The Effectiveness Exploration of Adult Learning Under the Network

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Abstract. The adult learning under the network can adapt to the learner into human nature, social and occupational characteristics, makes learning self-independence of personalization, and cooperative. By studying the feasibility and effectiveness of adult learning under network, it is to the need of promoting adult education popularization and adult learning lifelong.

The rapid development and widespread application of network technology, it makes the human learning style change, by the books as the carrier of the traditional learning to learning based on network environment. Rapidity of network information transmission, remote and information resource utilization of the open, Shared, suitable for on-the-job learning characteristics of adult amateur, scattered, make people learn more flexible, more human. Network has become an important learning tool adult regularly, and the environment, the network technology, the feasibility and effectiveness of adult learning, is to promote adult education popularization and adult learning lifelong pursuit of reality.

First, network learning meets the requirements of adult personalized learning network can meet the learning needs of adult learners multi-level, diversified, and tailored to self development and career growth.

Online Learning Support for Adult Form Personalized Learning Style

Network link up all kinds of information resources all over the world, become a vast resource library, expanded the radius of the adult access to knowledge, expand the freedom of choice of information space, and excellent teachers and experts from all over the world can provide the same knowledge from different angles of learning materials and teaching guidance, adults can break through space-time limits, whenever and wherever, convenient to access through the network learning. At the same time, the openness of the network inevitably prompt study way towards opening, by rote learning, strengthening the training of simplification of the traditional learning into autonomous, inquiry and cooperation pattern of coexistence of a variety of methods by classroom learning into is not restricted by space-time immediacy, with machine learning; By study and practice of line into the pattern of integration of learning, life, work, take care of both to adult learning time of amateurism and location of uncertainty, and for adults to find the most suitable for their cognitive, ability and personality personality traits such as learning path, form a personalized learning style.

Online Learning Can Realize the Humanized Resolve Contradictions

Adult is both learners and professionals and social people. First in her own job well their professional role, must deal with the conflict of work and learning; The Times, the adult in the work also need to take part in the social intercourse, family responsibility, must deal with the contradiction between life and work. Under the network environment, the teacher and the learner's physical separation, teaching process time separation, teaching space separation, adults to reasonably control their time and energy, out of the study and work, social interaction, the plight of family responsibility can't juggle.
Online Learning for "The One", "Face To Face" Personalized Counseling

Compared with college students, adults generally weak knowledge base, accept ability is uneven, it may bring certain difficulty for centralized and unified teaching. And computer network remote interactive, provides timely communication between teachers and students. Teachers can according to the different personality traits and needs of adult design personalized learning goals, and through the teacher's blog, BBS, E-mail, QQ, and other public or private way and the adult students online communication, feedback, answering questions, problem solving, individual guidance; And online monitoring the whole process of adult learning, teachers can guide the research method, understanding learning, provide humanity, personalized help for adult learning. Information transmission distance, between the teachers and students more press close to, the desire of the learners "the teachers at any time, please come home" in the Internet age truly become a reality.

Second, the network learning can highlight the learners' subject status, independence study, made possible by the traditional teaching model of adult education training in institutions of higher learning, asymmetric easily to the status of teachers and students: the teacher had the power of institutionalization, the teaching contents, methods and steps, and students only passively accept the arrangement of the teachers, teachers teaching become unipolar performance of the individual, and student activities and rights are deprived of basic, participation, lost of subjectivity, was completely property into input knowledge machine. In the teaching of the adult network, virtual network become "background" of activity between teachers and students, teachers and students role there has been a fundamental shift: teachers from imparter of knowledge, to instill into the organizers of the network teaching resources, the network learning helper; Students from passive recipients of knowledge into the main body of information processing, knowledge of independent construction. Separation between teachers and students of the "quasi" status has changed in the past, the one-sided emphasis on teacher center, emphasize knowledge infusion injection teaching mode, weakening the dependence of students to teachers, students' self awareness and self management ability high expression, truly become the main body of learning. Adult students autonomous learning mainly through active participation in the learning process to foster the students' independent consciousness, independent ability and habit, make it become a man of learning to learn. Autonomous learning process, in essence is the experience of the learners right brain is stored to comb, solve the problem of the current situation, the process of generating new knowledge independently.

