

Analysis and Research on Internet Mixed Teaching Problems

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ABSTRACT The spirit of modern education is that information technology should be used as an aided learning tool in all learning areas to expand learning in various areas and improve students' ability to solve problems. Through the Internet, teachers and students in different locations can effectively interact with each other, thereby enhancing the quality of teaching. Modern education emphasizes that the study area should take into account the principles of curriculum planning and collaborative teaching, which shows that collaborative teaching is one of the important core topics of teaching promotion. Collaborative teaching can enable students to obtain complete knowledge and life experience. If Internet technology can be used to promote collaborative teaching, it is expected that it will be easier to integrate teachers with different specialties to conduct teaching activities, so that students can obtain a complete learning experience.

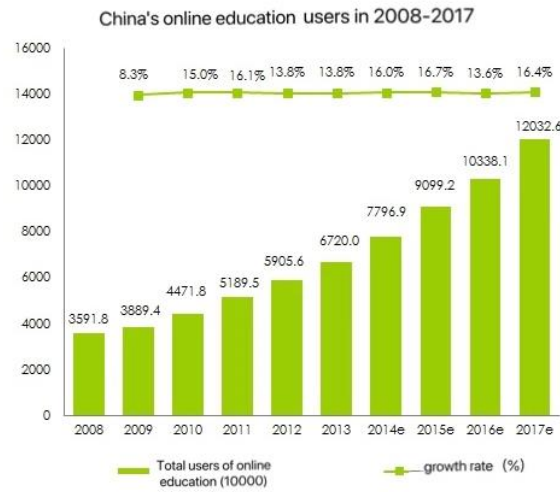
1. Foreword

China is a vast country with a large population. There has always been a gap between regions and colleges in the distribution of educational resources. Although the country and all walks of life have been trying to solve it, there is still a significant reality of uneven distribution of educational resources. Due to the popularization of the Internet and the promotion of government policies, the virtual digital education environment will be strongly integrated and developed in the future; therefore, by using cloud technology to build an educational resource sharing platform, better and richer learning materials can be obtained, which can effectively shorten differences in learning between regions and colleges. The application of Internet technology not only allows students and teachers to use educational resources at any time, but also can use such a platform to enjoy more educational resources inside and outside the school, reduce the problem of uneven distribution of educational resources, make full use of educational resources, and make educational resources available. Become a dynamic mutual learning system.

In addition to the collaboration and planning among classes, the use of the Internet can better overcome geographic constraints, properly integrate distant resources into teaching activities, and expand learners' horizons. Compared with the self-developed cloud Internet learning platform, the construction project is huge and expensive. It is convenient and time-saving to use the existing and open Internet platform services for collaborative Internet teaching. In addition to the popular platform, convenient application and cost savings, it can also be used in combination with more resources. Based on actual experience, it is not easy for the instructor to handle computer operations and take into account student interactions while conducting collaborative Internet teaching. The rapid development of the cloud computing era, in addition to various industries in the development of cloud computing applications in order to reduce costs and improve competitiveness. The education industry is also applying cloud technology to teaching under the leadership of the government. Through the virtualization of the basic environment and the existing Internet foundation, it strengthens the original environmental efficiency and provides better cloud education applications. In China, more people use the Windows operating system provided by Microsoft, and more and more people use mobile devices such as tablets and smart phones. If the shared loading

device becomes popular, the "end" of cloud services can be smoothly received everywhere. The application of cloud computing in education can extend the existing education resources and expand education services and benefits.

Table 1 China's online education scale



(Image Credit: www.iresearch.com.cn)

2. Teaching Analysis

2.1. Problems at this stage

Can Internet teaching really replace traditional school teaching? Online education has gradually become the mainstream. Nowadays, the Internet has entered millions of households, covering almost all parts of the country. As the pace of social development is accelerating, the quality of the population continues to increase, and the emphasis on education is also increasing. The way of education and learning can no longer meet the needs of people, the emergence of the Internet allows people to begin to choose to study through the Internet. According to Cisco President Chambers, in the future, the combination of the Internet and teaching will enable students to find the best teachers and learn what they want to learn at any time and any place. [1] Education will no longer be limited by space because It has no fixed time and place restrictions, and is extremely flexible and convenient. In addition, online resources are abundant, and learning efficiency has also been greatly improved. Traditional education methods will also be greatly changed, and the Internet will make education more significant. But at the same time, we recognize that the Internet and education are parallel. It allows students to learn knowledge, but education should also include the cultivation of students' personalities, which requires teachers to teach by example, to teach students by example, to cultivate and improve the students' personality. This shows how students can combine the Internet and education so that the two goals can run side by side. This is a question worth pondering.

