

Research on the Innovation of Open Education Management Mechanism under the Concept of Lifelong Education

--Take the open education of the the OUC as an example

Xia Quanyong

Zhejiang Open University Fuyang College, Hangzhou Zhejiang, 311400, China

Keywords: Lifelong education concept, Open education, Education management mechanism

Abstract: With the continuous development of modern information technology, the reform of education model and the development of innovation have been promoted, and it has also had a corresponding impact on Chinese open education. In response to this problem, we took the open education of the OUC as an example to study the innovation of open education management mechanism under the concept of lifelong education, and made detailed explanations from the problems of the management mechanism of the OUC and how to innovate the management mechanism of open education.

1. Introduction

With the continuous improvement of the social value of cultural knowledge, the demand for education consumption by social stakeholders has also increased, and while gradually showing diversification, individuals are more pursuing the supplement of personal knowledge and the improvement of professional skills. This situation represents the process of modern education has gradually changed from singleness and stage to diversity, and it has become a continuous learning behaviour throughout the life of learners. Therefore, it is very necessary to increase the concept of lifelong education in the education system. Only by this can the individual value be truly reflected in the society. At the same time, with the rapid development of the Internet, it has also changed learning methods and behaviours when it changes the world. Therefore, Chinese MOOC, MOOC China, Xuetang Online, Good University Online, Dingni Xuetang, and Chinese University MOOCs etc. various MOOCs platforms have continued to appear. Compared with traditional school education, online open education has the characteristics of openness, scalability, internationalization and interactivity, which means that it is more adaptable to the rapid development of the times. How to innovate Chinese open education management while implementing the concept of lifelong education? This article takes the open education of the OUC as an example.

2. The Practical Significance of the Idea of Lifelong Education to the Ouc

The concept of lifelong education was introduced to China in the 1980s and has had a huge impact on various fields. In Chinese “Education Law of the People's Republic of China”, it is stipulated that “promote education reform, promote the coordinated development of various types of education at all levels, and build and improve the education system for all living beings.” The “National Medium and Long-term Education Reform and Development Plan Outline (2010-2020)” sets the construction of a lifelong education system as one of the main educational strategic goals in 2020. The direction and strategic goal of the comprehensive educational reform in the new era of our country is to build a life-long teaching system and a learning society. Therefore, how learners can establish a life-long education thought in the online open learning process of the OUC, and what kind of online learning platform should be built in order to meet the purpose of lifelong learning, have become one of the key research issues in the education field.

2.1 Educational Innovation Development Level

China has fully integrated education and teaching with information technology, and has explored and innovated it, which provides opportunities for the development of Chinese education. However, due to traditional education thoughts, people still have misunderstandings about online education, believing that its education is of poor quality and low efficiency, and selectively ignore the advantages of online education. Therefore, how to change the school's educational ideology and implement the concept of life-long education in daily learning and education, the innovation of online education must be reviewed again.

2.2 The Concept of Lifelong Education

The main ideas advocated by the concept of lifelong education are: learning is a kind of continuous and active behavior, constructing a dynamic learning system in which all kinds of education can communicate with each other. The theoretical founder Paul Langerand pointed out the importance of lifelong education Reflected in the effective effect brought to education.

2.3 Relevant Literature Level

Shen Guanghui proposed that distance online education has unique advantages and believes that it will become the support of a learning society and the carrier of lifelong education in the future. Lin Shiyuan believes that the essence of MOOCs innovation is the innovation of educational services and educational organization models, and it is directly reflected in the innovation of teaching models. Gao Yong pointed out that the role of distance education in building a lifelong education platform is mainly reflected by the interaction of learning methods and the sharing of learning resources.

3. The Status Quo of the Open Education Management Mechanism of the Ouc

The main way to establish a lifelong learning system in China is modern open distance education, so the Ministry of Education of our country attaches great importance to the development of modern distance open education. Although the the OUC has made great progress and development, many problems have been discovered in the process, and no suitable solutions have been found. In recent years the the OUC at all levels have adopted diversified teaching strategies based on the differences in teaching environment, teaching conditions, and students' cognition, thus realizing the diversity of teaching modes, such as the “123 Teaching of Hunan Open University” Mode”, the “135 teaching mode” of Qingdao Open University and the “112” teaching mode of Ningbo Open

University. When optimizing the distance open education of TV universities at all levels, they refer to the teaching theory and practical experience of foreign distance open education, and summarize the purpose and significance of their educational work as much as possible, which will help the sustainable distance education of the the OUC development of.

Most of the Open Universities in China adopt the educational administration model of overall planning, hierarchical management and hierarchical schooling to manage distance open teaching. Therefore, the distance open education of Open Universities can be divided into 4 parts, namely, the the OUC, the provincial Open University, the municipal Open University and the county Level study center big. From the perspective of education management, the the OUC is directly managed by the Ministry of Education. At the beginning of the pilot work of the remote open education work of TV universities, because of the limited rights of county-level TV universities, it is not possible to open undergraduate majors like municipal TV universities, provincial TV universities, and central TV universities. Only junior majors can be opened. This model is in practice. It has achieved good results, and has played a role in promoting the effective implementation of the pilot work of distance open education in the OUC.

