

## Research on the Construction of Community Old Age Education Model Based on Internet+

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**Abstract:** Community old-age education is an effective way to realize community pension and lifelong education. The continuous innovation of “Internet +” education industry has injected new vitality into the community's old-age education. Strengthening the digitalization and informatization construction of community old-age education and promoting the long-distance education program for the elderly is a strategic choice for China to actively cope with the problem of aging society and solve the problem of education for the elderly. This paper starts from the status quo of community old-age education, and combines successful practice cases to explore the application of mobile Internet technology in community old-age education. The community old-age education model innovates the form and carrier of the old-age education. Through the network information service platform, the combination of online learning and offline experience is adopted to make the choice of learning pathways, learning content and learning forms of older learners more diversified. Is a new type of education model for the elderly. This personalized teaching program can reduce operating costs, rationally allocate resources, expand funding sources, absorb social forces, and optimize teaching methods and content.

### 1. Introduction

Information technology has revolutionary influence on the development of education. Promoting the deep integration and innovation of modern information technology and education is the core issue in promoting the process of education informationization. “Internet +”, especially the effective use of computing, big data and artificial intelligence, provides a broad space for the development of community education informationization in terms of ideas, ways and methods, and will lead and support the innovation of community education paths and models, and Give it a new development connotation.

The “Internet +” concept refers to the new product model that is generated by the integration of human industry products and services with the Internet. In just a few years, the “Internet Plus” model covers almost all traditional industries. With the continuous expansion of the “Internet +” model, cloud computing, big data, artificial intelligence, and information technology such as AR, VR, and MR have developed at a high speed, creating new formats and environments for economic and social development.

“Internet +” is not only a “physical reaction” but also a “chemical reaction.” Just like hydrogen and oxidation, it turns into water and forms a new substance. For example: Internet + retail = online shopping (Ali, Jingdong, e-commerce platform), Internet + finance = online banking (Alipay, WeChat payment), Internet + education = online education (network education, digital learning). “Internet + education” is an important part of the national strategy “Internet +”. “Internet + education” is not just the application of Internet technology in education, nor is it not only the use of Internet technology to establish various education and learning platforms, but the deep integration of the Internet and education to form a new form of education. Such as “Internet + course”, it not only produces online courses, but more importantly, it makes the entire school curriculum change from organizational structure to basic content; “Internet + teaching”, it not only

forms a network teaching platform, network Teaching systems, online teaching resources, online teaching software and many other new teaching forms, more important is to help teachers to establish advanced teaching concepts, change classroom teaching methods, greatly enhance the teaching effect, and then promote the revolution of traditional teaching organization Sexual change.

In the field of education, Professor Chen Li of Beijing Normal University proposed that “Internet + education” is not an online education, but a reforming idea, with the Internet as the infrastructure and innovative elements, the organizational model, service model, teaching model, etc. of innovative education. To build a new educational ecosystem in the digital age. [1] Yu Shengquan of Beijing Normal University believes that “Internet + Education” is a cross-border integration of a new generation of information technology represented by the Internet in the field of education, which has a systemic change impact on the mainstream education business and builds a new new education ecosystem. [2] Zhang Yan, the Inspectorate of the Education Department of the Renmin University of China and the General Office of the Ministry of Education, pointed out that “Internet +” has a huge impact on the educational concept, among which educational resources, educational institutions, learning models and teaching models are particularly affected. With the perspective of “Internet + Education Content”, “Internet + Education Experience”, “Internet + Education Management” and “Internet + Education Evaluation”, we will think about the new model of “Internet + Education” in the future. [3] As an important part of China's lifelong education system, old-age education is facing unprecedented challenges in history. Whether it can seize opportunities and seize the commanding heights of education reform is the key to realizing active aging and building a learning society. weight. To this end, in-depth study of “Internet + old-age education” is of great significance, should seek the path of its own change based on cross-border integration, early planning, early action, and strive to win the battle for the transformation of the elderly education.

## **2. The Status and Problems of Community Old-age Education in China**

Community old-age education refers to the combination of education, training, communication and organized learning activities with the community as the specific field and the specific group of the elderly. [2] It is both part of community education and education for the elderly. Part of it is a collection of community education and old-age education at the community level, which is an important part of lifelong education for all.

China's old-age education started in the 1980s, and the initial form was the establishment of a senior university. With the continuous development of society, the role of the community in education, management, and infrastructure construction is increasing. Community old-age education has also become an important part of old-age education. The survey report of the China Association of Senior Citizens University pointed out: In recent years, the focus of the education for the elderly has gradually shifted, and the education for the elderly at the grassroots level has been developed. Among the 59,711 old school, the number of schools at the grassroots level (mainly township, town, community) is 53,937, accounting for 90% of the total; the number of students in the school is 4,266,284, accounting for 62. 9%. [3] The survey also shows that the awareness and ability of urban elderly groups to participate in community old-age education is gradually increasing. It can be seen that community old-age education has become the main body and cornerstone of old-age education.