In view of the advantages brought by Internet teaching, Internet-based derivative teaching activities have gradually received attention, making the use of Internet-based teaching methods become a mainstream teaching method. Platforms, such as the domestic "Mu Ke" platform, the "Internet University" of Sun Yat-sen University in Taiwan, the "Ceiba" of Taiwan University, and the "Learning Space" of IBM came into being. Through the Internet teaching platform, we systematically carry out planning and design, and can completely set up the learning environment on a web server or mobile phone terminal. As long as the learner uses a general browser or smart phone, he / she can go online and study at any time, anywhere, regardless of time and space. Teachers can also share teaching materials online, anytime, anywhere, discuss with learners, learn about learner progress, and assess test learner levels. Not only does the learner and lecturer have a high degree of flexibility (time, place, content) and easy to use, and school units can also use this online teaching platform to conduct classroom attendance, learning resource control, learning

record statistics, etc. Effectively save administrative resources and reach the realm of learning management automation.

In addition, more and more people are combining the Internet with computers and applying them to teaching work, making the closed classroom an open classroom, both in terms of learning content and learning methods. Learners can learn more than the textbooks on the Internet, experience different teaching methods of different teachers, and experience different tools for presenting knowledge. Internet teaching hopes to replace the old-fashioned traditional teaching environment with smart pictures and sound effects through two-way communication, in order to arouse the interest of learners and improve learning effectiveness. Many traditional universities have begun to implement distance learning based on the Internet, hoping to use the Internet to improve the effectiveness of learning.

2.2. Interactive teaching model

2.2.1 Cloud technology.

The application of cloud technology in teaching can include three aspects: teaching activities, teaching environment, and teaching evaluation. Teachers can conduct teaching activities through free cloud resources, or build the teaching environment on the cloud, and use the platforms and resources constructed by cloud technology to create a learning environment. Finally, record the student learning status and teacher teaching results on the cloud platform. Digital learning using cloud computing is a trend, but digital learning using cloud platforms is mostly set up by units or groups. In addition, the operation interface of each cloud platform is different, which requires more time to explore. The teaching content of the cloud platform is mostly a one-way digital learning method. In order to achieve the group interaction goals that the classroom will focus on in the future in digital learning, we must use the Internet synchronous video communication teaching method to interact.[2]He application of cloud technology in teaching can include three aspects: teaching activities, teaching environment, and teaching evaluation. Teachers can conduct teaching activities through free cloud resources, or build the teaching environment on the cloud, and use the platforms and resources constructed by cloud technology to create a learning environment. Finally, record the student learning status and teacher teaching results on the cloud platform. Digital learning using cloud computing is a trend, but digital learning using cloud platforms is mostly set up by units or groups. In addition, the operation interface of each cloud platform is different, which requires more time to explore.

It can be seen that the introduction of Internet technology into teaching can make good use of the Internet without being limited to time and space. At the same time, it has the characteristics of high interaction, real-time response, low cost, and easy to use. As the development of the Internet matures, it is easier to access and exchange teaching materials, and even real-time use of cloud-based teaching resources at teaching sites is becoming increasingly popular; the rise of cloud-based teaching platforms is inextricably linked to the development of cloud computing technologies.

2.2.2 Collaborative teaching.

Traditional Internet teaching platforms focus on digital teaching content, online test and evaluation, and teacher evaluation background management. The recent enhancement of Internet data transmission capabilities has enabled Internet live broadcasts to be upgraded from traditional professional equipment and dedicated Internet to the use of personal consumer electronics equipment at teaching sites, and live broadcasts with almost no time difference using the Internet are delivered to all corners of the world.[3]The development of cloud computing technology and the use of computers and the Internet can change the traditional face-to-face teaching method of the school. Through cloud technology, it can combine the teaching resources of the Internet endpoints to expand the energy of traditional distance teaching and collaborative teaching, enabling scholars and experts to conduct cross-region Restricted Internet collaborative teaching.

2.2.3 Human-Computer Interaction.

Human-Computer Interaction (HCI) is a discipline that focuses on the design of user-operated computer interfaces. It is a combination of computer science and cognitive engineering.

