Discussion on the Development Model of Adult Education in the New Media Age

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Abstract. The advent of the new media era has changed people's ways and means of acquiring knowledge, and changed adult’s learning methods and strategies, thus posed new challenges to adult education, but also provided new opportunities for it. This paper takes adult education in the new media age as the research object, analyses the influence of new media on adult education, and discusses the development mode of adult education teaching and management in the new media age, providing some reference for the development of adult education.

Introduction

Adult education, as an important part of education, has important practical significance for accelerating the modernization of education and improving national quality. In this context, how to grasp the significance of the new media era for adult learning in all walks of life and explore effective ways of adult education has important theoretical and practical value for promoting the change of adult education mode.

The Impact of New Media on Adult Education

With the rapid development of mobile interconnection technology, new media emerged under the rapid optimization and upgrading of the media industry. After newspapers, magazines, radio, television and other media, new media is a new media form based on digital technology and characterized by interactive network communication. The various technological advantages of new media have subverted people's life, learning and work, and changed people's cognitive style, learning habits and the ability to acquire knowledge. In the new media era, we should attach great importance to the impact of new media on adult education, make full use of the advantages of new media in terms of speed, scope and means of communication, so as to improve the level of adult education and promote the development of education [1, 2].

The Influence of New Media on Teaching Methods

In the new media era, great changes have taken place in knowledge storage and dissemination. Adult students have more learning choices in learning resources and ways. Students can rely on a variety of information technology developed online classes, such as MOOCs, micro-lessons, cloud class, Wechat platform, etc., to achieve cross-temporal and cross-space learning. More and more Micro-learning modes decompose learning activities into systematic learning sequences of smaller learning units, meet the needs of fragmentation learning, free students from traditional teaching methods, and largely solve the engineering contradictions of adult education.

The Influence of New Media on Individualized Teaching

New media can provide a brand-new personalized service mode for the development of adult education, establish a completely different mode of information dissemination and reception from traditional media, and effectively meet the differentiated and personalized learning needs of adult
students. In the new media era, adult learners can customize and acquire the required knowledge content at any time through their media terminals, realize the precise customization and push of the required information on the platform, and provide suitable learning resources for learners from the mass course information. Students can also choose their own subject majors, course types such as theory or experiment, and learning resources such as videos or documents. In this way, the form and content of homogeneity and batch in traditional adult education can be broken, and intelligent and individualized education can be realized.

The Impact of New Media on Teaching Interaction

In the era of new media, online teaching has a wide range of applications, high sharing and strong interaction. For example, the open course of MOOCs has added classroom assignments and interactive communication links to the curriculum, which facilitates the communication between students and teachers and classmates. New media provides platform support for effective dialogue between teachers and students in adult education. Through such media platforms as Wechat, QQ and virtual community, real-time communication channels between teachers and adult students can be built at anytime, anywhere, one-to-one, and online testing and monitoring can be implemented to promote the effective development and improvement of educational activities. Adult education learners can contact teachers anytime and anywhere to get timely technical and ideological solutions to various problems encountered in their work and life, thus enhancing the teaching effect and the influence of adult education.

The Impact of New Media on Teaching Management

In the era of new media, the quantification of information and the diversification of learning and communication platforms make it possible for the personalized education management of adult education. Adult education learners’ learning records when using new media learning tools and the information of communication through social platforms can become an important basis for adult education management. By tracing, analyzing and predicting the data, managers can establish student files, fully understand the professional quality and knowledge of different students, form dynamic monitoring and early warning of teaching links, and then design diversified and individualized teaching programs, and improve the teaching feedback mechanism.

Discussion on the Development Model of Adult Education Teaching

Integrating Resources to Build a Multi-platform Learning Model

In the new media era, adult education institutions can build multi-platform learning classes by means of multi-platform, such as distance online learning form, MOOCs, micro-lesson, cloud class, education APP, Wechat group and Wechat official account. Adult education institutions should develop teaching resources that can connect multi-platforms, set up modules such as course inquiry, classroom teaching, courseware download, extra-curricular resources, interactive communication, problem-seeking and examination information, break the time and space restrictions, ensure knowledge acquisition at anytime and anywhere, and improve students’ learning efficiency. For example, adult education institutions can register Wechat official account, and develop Wechat official account twice to realize the function of independent menu, such as course inquiry, at the same time, push curriculum resources and other information to students, or let students independently subscribe to relevant course knowledge information. Teachers can also use this platform to carry out various teaching activities such as remote homework counseling, answering questions and answering puzzles, micro-video broadcasting, and interact with students at any time [2].

