

The Value and Path of Realizing Lifelong Learning Education System under the "University + Community" Model in the New Era

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Abstract: With the development of social economy, people's demand for education is increasing day by day, and colleges and universities are an important place for cultivating talents and transmitting knowledge and skills. Under this situation, the "university + community" model emerged as the times require. This model emphasizes people-oriented, active participation in the learning process and methods and other concepts to change the traditional passive acceptance teaching method, which has a serious impact on students and triggers new contradictions and conflicts. This model also focuses on giving full play to the main role of learners, promoting the professional development of teachers, improving the quality of education, achieving the goal of building a lifelong education system, etc., and has become an effective way and form for continuing talent cultivation in colleges and universities. This article relies on the "university + community" model to study the lifelong learning education system, and uses a questionnaire survey to discuss this model. The survey results showed that participants' ability to actively acquire new information resources was 0.76, while that of non-participants was 0.53; 78% of participants were satisfied with the model, and 12% felt that the model was only averagely effective, 10% of participants were dissatisfied with the model. This shows that the wisdom of lifelong education has been approved by most people, but during the subsequent improvement period, it is necessary to focus on understanding the shortcomings of this model.

1. Introduction

Lifelong learning means that individuals continuously acquire new knowledge during their school education and keep pace with the times to meet the needs of social development. As an open and diverse organization gathering place, the community can not only provide universities with diversified and personalized teaching models and resource sharing platforms, but also have a positive impact on college students' active acquisition of professional information and skills. However, in the context of globalization and the rapid popularization of Internet technology, people's understanding of learning methods and content has undergone new changes.

Based on the new era community, this article proposes two core contents of the "university + community" model to achieve long-term learning and improve learning quality. This concept requires the integration of teaching and life, and focuses on the emotional exchange and communication between teachers and students during practical activities. At the community level, this article advocates the idea of co-construction and sharing by all people, and builds a lifelong education system to enable students to become true social subjects.

Under the lifelong education system, colleges and universities should combine students' learning goals with social development and provide them with a good platform to become an indispensable part of community life. For college students, this will have an even greater impact. In the traditional sense, high school is the stage of receiving higher education; however, in the context of the new era, the rapid changes in science and technology, the widespread application of computer network technology, and the changing trend of social demand structure have prompted students to have more diverse channels for obtaining information. As a new, free and open teaching form, lifelong courses will have a strong appeal to students. On the one hand, it can transfer knowledge to everyone at multiple levels; on the other hand, it can allow everyone to benefit from it and improve their ability level to adapt to various work needs in the new era. Therefore, lifelong learning can stimulate the desire for knowledge and enthusiasm of talents in all aspects of society.

2. Related Work

Lifelong learning research at home and abroad has a long history and mature theoretical systems. The research results mainly focus on education and mental health, socialization of college students and other fields. Scholars such as Ba-Lam Do proposed an education model based on blockchain, aiming to verify and manage lifelong learning data and solve the problem of credibility of learning results and learning experiences in the existing education system [1]. Wongpanya Nuankaew discussed the educational model adopted by Thai universities during the COVID-19 pandemic and proposed an academic success model for lifelong learning based on learning strategies [2]. Scholars such as Praty Nuankaew studied learning management affected by COVID-19 in Thai higher education and proposed learning strategies for lifelong learning [3]. Scholars such as Gulmira Bekmanova proposed a personalized training model for organizing integrated and distance lifelong learning courses and evaluated its effectiveness in higher education [4]. Falih Gozi Febrinanto and other scholars conducted a survey on graphic lifelong learning and provided a research overview of comprehensive lifelong learning [5]. Rabia Vezne and Etem Yesilyurt studied the predictive ability of online teaching content knowledge, attitudes toward web-based teaching, and the use of information search commitment strategies in online environments on lifelong learning tendencies [6]. Allan Mackenzie recommended using LinkedIn Learning to promote the development of lifelong learning and reflective thinking among engineering students [7]. Scholars such as Jordi Conesa have discussed lifelong learning and the obstacles it faces [8]. Taewan Kim proposed a lifelong learning architecture for video surveillance systems [9]. Shuojin Yang and Zhangchuan Cai proposed a cross-domain lifelong learning method based on task similarity [10]. In the new era, colleges and universities must not only assume the responsibility of learning, managing and protecting college students, but also give full play to the role of "community" as an important carrier. Therefore, exploring and effectively implementing a lifelong education system is of very practical significance for building a harmonious socialist society in China.

