Research on the Perspective of Education Equity under the Informationization of Education

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Abstract

The issue of educational equity has always been a common concern of all social classes. Today, educational equity is also the main goal to be achieved in the reform and development of higher education in China. With the rapid development of education informationization in China, the level of informationization education has further improved, and the widespread application of information technology in modern teaching processes has also created opportunities for schools to achieve fair development of informationization education. However, due to insufficient investment in education, insufficient teaching staff, and poor information management, there is still some lag in some regions. This article is based on reality and explores effective ways for informatization to promote fair development of education, in order to achieve balanced and stable development of education.

Keywords

Education equity, Education informatization, Teacher resource allocation.

1. The Current Situation of Education Informatization Development in China

With the continuous improvement of China's economic development level, the problem of unreasonable allocation of educational resources is becoming increasingly prominent. The main problems include insufficient funding for educational informatization, uneven distribution of informatization teaching staff in different schools and regions, lack of information management system, lack of sharing of educational information resources, and low participation of subjects. The occurrence of these problems has led to the phenomenon of educational inequality.

① Lack of information technology professional teachers

From the development of the school's teaching staff, it can be seen that the number of teachers who are proficient in information technology and can flexibly apply it is very limited. Due to certain factors, some teachers in remote areas have limited access to and acquisition of information technology, resulting in their inability to learn and master new media technologies in a timely manner. At the same time, full-time teachers in schools are scarce, and the vast majority of remote schools do not have dedicated IT teachers, resulting in rural schools being unable to promote IT courses normally and continuously.

② Insufficient investment in education funds

From the actual development situation in various regions, it can be seen that some remote schools have insufficient investment in the implementation of teaching informationization, resulting in insufficient infrastructure configuration, outdated software and hardware, insufficient investment in teacher informationization training, and the promotion of teaching

informationization construction. Education leads informatization. Some schools are located in remote areas, and while classroom computerization is developing, funding support is also constantly expanding. Some schools are located in remote areas. In the process of implementing teaching informationization construction, many new tools have been added, and with the development of informationization construction in many schools, the cost of management and maintenance has gradually increased. Due to excessive reliance on government financial support for education related informatization, the funding source is relatively simple.

③ Incomplete education information system

At present, a complete normative system for educational informatization in China has not been established. The level of informatization varies greatly among different regions. Secondly, the incompleteness of the system is also reflected in the training of management personnel, insufficient understanding of the importance of information technology construction, and the lack of a certain level of information literacy among managers who have not received advanced information technology training.

④ Lack of educational informatization resource sharing mechanism

To effectively achieve educational equity, it is necessary to establish a comprehensive information resource sharing mechanism. However, some schools lack sufficient educational resources, corresponding sharing channels, and timely support from high-quality resources, making it difficult to improve the level of informatization. In addition, there are currently supply issues in China's education market, and some educational resources cannot be effectively allocated to form complementary resource allocation models.

⑤Low participation of informatization entities

Students are one of the main subjects of education. At the same time, education is also aimed at people in remote areas. Partial main

I don't have too much enthusiasm for information technology learning, and my participation and enthusiasm are low. The requirement for educational subjects to fully leverage their autonomy and explore the operation of information technology equipment lacks practical possibilities. Secondly, from the perspective of teaching equipment, the Internet and multimedia facilities are the material foundation for achieving educational informatization. In remote areas, educational entities do not have sufficient conditions for information-based learning, and the participation of educational entities remains at a relatively low level.

2. The Impact of Educational Informatization on Educational Equity

With the continuous improvement of China's technological level, information openness, interaction, and sharing, we use intelligent technology to achieve the sharing of educational resources while providing multi-dimensional and multi perspective education, bridging the gap in education development in different regions. Improving the quality of education is of great significance for effectively achieving educational equity.

3. Effective Measures to Promote the Fair Development of Education Informatization

① Improve the organizational leadership of educational informatization, innovate the educational informatization teaching system and mechanism

Firstly, schools should fully recognize the importance of building educational informatization, actively improve the educational management system, incorporate it into teaching reform tasks, and take into account overall planning. They should effectively place the focus of educational informatization construction in a prominent position, and effectively place educational informatization construction in a prominent position. One is to highlight the positioning, and

the other is to plan and promote the universality and hierarchy of information technology construction, to solve the educational development problems caused by the differences in economic development in different regions. Balance issues. The third is to strengthen the supervision and effectiveness of educational management work. Education departments in various regions should conduct content evaluations around the construction of information technology machines, comprehensiveness, and versatility. The hierarchical evaluation and supervision system ensures that the achievements of information technology construction are included in the supervision, assessment and evaluation system, and that relevant guidance is in place, and the effectiveness of information technology construction is effectively reflected in all work.

②Strengthen the construction of the teaching team and improve the level of information technology teaching

One is to strengthen teacher professional training and strive to narrow the educational gap. The school hires experienced teachers for teaching guidance, promoting the improvement of teachers' information application level. Pay attention to the quality of training work, improve training effectiveness, prevent teaching work from becoming mere formality, and generate a complete information rating and training system. The second is to actively learn relevant teaching skills through various platforms, continuously innovate, and establish the concept of teacher information based teaching.

③ Scientifically and effectively allocate information technology education resources to ensure their rational utilization

The main reason for the uneven distribution of information technology education resources in China is that the education department has not allocated education resources reasonably.

In this regard, relevant departments should adopt multiple allocation methods when allocating resources to achieve scientific results. When allocating, relevant departments should study the development of education in different regions and allocate educational resources reasonably, so that schools in remote areas can even obtain the latest updates of educational resources, so that resources can be allocated wisely.

④ Continue to improve information technology education resources and innovate new models of educational application

Schools jointly establish an information-based education resource sharing mechanism, and relevant education departments provide guidance and technical support for the construction. Teachers should fully draw on the mature experience of information technology teaching in excellent universities, apply information technology teaching models to practical teaching work, and maintain a long-term mechanism for the development of information technology teaching. At the same time, innovate resource allocation methods and rely on social forces to construct and form educational resource allocation methods. The development mechanism of the education market is sound.

4. Conclusion

Education equity refers to the norms and standards that China refers to in the process of sharing educational resources. Education informatization is the purpose of the education industry. In order to promote educational reform, China can use network platform information technology to break the limitations of time and space and innovate teaching methods. In the context of the new era, educational informatization is of great significance for achieving educational equity, and at the same time, educational informatization is also an effective means of achieving educational equity.

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