

Internet and Education in the United States and China

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Internet is growing rapidly and has a great impact on Education. Distance education has become an extremely important area of using instructional technology. The United States is one of the largest developed countries and China is one of the biggest developing countries in the world. What is the current status of Internet in these two countries? How does Internet impact on their education? Presenters are going to examine the development trend of Internet, compare the policymaking and use of Internet in education, and provide suggestions for future implementation of advanced Internet technology in the classroom instruction and the learning at distance according to the similarities and differences of the east and the west giants in the world.

In the late 1960s, the U.S. Department of Defense created a network of computers to share military data in case of being of nuclear attack. Getting into the 21st century, the Internet is accessible anytime, anywhere for people with computers that can connect to the network (Anderson, 2001). In 1999, Nielsen Media Research and NetRatings estimated that there were 35 million U.S. householders with Internet access. Now is more than 56 million. It is estimated that by the end of 2003, the number of users on the Internet will be above 300 million (Sharp, 2001).

In the past three years, Chinese Internet users have grown exponentially. According to China Internet Network Information Center (CNNIC), the Internet users in China have jumped from 2.1 million to 26.5 million from January 1999 to July 2001. Moreover, the instructional use of Internet in Chinese education has also grown rapidly. Online instruction and learning have found their ways into Chinese classrooms (He, 1998; Zhang, 2000).

The comparison of the status of Internet use in Education between the United States and China, presenters will collect up-to-date data about the expenses, educational uses, and Internet accessibilities to discuss the future Internet implementation in distance education in both countries. Instructional strategies, online designing as well as online delivering tools will also be examined for making suggestions.

References:

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