At present, community old-age education is mainly divided into two categories, one is the education of policies, policies, life skills, etc. for all the elderly in the community. The main form is to carry out various kinds of special lectures, reading, reading newspapers and other publicity. Activities; the other is professional education, mainly for the elderly in need of the community to carry out dance, calligraphy, computer and other professional knowledge education. There are three basic forms of community old-age education: community education in community old-age schools, off-campus activities in community old-age schools, and distance education organized by community old-age schools.

Through literature research and field interviews, the problems existing in the community elderly

education in China are mainly concentrated in the following aspects:

### **2.1 The teaching content of community old-age education can not meet the needs of the elderly**

On the one hand, there is a misunderstanding of the understanding of community old-age education. Community old-age education aims to improve the life and quality of life of the elderly. Health and entertainment can only be part of it, not all. It is regrettable that many community elderly activity rooms have fallen into chess and card rooms. On the other hand, community old-age education content is single-cure Through interviews, it is found that the elderly are willing to take the initiative to participate in community education depends largely on the content of community education. At present, the community old-age education activities of most community organizations are carried out for the community image project. The general form is to listen to lectures and open conferences. [4]The content is mainly the old-age law education and health care knowledge. The course content is single and the form is solidified. The curriculum is not close to the individual needs of the elderly, so that older students do not learn enthusiasm.

### **2.2 The community old-age education management mechanism has the problem of power and responsibility**

Over the years, there is no specialized institution for the management of old-age education in China. It is generally managed by several departments such as veteran cadres, the aging committee, and the education department. There have been cross-management and unclear rights and responsibilities. [5]Therefore, community old-age education has also fallen into an awkward situation. Some communities are headed by the responsible senior associations, some communities are headed by aging work, and some communities simply create old-age activity rooms and no one manages them. This kind of multi-head management or split management or unmanned management mode can not achieve the effective integration and sharing of educational resources, leading to a series of problems such as the lag of teachers and the tension of teaching places. In recent years, with the acceleration of the aging population, more and more people are paying attention to the issue of old-age education.

### **2.3 Community old-age education has problems such as tight funding, lack of teaching resources, and lagging teacher development**

Community old-age education belongs to public welfare education. Therefore, the government does not invest much in this. At the same time, there is no relevant policy to encourage social investment or private capital injection. As a result, the source of community old-age education funds is single, and the infrastructure of community old-age education is obviously not followed. With the development of population aging, resource allocation cannot meet the needs of the elderly for quality education. Due to the tight budget, the supply and demand of the elderly education in the community is unbalanced. The teachers are generally composed of retired teachers. The teachers are unstable and lack professional management talents.

## **3. Application of Mobile Internet Technology in Community Old-age Education**

The opportunities and challenges brought by the development of information technology, as well as the characteristics of online education, digital learning, lightweight, fragmentation, and structuring, how to achieve meaningful learning, organized learning, and deep in the information explosion and network era. Learning and realizing the transformation of people from “knowing molecules” to “intellectuals” has given us a new topic.

### **3.1. Suitable for you.**

Promoting the integration and innovation of the Internet and information technology and education and teaching is primarily applicable and applicable. In the process of deep integration of information technology and education, it is not the biggest and the strongest technology for learners is the best. In the application of information technology, we must fully consider the factors such as

audience, region, time and demand. Only the most suitable technology can meet the needs of learners, enhance the learning experience of learners, and achieve the effectiveness and efficiency of learning. Therefore, promoting the integration and innovation of information technology and education and teaching, can not unilaterally pursue the high technology and equipment, but also consider cost-effectiveness and local effectiveness. We must maintain the status of “if we leave”, not only because of the trend, but also because of the times, to closely track and keep up with the trend of technological development, to achieve overtaking in corners, to change lanes; to be guided by the situation, adapt to local conditions, calm analysis and scientific argumentation, seeking truth from facts, to achieve a steady pace.

### 3.2. Education (learning) is the foundation

Professor He Kekang defines educational technology as the theory and practice of promoting learning and improving performance by designing, developing, utilizing, managing, and evaluating educational processes and educational resources with appropriate technical support. The core of modern educational technology is the design, development, application and evaluation of learning resources and learning processes. [4] We need to redefine the “teaching process” of education, highlighting the audience learning as the center, and promoting the teacher-centered shift to the audience-centered; the fundamental attribute of “learning” is to shift from teaching to learning. In the era of “Internet + education”, we should pay more attention to “education + Internet”, clarify the orientation of “education (learning) as the body, technology as the use”, return to the true nature of education, and pay attention to improving the process and quality of teaching and learning. Teaching design promotes the deep integration of information technology and education, and thus enhances the effect of education and learning.