Developing Systematic, Practical, Short and Precise Learning Resources

In order to meet the learning requirements of adult education students, and to solve the characteristics of short learning time, individualized learning purpose and practicality, adult
education institutions should sort out curriculum objectives, divide curriculum contents into levels according to job needs and the difficulty of knowledge, and decompose different levels of curriculum learning activities into systematic and small-grained learning unit sequences. The content theme of each learning unit should be simplified, and the core knowledge points should be fragmented and modularized, and the knowledge structure should be continuous to form a knowledge map. Each learning unit is equipped with effective and reasonable network learning resources, such as text teaching plan, PPT, micro-video, BBS discussion, online self-test, and some virtual training. According to their own characteristics, adult education learners can choose appropriate resource forms for combination learning to meet their individual learning requirements. In addition, for learning units with strong practicality, it should be accompanied by simulated experiment demonstration, virtual operation practice or off-line centralized operation practice in order to meet the practical training needs of students [3].

**Constructing a New Media Learning Community for Interactive Exchange**

Adult education institutions should build a new media learning community based on the new media platform for interactive communication between adult learners and create a learning atmosphere. Using Wechat group and QQ group to establish Micro-learning group, adult learners can exchange practical experience, share learning materials, discuss a learning topic, and promote in-depth understanding of knowledge. Create common topics on micro-blog, regularly publish knowledge points, initiate questions, difficult questions and answers, students can exchange and share information by forwarding comments and other functions. Open online forums, online learning communities, online laboratories and other functional modules, create learning circles, encourage adult students to collaborative learning. Relevant theory teachers and practical teachers reside in learning groups or communities to solve problems encountered in theoretical learning and work practice for students, and to promote the establishment of an interactive and positive atmosphere of distance education.

**Discussion on the Development Model of Adult Education Management**

**Use New Media Tools to Realize Teaching Management**

Adult education administrators should apply new media tools to students’ daily management work. By establishing Wechat groups and micro-blog accounts, they should regularly conduct distance learning, issue announcements, share academic trends, organize students to participate in online curriculum planning and teaching evaluation survey, and dynamically pay attention to students' thoughts and learning dynamics, professional knowledge needs, hobbies and the use of new media, always reflects the humanistic care of students. In addition, adult education institutions can independently develop educational management APP or register Wechat official account, so that students can use micromedia to realize the whole process of network management, such as online registration, enrollment inquiry, registration of students, payment, self-selection of courses, application for examinations, submission of graduation designs, and so on, so as to improve the efficiency of adult education management [4].

**Respecting the Diversified Needs of Students**

Adult education administrators in the new media era should first fully affirm the students’ self-worth and principal position, summarize the students' personality characteristics, and formulate individualized adult education and teaching programs. Students’ diverse needs should be fully respected in specialty setting, curriculum construction, personnel training program formulation, teacher construction and school positioning. Closer real-time interaction and communication with students. Not only grasp the students’ current learning situation and learning psychology, but also grasp the students' ideological dynamics and psychological changes, so as to adjust education and teaching programs more pertinently and improve students’ learning ability.
Focus on the Construction of Teaching Quality Evaluation System

Ensuring the quality of students’ study and graduation is the key to the sustainable development of adult education. In the era of new media, we can use new media technology to manage students’ course learning and graduation, so that students can combine online and offline learning, closing classes and graduation, and connect new media with traditional education and teaching, so as to improve the comprehensive quality of students in an all-round way. Strengthen the promotion of online learning in adult education and strictly control online learning. In the process of online classroom learning, classroom summaries, classroom questions and classroom assignments can be set up to ensure the continuity and coherence of online learning and the mastery of staged learning knowledge. Strict course completion process, pay attention to the routine management of network teaching, with high standards, strict requirements to ensure the performance evaluation of each course, improve the quality of teaching. Strict off-line graduation process, ensure that graduates improve their basic theory, expertise and basic skills in many ways, and set up a management form combining graduation design with thesis for more practical majors. In the process of implementing adult education, we can implement the educational management mode of docking online learning with vocational qualification certificate, encourage students to apply for vocational qualification certificate examination, and adopt the form of replacing curriculum credits with qualification certificate [2, 4].

Summary

Adult education is an important way to speed up the modernization of education and improve the national quality. By analyzing the influence of new media on adult education teaching mode, individualized teaching, teaching interaction and teaching management, this paper explores how to use the advantages and characteristics of new media to promote the development of adult education teaching and management, and puts forward corresponding development models, hoping to provide some reference for adult education institutions.

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