Communication between humans and machines must rely on human-computer interfaces.[4] The human-computer interaction mode is constantly updated. From keyboard and mouse, joystick, wired (with or without) operating handles and touch panels to somatosensory controllers, all are inputs derived from more natural and intuitive operation methods. Devices; some of them are currently hot topics, such as artificial intelligence, natural language processing, body motion capture and recognition, etc. The classroom of the future is to use technology in teaching, and the teaching method focuses on interaction between groups, and learners are the central design of teaching materials, thereby establishing a collaborative teaching learning environment. In the future, classrooms will attach great importance to the efficiency of technology use. The goal is to build very easy-to-use digital technology classrooms, allowing teachers to move around the classroom while making full use of technology. Through simple and easy-to-use technology operations, technology and students Interaction without disrupting teaching. The most critical factors for the success of future classrooms are whether teachers are willing to use new technology and how to make the most of the convenience of technology.

2.3. Environmental support

2.3.1 Information resource.

Computers and related technologies play a pivotal role in the realization of Internet hybrid teaching. A large number of search engines such as Baidu, Google, Sina, China Knowledge Network and other platforms, bring together national and global information resources, so that learners can know the world without going out, and take out a smart phone search to learn anytime know how.

2.3.2 Increased emphasis on education.

The party and the country have always attached great importance to education. Education is the cornerstone of national rejuvenation and social progress. With the continuous development of education in China, the overall quality of the population and the level of education have been improved, people's emphasis on education has continued to increase, and the general autonomy of students has also improved, so many learners are not satisfied with the knowledge in the books , And the Internet mixed education is providing this platform, so that the majority of learners can broaden their horizons and knowledge.

2.3.3 Resource distribution.

The problem of uneven distribution of educational resources in China has long existed. The problem of imbalance in the distribution of education funding, quality of education, and teacher resources between the eastern and western regions, between first- and second-tier cities, third- and fourth-tier cities, and between urban and rural areas in the same city remains serious. Li Weitao, CEO of Beijing Xuebang Education, said in an interview with China Economic Times reporters: The model of " education + Internet "contributes to the achievement of balanced and high-quality education resources and the fairness of education. Online education has become one of the effective solutions to change the uneven distribution of educational resources in China. Online education is undoubtedly a way and means to efficiently transfer knowledge and integrate teacher resources, and it is also an effective tool for the coordinated development of educational resources, which effectively improves the matching efficiency of educational resources.

2.3.4 Education personalization.

With the development of the times, the openness and tolerance of the society, and the development of respect for the personality of students will be the direction of education reform and the trend of the times. In traditional teaching, students are only passive receivers of learning, and the Internet mixed teaching can be closer to the personality development characteristics of students. Teaching based on aptitude and learning on the Internet can expand students 'more interest areas, cultivate students' independent thinking, active learning, problem discovery and solution The ability to solve problems effectively improves students' learning interest and learning efficiency. Make students more flexible and targeted to develop themselves.

3. The Method of Execution

3.1. Cloud application

Compared to traditional network services, cloud services emphasize more diverse functionality. In addition to the use of traditional Internet storage space, such as a variety of cloud downloads and applications, cloud services also provide many additional value application services, such as Cloud search engines, applications, cloud files, presentations and other application software services, cloud cash register or general computer rental services, and even computer cluster rental services with Internet architecture planning.

"Cloud computing" actually refers to Internet computing, using the Internet to communicate the computing work of multiple computers, or accessing services provided by remote hosts through the Internet. It can be considered "cloud computing". When traditional learning models are not enough to meet new learning needs, the "digital learning" approach has emerged. Digital learning refers to the way that learners learn through computers, smartphones, radio, audio tapes, the Internet, etc., and digital electronic resources as the medium; the digital content and teaching methods provided by it are used to integrate online and offline learning Strategies and teaching activities to create learning experiences and achieve learning goals. Compared with traditional teaching methods, the biggest feature of digital learning is the combination of communications, computers, smartphones and audiovisual multimedia technologies, while breaking through the constraints of time and space, and transforming into a learning method using the Internet. It also emphasizes the use of the Internet, multiple media and multiple communication channels, and the use of new communication methods to provide users with learning without the constraints of time and space. Based on the provision of relevant learning resources, assisting teachers in introducing curriculum design and application of teaching activities should gradually achieve the benefits of integrating information into teaching and digital learning. The development of digital learning has an inseparable relationship with cloud computing. With the advancement of technology, the speed of information transmission has doubled, and the methods of transmission have become more diverse. In the digital age, how to quickly acquire the latest knowledge is the key to enhance competitiveness.

