually change the traditional thinking of education management and promote the development of education towards a more just, efficient, and modern direction.

5.2 Building a New Model of Educational Management

The construction of a new model of educational management requires the integration of interdisciplinary perspectives and the fundamental transformation of management concepts. Education management should pursue the dual development of students' abilities and personalities, and advocate an educational environment of self-directed learning and critical thinking. By implementing project-based learning and problem-solving oriented curriculum design, we aim to strengthen the cultivation of students' practical abilities and make them more relevant to practical work scenarios. In the process of educational decision-making, it is not only necessary to consider the opinions of educational experts, but also to pay attention to the joint participation of teachers and students, achieving democratization and transparency in decision-making. The innovation of management models also relies on technological strength, utilizing big data analysis and artificial intelligence tools to provide support for personalized and precise education. In addition, close cooperation with the industry is equally crucial for timely updating of educational content and cultivating practical abilities. Strengthen the lifelong learning system, encourage students to constantly explore and learn outside of school education, in order to adapt to the constantly changing social needs. Based on this, the education management model will be more flexible, interactive, and adaptive, providing students with a comprehensive and diversified development platform in the context of globalization and informatization, thereby cultivating more innovative talents that can adapt to the future society.

5.3 Improve the Professional Level of Managers

Improving the professional level of managers requires systematic planning and multi-dimensional implementation strategies. Education managers should deepen their understanding of educational theory and practical knowledge, continuously update their educational concepts and management skills through regular professional training and academic discussions. Strengthen the cultivation of leadership and decision-making abilities, so

that managers can make wise and efficient decisions in complex and ever-changing educational environments. In addition, it is necessary to emphasize the improvement of cross-border capabilities. Education managers should have good cross-cultural communication skills and an international perspective, and be able to find the best practices in the global education landscape and localize them. Promote effective communication between managers, teachers, students, and parents, advocate for the establishment of feedback mechanisms, and promote continuous improvement of educational policies and practices. Provide practical opportunities for managers, such as through practical projects and internship plans, to directly participate in various aspects of educational management, in order to enhance their problem-solving and teamwork abilities. Through these measures, the professional level of education managers can be effectively improved, laying a solid foundation for the sustainable development of educational institutions and the improvement of educational quality.

5.4 Increase Investment in Online Education Management

Educational institutions should invest in advanced online learning platforms, support high-quality course content production, ensure the diversity and accessibility of online education resources, and involve continuous upgrades of teaching software, server infrastructure, and cloud computing services to support the stable operation of large-scale online learning. At the same time, it is necessary to provide professional technical training for teachers to effectively use online tools for teaching design and interaction, enhancing the interactivity and personalization of the learning experience. The analysis of learning data is also crucial, and big data analysis should be used to track learning outcomes, adjust teaching strategies in a timely manner, and achieve precise teaching. On the other hand, ensuring network security and maintaining student privacy is an indispensable part of online education management, and strict data protection measures and regulatory policies need to be established. Through these measures, the quality and effectiveness of online education can be significantly improved, making educational resources more equitable and benefiting every learner, contributing to the construction of a lifelong learning society.

6. Conclusion:

To sum up, in the context of "Internet +", the reform and innovation of university education management model is particularly urgent. Therefore, in order to achieve effective transformation and innovation in the management mode of higher education, it is necessary for education practitioners, managers, and relevant stakeholders to work together to promote the updating of educational concepts, innovation of management methods, optimization of talent cultivation, and deepening of technological applications. The future education management will inevitably develop in a more open, flexible, and intelligent direction to adapt to the constantly changing social needs and provide students with a learning environment full of opportunities and challenges. In this process, "Internet+" is not only a tool and platform, but also a catalyst to promote the spirit of educational innovation, which will lead the education management of colleges and universities into a new era.

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