3. Method

3.1 Lifelong Learning Education System

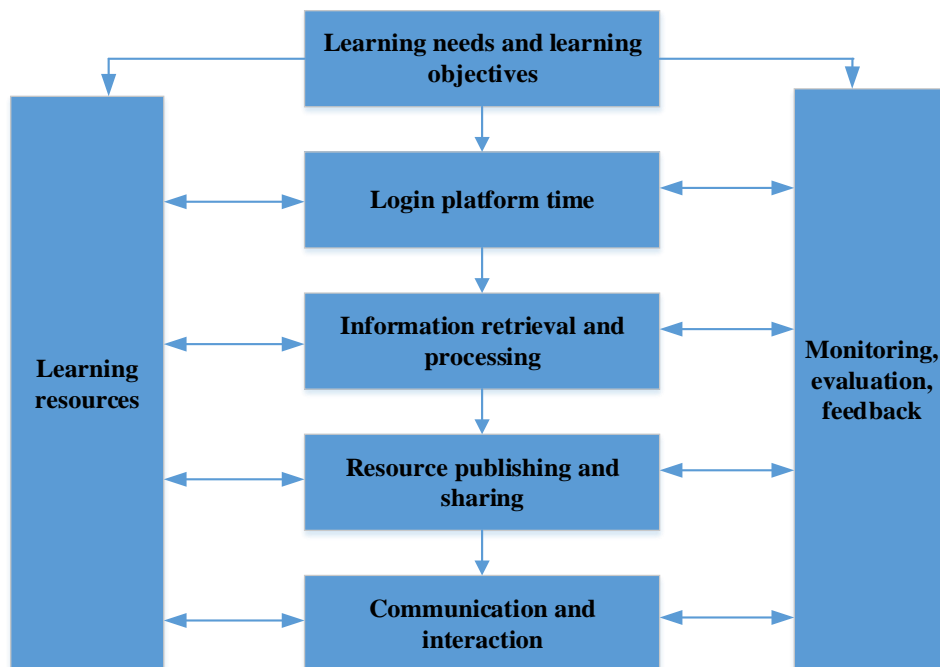


Figure 1: Lifetime learner behavioral learning model

Higher education is the main way for college students to acquire knowledge and is also the builder of the lifelong education system. In China, the community learning model is mainly characterized by social participation and family support. This model emphasizes the interactive communication between students and parents, promoting the construction of knowledge through this process; while the family plays the role of cultivating children's correct values and creating a psychologically healthy growth environment. The lifelong education system of colleges and universities is based on ordinary colleges and universities, with the participation of all levels and strata, including communities and social groups, to jointly build a networked structure with complete teaching plans, implementation plans and sustainable development plans. Figure 1 is the lifelong education learning model. In terms of knowledge transfer, on the one hand, the concept of lifelong education can be conveyed to students through teachers' teaching methods. On the other hand, college students should be actively encouraged to actively participate in community organizations and provide them with more opportunities to participate [11-12]. College students are the most important and basic link in the lifelong education system, and they are also the leaders in implementing the lifelong education model. Therefore, in the new era, long-term, continuous and systematic knowledge training for college students needs to be people-oriented as a prerequisite. On the one hand, we must focus on cultivating them to become compound talents with the ability to integrate knowledge and action; on the other hand, we must be committed to improving the quality level and ability development of members of society to achieve the improvement of students' comprehensive literacy and overall healthy growth, thereby promoting the effective development of moral education in colleges and universities. The lifelong education system of colleges and universities is composed of different regions, organizations and individuals. The teaching environment is an important factor: it should be people-oriented, and courses should be designed and arranged from the perspective of students; it is necessary to provide a variety of activity venues,