With the development of digital learning, the scale of digital learning systems has become larger and larger, and more and more machines have been used to handle computing, storage, and communication requirements, making the entire digital learning system face many challenges, and cloud computing is the above challenge. Bring solutions. The potential of cloud computing for the education sector to improve efficiency, cost, and convenience has been recognized by official US educational institutions, and especially those educational institutions that are short of funds can operate information systems more efficiently without increasing capital expenditures. can. Digital learning is distinguished by the way of learning activities, which can be taught and learned simultaneously through computer software and hardware equipment. Students can see teachers online, and teachers can interact with classmates to explore problems in real time.[5] In asynchronous digital learning, teachers and students do not have to appear at the same time. As long as teachers place teaching materials and teaching resources on the Internet in advance, students can choose their own study period. Once they encounter problems, they can use the learning APP, E-Mail, QQ group and WeChat group ask teachers or classmates for advice. Synchronous and asynchronous parallelism combine the advantages of the two mentioned above. With diverse teaching methods, such as teacher lectures, CD-ROMs or online courses, the interaction between physical and online courses can be used to strengthen and extend the learning effect.

3.2. Far away education

The development of Internet teaching today can be attributed to the advancement of cloud technology, which has enabled distance learning to develop into an interactive teaching method that mainly uses the Internet to transmit information and interact. Using radio, television, smart phones, telecommunications, self-study paper and audio-visual teaching materials, and Internet teaching methods, distance education can be developed to varying degrees. There are many different

interpretations of the definition of distance learning: Some people think that distance learning is planned learning. Students and teachers are usually separated from each other. Therefore, special curriculum design and teaching techniques must be adopted, as well as special electronic or other technology communication. Can only be achieved in cooperation with special organizations and administrative operations. It is believed that distance learning refers to the separation of teachers and students. The teacher uses computer technology in combination with Internet communications and various audiovisual media to transfer teaching materials to learners, and conducts synchronous and asynchronous two-way interactive teaching methods with learners. It is believed that the distance learning defined in the education dictionaries refers to a teaching method that uses modern technology, such as computers, the Internet, video conferencing equipment, and communication integration systems, to impart knowledge and skills. To sum up, Internet teaching is a teaching method in the distance teaching mode.

Distance teaching through the Internet can be divided into two types, synchronous and asynchronous, according to their functions. Synchronous distance teaching refers to "real-time group teaching system"; asynchronous distance teaching refers to "virtual classroom teaching system" and "course on demand teaching system", including the following three teaching systems:

The first is a real-time group broadcast teaching system: teachers and students teach and learn in different classrooms, and are connected to each other through a high-speed communication network, so that the host classroom and one or more remote classrooms are like real-time interactive teaching situations in real time. Talk and answer questions, overcome obstacles to distance, and interact with teachers and students at different places at the same time.

The second is a virtual classroom teaching system: the global information network is used as the main course teaching development platform to simulate the classroom reality of teachers, and a complete teaching management system is planned in computer software or mobile APP. Teachers and students are connected to the teaching management system through the communication network at any time and place to enter the virtual learning environment without being restricted by time and space.

The third is the curriculum on-demand teaching system: using video-on-demand technology, students use computers or smart phones to obtain teaching materials on the Internet, play learning content at personal learning speeds, and repeat watching for individual autonomous learning. Among them, the synchronous real-time group broadcast teaching is more able to provide a lively and interactive class quality.

From the above, distance learning via mobile Internet has the following advantages:

First, the teaching method is not much different from the general teaching method of teachers. It is close to the original teaching mode of teachers. It just uses information equipment to extend teaching and is easy to operate.

Second, the diversity of teaching materials can attract students' attention.

Third, it can record all interactive behaviors, provide teachers' independent evaluation and evaluation of students, and students can review learning.

Fourth, the situation of uneven distribution of teachers' resources can be resolved.

However, it also has the following disadvantages:

First, from the perspective of the educator, the most obvious difference is the inability to see the learners' reactions to their teaching activities (except for two-way interactive video communications). This is indeed a challenge for less-experienced educators; experienced educators are better able to grasp learner responses and related coping styles.

Second, the effect of teaching is very closely related to the familiarity with the use of technology. This not only means that the educator must understand the advantages and disadvantages of technology, but also that the educator must be able to master teaching strategies for successful use of technology.

Third, the teaching teacher must pay more attention to the students' feelings, especially the motivation for learning.