Network autonomous learning for adult provides a powerful support, mainly displays in: one is under the network environment are more likely to form the learning atmosphere of democratic equality. Network world no level difference and relationship between the superior and the subordinate, there is only on the equipment and technology gap, all people were equal participants of teaching; Second, learning content and the rich diversity of presentation. High integration of network resources with text, images, sound, animation, video and other digital information on the web page, expressive and full of situational, interesting, can stimulate the different types of learners' learning interest and participation desire, and can arouse learners' learning activities of various senses, improve the learning efficiency and quality. Three is the strength of adult self-discipline and self-control, autonomous manifest in the network environment. Compared with a minor learning, adult's understanding ability and the ability to study independently has been mature, life and the work experience rich product tired, and they took the strong desire to learn, to solve the problem of the practical work of study purpose, active learning attitude, fully capable of guidance and control their own learning behavior and activities, the mode of learning content and, independently, to formulate and implement a study plan, and in the process of learning to autonomous management, independent constraints, autonomous development.

Third, online learning is beneficial to form a learning community, set up the cooperative learning platform.

An effective learning process, should be the common experience of individual and groups and the process of acquiring knowledge. In the process, fully realize collaborative interaction between
learners, interaction, communicate with each other, inspire each other, common to build knowledge, achieve the desired learning objectives. Such perspectives as the orientation of cooperative learning, to encourage students to share, and laying emphasis on the individual students to knowledge comprehension and memory of individual learning, compared to more can improve the learning efficiency.

In web-based learning environment, does not exist in the traditional classroom teaching, the pressure of competition and conflict of interest between people, plus adult interpersonal ability is stronger, therefore can be easily found in the network has common interests with their needs of learning community, each other form a study partner, in the emotional sense to accept each other, respect each other in personality sense, promote each other in the development of sense. From the point of form, online learning is individual behavior, and essentially network itself as an important and effective tool of communication, more conducive to learning, and collaboration between the individual, break down the barriers between the individual learning and the feeling of loneliness.

Computer networks with functions of real-time two-way transmission of information, provides convenience for adult learners' interaction. On the one hand, learners can make use of network resource sharing, mutual between open personal learning materials, learning experiences, heart experience, complement each other, common progress; On the other hand, can be a learning topics to communicate across space and time, play, explore, inspire thinking way in view the collision, reach a consensus. Network cooperation study the relationship of teaching of recessive role fully excavated, adult relationships and learning, learning in the exchanges, in the learning interaction (as shown).

![Figure 1](image)

Cooperative learning network is the most commonly used way BBS, each learner can under the teacher's organization and guidance to express their views and opinions, browse others published posts and evaluated and discussed. Can also use the network chat Get interested in a topic of people together, everybody to speak freely, pool our ideas. Still can use E-mail, QQ and other illicit close sex strong way under the condition of mutual couldn't meet dialogue, to open up to each other, exchange ideas, enhance feelings.

**Conclusions**

Web-based cooperative learning pay more attention to the use of advanced computer and multimedia technology, compared with the traditional classroom environment of cooperative learning, cooperation more in-depth, extensive and effective.
Participate in Breadth Enlarges

In a traditional classroom environment, members of the age, knowledge level, aptitude is convergence, although in a cooperative team stressed "homogeneous" a heterogeneity within groups, but the convergence is inevitable. Members of the cooperative learning from different regions and industries, in the age, knowledge, there are big differences can force, experience and so on, this makes the breadth to participate in the infinite extension, breakthrough the limitation of the classroom and the school, learning environment of cooperative learning in a society.

The Depth of Cooperation is Increase

Traditional classroom environment, easy to form a few students, especially the top students and students from the expressive types dominating discourse, the edge of the other students to become free from the group character, be in essence is "false", "cooperation". In the network, each member comes in virtual identity, and free to speak their true thoughts and ideas. Especially in one-on-one interactions between members, make the cooperation more in-depth and specific.

The Sense of Responsibility is Increase

Traditional forms of cooperative learning is mainly "he accused of", the task assigned by the teacher, clear responsibility, random testing, is not conducive to the cultivation of the students to participate in the general meaning and independent consciousness. And web-based cooperative learning relies mainly on the adult's "control", organization, coordination and self management. This "automatic" the responsibility of the control form more can guarantee the stability of cooperation.

References