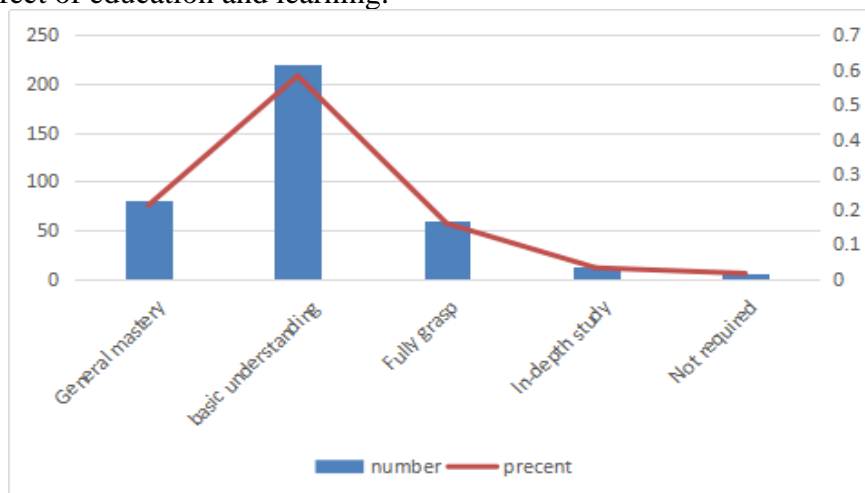


Fig 1 The level of learning that the elderly hope to achieve

This study analyzes their learning requirements by investigating the level of learning that older people hope to achieve. According to the survey results (Fig. 1): 220 of the elderly people surveyed hope to achieve basic mastery through certain systematic learning. Only 16.8% of the elderly and 4.9% of the elderly hope to be completely Master and in-depth research. Therefore, colleges and universities should pay attention to the popularity and system of the curriculum in the curriculum, to meet the needs of the elderly, not too esoteric.[7]

### 3.3 Demand driven.

To promote education informatization, we must adhere to the user-centered (learner-centered) and provide personalized learning solutions. How to use new technology to improve learners' learning input, complete the process of knowledge construction and sharing, and provide learners with personalized learning solutions will be the urgent demands of future learners. Therefore, we must pay special attention to the needs: First, it is closely related to the needs of learners – because there is a need, so it has value; second, it is to establish a user perspective – only to satisfy learners

and enhance the user experience, to achieve learning effectiveness. And efficient. The author distributed a total of 430 questionnaires to the elderly in the surrounding communities, the recovery rate reached 100%, of which 40 valid questionnaires, the effective recovery rate was 94.29. The author uses the analysis software SPSS13.0 statistics and analysis of the survey results. Analysis of the purpose of learning for the elderly

Table 1 Purpose of learning in the community (multiple choice)

Number	Item	Percentage
1	Happy learning	88.4%
2	Meet hobbies	80.7%
3	Social purpose, interaction with others	50.7%
4	Pass time	52.3%
5	To cultivate new hobbies	49.9%
6	Improve the cultural level	35.3%
7	Enhance health knowledge and support body and mind	6.9%
8	Other	2.1%

### 3.4. Application is king.

The question now is -- how are we using it? According to the theory of economic utility, only applications have value, otherwise it is furnishings and waste. We should pay close attention to the application of information technology in education and teaching, especially through the application of the Internet and information technology, effectively solve the various needs and demands of learners, and then promote the deep integration and innovation of information technology and education. In terms of application, we need to pay attention to two points:[6] First, pay attention to the transition from hardware construction to software construction, pay more attention to teaching design, learning support service system construction, application software development, network learning space creation, etc. The transformation of teaching resources construction into the teaching process pays more attention to the implementation of various links in the teaching process, the construction of interaction and communication platforms, and the establishment of evaluation and feedback mechanisms. Only by promoting the in-depth integration and innovation of information technology and education, exploring the construction of a new teaching model and realizing the transformation and reshaping of teaching and learning methods can we truly achieve effective teaching and learning.

## 4. Conclusion

The network information service platform is the carrier of digital learning. The platform design should fully consider the characteristics and learning needs of the elderly, develop an online mutual learning platform suitable for the elderly and easy to learn, and simplify the interactive function of online learning, expand the attractiveness and influence of digital learning, and reduce the digital learning. The sense of distance and loneliness, while focusing on the role of learning guidance and experience activities inside and outside the classroom, online and offline. Through multi-dimensional service platforms such as network platforms, mobile terminals, radio and television, and textbooks, we will create an atmosphere of humanistic care and reduce the number of elderly learners. Digital learning barriers not only promote the transformation of older students' learning styles, but also help to enhance the self-confidence of older learners.

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