Fourth, a group of people completes the teaching purpose together, but only one person directly produces teaching interaction with the learner, and the rest are workers who design and develop the course.

Internet teaching uses the characteristics of information equipment and transcends time and space. It has the characteristics that ordinary teaching does not have. It changes the previous learning style. Students listen to distant classrooms in front of computers and interact with other online people. However, it is impossible to use Internet teaching alone. At the same time, the classroom of the teaching site is managed, that is, the object of teaching cannot be controlled. However, the teaching of Internet teaching is not limited by time, space and region. It can shorten the gap between regions and colleges and provide a more humane and diversified learning channel. It also responds to the concept of low-carbon and through virtual application services (such as: Video conferencing, distance learning) can reduce the waste of environmental resources and carbon emissions. This kind of teaching activity derived from the concept of computer integration of information technology and energy-saving application services has become an emerging teaching trend. Therefore, how to improve the interaction between the broadcast and broadcast ends of Internet teaching and improve the quality of interaction, so that students no longer feel that the interaction at the broadcast end is worse than that of the anchor end, and make full use of the functions of Internet teaching to improve learning effectiveness, it is time to work hard. direction. In the past, the synchronous Internet teaching mode, which considered the expensive information equipment, is now greatly reduced because the Internet camera is the basic information equipment of the school. In addition to the increase in Internet bandwidth, the feasibility of Internet teaching through synchronous video communication is convenient. Can be improved. Internet teaching platforms at home and abroad can be roughly divided into two types: "synchronous" and "asynchronous".[6] The development of Internet teaching platforms is based on the characteristics of each school and is developed and designed by each school. Some are directly paid for by software companies. Supported internet teaching platform. For example: The Zhongshan Internet University system in Taiwan can be said to be the most complete and widely supported system in the Internet teaching system of various colleges and universities. The Internet teaching platform used is the "Wisdom Master" developed by Xulian Technology 2.1 ", which is built on the Unix Internet operating system. This system uses the characteristics of the Internet in combination with teaching theory. It not only has major breakthroughs in technology, but also takes into account the convenience and needs of learners. It is a set of Internet teaching platforms with complete functions. surroundings. This learning mode, which is dominated by the Internet teaching platform system, not only subverts the traditional face-to-face teaching method, but also gives learners a new choice.

4. Future Outlook

4.1. In terms of teaching media

Due to the rise of constructive learning theory and the prevalence of open education in recent years, the use of media to assist teaching has been widely appealed. Scientists' experiments indicate that: 75% to 90% of the knowledge we obtain comes from the eyes, that is, vision; 10% to 15% comes from the ears, that is hearing; the rest comes from the sense of smell, taste and touch. What's more, the whole society is already colorful; learners have lived in the media world since they were young. They are used to the entertainment of "sound" and "color", and it is difficult to sit down and listen to the class. If only "speak" and "listen" are used, the learning effect is limited. Science and technology are advancing at a rapid pace, and knowledge explosion is overwhelming. Relying on the traditional "teacher-speak, student-listening" learning method is no longer sufficient to meet the needs of the times, and traditional telling teaching methods have been difficult to meet the diverse and changing knowledge needs of learners. Especially when the teaching content is the same (such as common subjects), "how to teach" is even more important than "what to teach". Therefore, everyone is eagerly looking forward to a kind that enables us to "learn faster, learn more, remember

long, and remember complete", which has stimulated a strong interest in learning; that is, the comprehensive presentation of visual and auditory—" Media Teaching. "

In fact, I also believe that the media does affect teaching, and that the teaching functions are different for different types of media. I also think that teaching media plays a very important role in improving the quality of teaching and learning. The use of teaching media "can more arouse students 'interest in learning' and "can increase students' impression" and improve the learning effectiveness of learners.]In addition, the content of the course is expressed in richer multimedia teaching materials, which will make the course better in understanding and memory effects, and the course with better multimedia effects will have better long-term memory effects. Many Chinese and foreign education scholars have done research on the effectiveness of teaching media, and their research results have proved that both traditional teaching media and Internet teaching media have a positive effect on learning effects to varying degrees.

4.2. In teaching evaluation

Teaching evaluation is the last part of the teaching process, but it is not the end of teaching activities. Through the evaluation of learning results, teachers can understand whether the teaching tasks have been met or what needs to be improved, as an important basis for the next unit of teaching activities.[7]I believe that evaluation is an indispensable part of the teaching process. Teachers 'teaching efficiency, students' learning achievements, and the advantages and disadvantages of curriculum design must all be evaluated. The value of assessment is also to provide relevant learning materials to promote the improvement of the entire teaching. Based on the results of the evaluation, we can appropriately modify the teaching goals and improve the teaching materials and teaching methods used in teaching activities.

