

# Research on the Self-education Mode of Adult Education Students in Colleges and Universities under the Background of Internet+

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**Abstract:** With the continuous deepening of the application of Internet technology in the field of education, the Internet provides more mode choices for adult education in colleges and universities. In order to explore the independent education mode of adult education for colleges and universities under the background of Internet+, this paper combines educational practice and the application of Internet technology in adult education to explore the Self-education mode of adult students, build a video open class based on the Internet, and supervise the Internet. The combination of learning provides theoretical and practical support for the development of adult education in the context of the Internet+ context.

**Keywords:** Internet+; Adult education; Self-education

## 1. Introduction

Self-education has always been a hot topic in the education field. For adult education in ordinary colleges and universities, its nature is obviously more suitable for the independent education model. In the context of the Internet+, the increasingly mature Internet technology has been widely and intensively applied to higher education, which provides technical support for the innovation of the adult education independent education model. Judging from the current situation of adult education in colleges and universities in recent years, the concept of modern education is constantly integrated. Adult education not only allows adults to acquire professional knowledge and skills, but also related certificates, and pays more attention to cultivating the awareness and ability of lifelong learning for adults. It is precisely under this goal that the adult self-education model based on Internet+ has gradually spread and become a hot spot in the research of higher adult education.

## 2. Investigation on Adult Students' Self-education

### 2.1. Lack of autonomous learning programs and goals

According to the current analysis of autonomous learning in adult self-education mode, most students lack clear learning objectives and learning plans. For example, in the design of the online questionnaire question "Is there a clear learning goal and learning plan when conducting

online self-learning?", the proportion of adult students surveyed exceeds 76%, indicating that there is no clear goal, and they do not understand their current level of learning, and give themselves a clear positioning. The vast majority of students said that the purpose of conducting online self-learning is "to complete the exam and obtain the corresponding certificate". Most of their self-study is to complete the assignment according to the teacher's requirements, and there is almost no clear plan.

### 2.2. Self-learning time is small and scattered

Unlike full-time college students, adult college students also need to spend more energy on other aspects of their daily lives, such as work and family, which makes their self-learning time relatively small and scattered. The survey found that they are more inclined to the Internet autonomous education model than the traditional teacher classroom teaching model, which can save time and increase the time for self-learning. According to the survey data, "how much time is spent on online self-learning per week?" The ratio of "1-2 hours" is as high as 78%, and the average time for online self-learning is only 1.55 hours, and such a short time is also scattered in different ways. It can be seen that adult students' self-learning time is small and scattered, which seriously violates the law of adult continuing education.

### 2.3. Lack of scientific learning strategies and effective monitoring and evaluation

Based on the current situation, the survey results of adult education system in colleges and universities show that

in the process of adult self-education, the school rarely provides students with a self-learning method system, which leads some adult students to master scientific learning in their own learning. Strategies affect learning efficiency. The survey results for students also showed that more than 55% of the students said that they “are not able to use a variety of learning strategies flexibly” and rarely “actively reflect on and evaluate their progress”. In addition, the school's evaluation method for adult students' learning effect is relatively simple, the evaluation method is mechanized, and lacks scientific supervision and evaluation system, which affects the independent learning effect of adult students to some extent.

### **3. Internet-based Construction of Adult Students' Self-Education Mode**

#### **3.1. Constructing a "double-effect" network autonomous learning system**

First of all, teachers need to strengthen communication with students, establish a harmonious relationship between teachers and students, help students establish a correct concept of independent learning, and adapt to the autonomous learning model under the Internet+ background. Teachers should give students appropriate encouragement and use emotional incentives to stimulate adult students' self-learning interest and motivation. Secondly, when conducting adult self-education, teachers should first guide students to master the strategies of independent learning, and formulate clear and clear learning objectives and learning plans based on their actual situation, and choose the learning strategy that is most suitable for them. In the process of students' self-learning, teachers should guide students from time to time to conduct self-examination and self-reflection evaluation, so as to find the most suitable self-learning mode. Thirdly, the school should also standardize the information resources of independent learning according to the curriculum design of adult independent education, establish a school-based education resource system, and change the random and disorderly learning style of students. Teachers should also adjust the learning content, structure, difficulty, time, etc. of the students through the observation and supervision of the adult students' self-learning process, to ensure that the teacher's teaching objectives are consistent with the students' self-learning, and realize the combination of “independence and classroom”.

#### **3.2. Building a network independent learning monitoring mode**

Under the perfect self-educational content system, in order to further improve the effect of adult independent education in colleges and universities, it is necessary to establish a set of matching network-based autonomous learning monitoring mode. In view of the characteristics

of adult students' learning in the previous analysis, the content of self-study monitoring should cover the whole dynamic process of adult students' learning, and adopt the process evaluation method to design a link suitable for adult students to guide students to make reasonable learning behaviors. From the level of teaching management of adult self-education, schools should establish a certain number of adult self-education teacher management teams according to their actual conditions, formulate corresponding incentive mechanisms, encourage teachers to write independent learning guidance materials, and record online courses and electronic lesson plans. To meet the needs of adult students to learn independently. The school should also establish an adult education and teaching management team with strong business ability and high comprehensive quality to serve adult independent education. Schools should also be equipped with online self-learning programs that are compatible with adult self-education models, as well as adult self-education goals and evaluation systems. In addition, from the function of network self-learning and monitoring, it is necessary to meet the functional requirements of real-time monitoring of learner accounts, monitoring of learner clicks, learning time records, learning content records, online notes, interactive platforms, etc., so that teachers can keep students informed. Autonomous learning, and then targeted counseling.

#### **3.3. Improve the network-based video open class system**

In the context of the Internet +, the basic conditions for adult independent education mode in colleges and universities are network-based teaching resources, and the video open class is the most important part. Today, with the rapid development of the Internet, the video open class design of adult self-education mode should break through the tradition and grasp the current cutting-edge teaching mode. For example, micro-class, MOOC, flip classroom, etc., combined with the characteristics of adult self-learning, design an independent education model that suits its characteristics.

In the construction of a web-based open video system for adult independent education in colleges and universities, teachers should change the traditional teaching concept, quickly adapt to the current situation of online teaching, face up to and face the current network-based adult independent education mode, and be accustomed to teachers and students. The separation of time and space in teaching and learning plays the role of a good self-directed learning instructor.

### **4. Conclusion**

The current adult self-education model in ordinary colleges and universities is not yet fully mature, and further exploration and innovation in the field of education is

needed. From the current situation, further strengthening the network system construction of adult independent education, starting from the independent learning platform, network learning monitoring, Internet video open class system construction, etc., can effectively improve the current adult independent education mode. Under the background of the big Internet+, we carefully analyze the characteristics of adult students, and proceed from the new goal to build an Internet-based adult self-education model, embodying the advantages of human-computer interaction and making adult education even higher.

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