4. Innovation Management Mechanism

4.1 Establish a Student-Oriented Educational Management Concept

Whether it is the educational affairs office or examination center of the the OUC, the provincial Open Universities, the municipal Open Universities, and the county study centers, it is necessary to implement the student-oriented teaching philosophy and establish the student-oriented educational management concept, which requires TV universities at all levels. The educational administration management mechanism correctly guides grassroots teachers so that their student-oriented concept can make practical actions in the construction of teaching resources and support for educational administration management. This concept needs to be implemented in every position in the the OUC. If the staff in any position does not establish a student-oriented concept, it is difficult for the the OUC to obtain student support for distance open education. If the concept is fully penetrated into every levels and basic jobs, in each link of work, the educational administration management of the the OUC's open distance education is gradually on the right track, and a virtuous circle of management is realized.

4.2 Establish a Good Market Service Concept

Regardless of the levels of the the OUC, it is necessary to improve and optimize the internal educational administration management mechanism according to students' learning needs, so that students can have a better learning experience. According to the needs of market talents and the needs of students, the Central Television Conference formulates professional curriculum resources and macro education plans after integrating them. In provincial TV universities, municipal TV universities, and county TV universities, learning resources and teaching plans need to be arranged and reasonably arranged according to local conditions to create a good learning environment for students in terms of their knowledge literacy and learning needs to improve their professional abilities. In summary, students should be regarded as “consumers” so as to better meet the needs of students for educational services. At the same time, appropriate adjustments should be made to the management of educational administration in different periods to conform to the development of the times, so that the distance development education of the the OUC can form a good image in the eyes of students.

4.3 Build Excellent Teacher Resources

The need for excellent teachers is an important way to improve the distance development education mechanism of TV universities and the level of education services. For the the OUC, the provincial Open Universities, the municipal Open Universities, and the county study centers, teacher resources are the most important educational factors. Due to the difference between the the OUC's open distance education and traditional education, in addition to the necessary knowledge reserves, the teachers of the the OUC's distance open education also need to have the experience and skills of distance open education, which is related to the education service quality of the the OUC's distance open education. Therefore, the the OUC needs to build excellent teaching resources according to the specific needs of students.

4.4 Improve the Construction of Teaching Resources

When improving the construction of teaching resources, the the OUC needs to fully consider the needs of talent training and the learning needs of students. the provincial Open Universities, the municipal Open Universities, and the county study centers should choose teaching resources according to local conditions to ensure students' learning adaptability and teaching resources Quality. In the educational administration management of the the OUC's open distance education, the construction of teaching resources will have a direct impact on the power of students' autonomous learning.

5. Discussion

This paper takes the distance open education of the OUC as an example to study the innovation of the open education management mechanism based on the concept of lifelong education, and draws the following conclusions: First, the concept of lifelong education provides ideas for the innovation of the educational administration management mechanism of the the OUC's open distance education from two aspects: educational development innovation and educational philosophy. Secondly, it reflects on the problems of Chinese open education through the problems arising from the educational administration management mechanism of the the OUC. Thirdly, the analysis of the four levels of students, market, teacher resources and teaching resources provides directions for how to innovate and open education management mechanism.

6. Acknowledgment

Zhejiang Open University 2019 Annual Planning Project Research “Open Education Learning Paradigm Research --An Outcome Based Education (OBE) Perspective” (Project No. : XKT-19G46).

References

- [1] Zeng Xiaoying(2020). *The development and new trends of open education textbooks*[J]. *Journal of Hunan Industry Vocational and Technical College*, vol.20, no.4, pp: 90-94.
- [2] Wang Hongcai, Jing Anlei, Que Mingkun, Jin Cheng, Ni Tao, Yang Cheng(2020). *The role and development of Chinese private education in the construction of a lifelong education system--"Building an education system that serves the whole people for lifelong learning" PEN series 4*[J]. *Lifelong Education Research*, vol.31, no.5, pp: 24-35.
- [3] Xu Minhua, Mei Bing, Pei Jianhua(2020). *The development status and strategy of senior education teachers from the perspective of lifelong education--Based on a survey of senior education institutions in Shanghai* [J]. *Adult Education*, vol.40, no.11, pp: 34 -42.

- [4] He Zhiquan(2018). *The educational function and enlightenment of open universities in developed countries under the background of lifelong education*[J]. *China Adult Education*, no.20, pp: 112-115.
- [5] Ni Yuqin, Lu Songyan, Zhou Zhonghao(2019). *Thoughts on the reform of open universities in the era of educational information 2.0*[J]. *Adult Education*, vol.39, no.1, pp: 31-37.