In the future, based on the existing information equipment in general classrooms, the main functions of the shared cloud platform will be used, and related application tools will be integrated to meet the needs of collaborative teaching functions, and the development of human-computer interface technology for Internet collaborative teaching will be carried out. The benefits are described below:

First, the automation of the Internet live broadcast platform login can help instructors to log in to the platform, reduce the trouble caused by the webpage operation process, and make it easier to use the Internet live broadcast platform for teaching activities.

Secondly, the Internet collaborative teaching process automation and auxiliary teaching human-machine interface interaction function can solve the problem that there is only one teacher in a classroom at the same time. [8]However, it is necessary to take into account the problems of computer-side operations and teaching courses at the same time to assist the mastering of teaching situations.

Third, the multi-projection system architecture is used to present multi-endpoint Internet collaborative teaching. Through the projection screen, the field teaching and interaction between the co-teaching end and the teaching teacher can be connected in series, which can promote the positive interaction between teachers and students on the Internet.

Fourth, when the lecturer is conducting multimedia teaching, by turning on the small window function of the camera, the remote students can watch the expressions and physical movements of the lecturer, which can establish a sense of presence in the distance.

Fifth, the system also has real-time Internet video streaming and course recording. While the teaching is in progress, it can be uploaded in real time for multiple people to watch the course.[9] With the small window function of the camera used in multimedia teaching, its synchronization or after-school teaching Course recording and storage can provide reference for remedial teaching, Internet self-study and flip learning.

Sixth, in addition to providing classrooms that are not limited by classroom space on the campus, this project can carry out collaborative teaching across classes and share teaching resources and interaction with teachers from other schools. The research results provide reference for teachers' planning and implementation when promoting Internet collaborative teaching.

4.3. Organic integration online and offline

Online, with the help of computers, tablets, smart phones and other teachers to publish learning tasks, students can flexibly arrange according to their own study time. Offline, students can discuss the previous online tasks, or browse the teacher's lecture notes online to improve the efficiency of learning. So how to better combine online and offline? Interactive learning can be conducted online through live broadcasts, communities, quizzes, and punch cards. Offline classrooms can be used as a carrier to organize students to consolidate and flexibly apply the basic knowledge learned online. Such as questions, lectures, reports and other forms allow students to show the results of self-learning, to test, consolidate, and transform online knowledge learning.[10] Let students become active learners. This transforms the traditional education model, so that everyone is a sharer and communicator who learns from each other and grows together.

5. Conclusion

There are many Internet live broadcast platforms or video conference platforms on the Internet, and the services provided by different companies are different. In addition to paying for the use of Internet live teaching platforms supported by software companies, you can also use paid or free Internet live broadcast video conference technology to conduct Internet live teaching. The remote teaching method through the mobile Internet is based on actual needs, and allows teachers and students from multiple endpoints to conduct courses simultaneously through video communication. With the help of Internet live broadcast, you can open and share resources across schools. Let the inter-collegiate collaborative teaching produce closer dialogue. If the internet teaching platform can combine the advantages of synchronous and asynchronous, in the synchronous teaching, the real-time interaction between the teacher and the learner, and the collaborative teaching of multiple teachers can achieve the effect of division of labor and cooperation. When a teacher teaches at one end, the teacher at the other end can pay attention to the student's learning situation in the classroom and give immediate guidance to the students; and because the students can get the teacher's assistance and guidance immediately in the classroom, they can learn more about what is taught in the classroom. In terms of knowledge, students can also use its asynchronous teaching function repeatedly after class to strengthen the less proficient part of the classroom. In addition, the establishment of an education cloud through cloud computing solves problems such as sharing teaching materials and balancing teaching resources in remote areas. After the teaching materials are uploaded to the cloud computing, resource sharing can be realized, thereby facilitating the learning and use of others. Cloud computing is also worth developing applications and expanding markets in the field of education. Schools strengthen the construction of mobile Internet bandwidth, so teachers and students can directly apply cloud resources for teaching or learning; teaching and administrative services can also use cloud computing service architecture. In the long run, the cloudification of information equipment should reduce the need for funding, and the application of cloud services in education should effectively reduce the investment and demand for funds.

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