

A Study on New Student Education Management Models in Local Universities under the “Internet+” Context

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Abstract: This study investigates innovative models of student educational management in local universities within the “Internet Plus” framework, addressing the transformative impact of internet technologies such as big data, cloud computing, and artificial intelligence on higher education. It identifies key challenges in traditional management models, including outdated concepts, rigid methods, and inadequate mechanisms, which hinder student development and institutional efficiency. The research proposes a student-centered, technology-driven management model that emphasizes multi-stakeholder collaboration, real-time data analytics, and digital integration to enhance educational outcomes. By updating management philosophies, establishing comprehensive mechanisms, and professionalizing management teams, the study offers a pathway for universities to adapt to the evolving demands of the “Internet Plus” era, fostering holistic student growth and improving institutional effectiveness.

Keywords: Internet+; Student education management; Local universities; Implementation pathways

1. Introduction

This study explores innovative models of student educational management in local universities under the “Internet Plus” framework. The rapid development of internet technologies, including big data, cloud computing, and artificial intelligence, has profoundly influenced various sectors, including higher education (Zhang et al., 2021). The integration of “Internet Plus” with university administration presents both opportunities for innovation and challenges in supervision (Li & Wang, 2020). In response, universities must reform management concepts, operational frameworks, and implementation pathways to align with students’ evolving needs.

The study aims to construct new concepts, mechanisms, and pathways for student educational management, enhancing efficiency and effectiveness in higher education. It highlights the significance of internet-based technologies in shaping educational management practices and underscores the necessity of understanding administrators’ work dynamics to optimize strategies (Liu, 2022). Effective management is essential for talent cultivation and the long-term development of China’s higher education system.

2. Literature Review

The integration of internet technologies has significantly influenced higher education management. Although no study explicitly links “Internet+” with student education management in regional universities, international research on network technology in education began earlier than in China. Scholars such as Poster (2000) and Castells (2006) explored the societal impact of network information, emphasizing the need for an information-based society. Studies on internet applications in civic education, including those by May and Vaughn (2000) and Aldowah (2017), demonstrate how digital platforms enhance educational reach and effectiveness. Foreign universities emphasize self-education and democratic management, fostering students’ autonomy and self-management skills (Aldowah et al., 2017). These international perspectives provide theoretical foundations for innovating student education management under “Internet+”.

Chinese research identifies four key challenges in student education management: outdated educational concepts, unstandardized management teams, limited educational approaches, and incomplete management mechanisms (Liu, 2022). Scholars argue that traditional methods lack a humanistic focus and fail to integrate modern technological tools effectively (Wang et al., 2021). The “Internet+” framework presents both opportunities and challenges. It enhances ideological and political education by broadening

access to educational resources but also raises concerns regarding supervision and discourse authority (Huang, 2020).

International research provides foundational theories, while domestic studies focus on implementation challenges. To optimize student education management under “Internet+”, future research should prioritize practical innovations, leveraging digital tools to enhance effectiveness and sustainability in regional universities.

3. Issues of the Current Student Education Management Model in Local Universities

This section examines the issues of the current student education management model in local universities, focusing on outdated concepts, single-dimensional methods, and deficient mechanisms. The analysis highlights the following key issues:

3.1 Outdated Educational Management Concepts

The current model reflects a superficial understanding of the interplay between students, institutions, and the times. It leans heavily on administrative and standardized approaches, prioritizing control over service and neglecting individual student development. This reliance on institutional frameworks treats students as passive subjects, limiting democratic engagement and innovation. The reactive nature of management, focused on post-event corrections rather than proactive prevention, further hinders long-term student growth and authentic educational practices.

3.2 Single-Dimensional Management Methods

Educational management predominantly relies on directive, block-and-control, and indoctrination methods. These approaches emphasize rigid instructions, punitive measures, and lecturing, stifling students’ creativity and individuality. Such outdated methods fail to inspire students or adapt to the evolving demands of the “Internet+” era, ultimately undermining comprehensive development and innovation.

3.3 Deficiencies in Management Mechanisms

The rapid development of “Internet+” technology has exposed gaps in educational management mechanisms. The proliferation of diverse ideologies and harmful online content has complicated students’ understanding, necessitating robust regulatory capabilities. However, the lack of advanced monitoring technologies, insufficient resource integration, and the presence of negative content on educational platforms highlight systemic flaws. These deficiencies hinder effective online supervision and the adaptation of educational practices to new demands.

In conclusion, the current student education management model in local universities faces significant challenges due to outdated concepts, rigid methods, and inadequate mechanisms.

4. The New Model of Student Education Management in Local Universities under the “Internet+” Context

4.1 Connotation and Characteristics

This study proposes a student-centered educational management model for local universities, integrating digital tools and multi-stakeholder collaboration to replace traditional rigid, administrative-driven approaches. The model positions students as active participants in their education, fostering autonomy, leadership, and self-discipline, while educators serve as guides. It emphasizes engagement in student affairs to enhance social awareness, problem-solving skills, and management efficiency. Beyond the university, the model creates a holistic educational ecosystem by integrating school, family, and social resources, with universities leading and communities providing support. Digital transformation enables seamless interaction between online and offline learning, academic and extracurricular activities, and real-world and virtual environments. Leveraging big data analytics, universities can track student development in real time, enabling precise adjustments to educational strategies. This dynamic, technology-driven approach redefines educational management, ensuring holistic student growth and improving university governance effectiveness.

4.2 The Path to Implementing the New Model

The implementation of a new model for student education management in local universities under the “Internet+” context requires a comprehensive approach.

(1) Updating Educational Management Concepts: The “Internet+” era requires a shift to a “student-centered” approach, emphasizing students’ subjective roles, individual differences, and holistic development. Universities must integrate digital tools like online classrooms and data-driven systems, fostering self-discipline and all-round growth while respecting students’ unique characteristics.

(2) Establishing Comprehensive Management Mechanisms: A collaborative framework involving families, schools, and society is essential to provide consistent student support. Universities should develop big data platforms to track and analyze student data,

enabling personalized interventions and breaking down institutional barriers for better resource integration and sharing.

(3) Enhancing Professionalization of Management Teams: In the “Internet+” era, management teams need advanced ideological, psychological, and technological competencies. Training programs should focus on digital literacy and leveraging online platforms for student interaction. Continuous learning and adaptation will ensure teams remain effective in the evolving educational landscape.

In conclusion, the path to implementing the new model of student education management in local universities under the “Internet+” context involves a multifaceted approach that integrates technology, innovative management concepts, and collaborative mechanisms. By focusing on student-centered practices, leveraging big data, and enhancing the professionalism of management teams, universities can create a dynamic and effective educational environment that supports the holistic development of students.

5. Conclusion

This study examines student educational management in local universities, identifying key challenges in traditional models and proposing an innovative framework under the “Internet+” context. The research highlights outdated management concepts, rigid methodologies, inefficient mechanisms, underdeveloped online platforms, and insufficient professional competence among management teams. By analyzing these issues, the study proposes a digitalized, student-centered management model that integrates advanced technologies and promotes collaboration among universities, families, and society.

The research makes significant contributions by systematically evaluating existing deficiencies and introducing a theoretically grounded, technology-driven model aligned with contemporary educational trends. It emphasizes the need for participatory student management, multi-stakeholder collaboration, and enhanced digital infrastructure to improve administrative efficiency and student engagement.

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