facilities and equipment to enable students to better integrate into the classroom, improve their overall quality, and arrange various leisure and entertainment projects for students so that they can have more leisure time and energy to invest in go into social practice. In the community, students can acquire knowledge through different forms, but this does not mean that teachers and schools are no longer the only channels for imparting knowledge. In order for students to obtain more ability development, skills improvement and cultural literacy improvement, it is necessary to absorb a large number of human resources from society to support the realization of this concept, so as to improve the quality of teaching and ultimately achieve educational goals, and it is also necessary to provide necessary guarantee [13-14].

3.2 Lifelong Education Management

Lifelong education refers to individuals' continuous learning and ability development to adapt to changes in society and the work environment. It emphasizes the continuity of education and personal development, and advocates the concept of lifelong learning. In traditional communities and societies, each individual needs to devote time and energy to obtain credits consistent with the job he or she holds. However, with the acceleration of the quality-building process for all people in the new era, the rapid development of information, and the sharp increase in the speed of knowledge update, individuals have increasingly higher requirements for their own comprehensive abilities [15-16]. Therefore, colleges and universities need to continuously improve the quality and level of teaching to meet the needs of students. In order to solve this problem, a learner lifelong education investment model can be adopted, which can effectively measure the investment required for lifelong learning and the benefits obtained. The benefits of lifelong learning reflect the rewards and results gained by individuals through learning. Through the investment and benefit model of lifelong education, it can help individuals better plan and manage their own learning behavior, and improve learning effects and personal development levels. At the same time, it also prompts colleges and universities to continuously improve the quality and level of teaching to meet the needs of students for lifelong learning.

$$R = \sum (E_i * CR_i) - F \quad (1)$$

Among them, R represents the total benefit an individual obtains from lifelong learning, E_i represents the time invested in each learning project, CR_i represents the rate of return of each learning project, and F represents the total cost of the individual. This model is based on an estimate of the total benefits an individual derives from lifelong learning, calculated by multiplying the time invested in the learning project by the return and subtracting the total costs. Personal lifelong education takes students as the core and aims to continuously adapt to the needs of the new era and transform individuals and the environment through continuous interaction with society. In order to achieve this goal, the community is widely used as a carrier to promote the common development of people, knowledge and technology. In addition, corresponding strategies should be formulated according to specific situations, and the Internet should be used to establish an information platform so that college teachers can understand the latest teaching trends [17-18]. This will help stimulate the enthusiasm and initiative of teachers and students to participate in the learning process, and also encourage students to choose courses independently in their spare time. The individual lifelong learning path planning model mentioned above can be used as a tool to guide personal learning decisions.

$$Z = \sum (W_i * X_i) \quad (2)$$

Among them, Z represents the maximized objective function value, W_i represents the weight of the i -th learning item, and X_i represents whether to select the i -th learning item (binary variable). This algorithm takes into account the weight and selectivity of learning projects to help individuals plan the optimal lifelong learning path. In the new era, the lifelong education model has been widely popularized, which not only makes the transfer of knowledge and skills more efficient and convenient, but also increases students' participation in community life. In this context, it is particularly important to achieve changes and innovations in people-centered ideas. In terms of the principle of cost-benefit analysis, based on the theory of lifelong education, a comprehensive and systematic consideration of the cost of learning activities is carried out, and a scientific and rational evaluation is carried out [19-20]. The lifelong learning cost-benefit analysis algorithm is designed to comprehensively consider the costs and benefits of learning activities to evaluate the cost-benefit of learning. Through this algorithm, individuals can better understand the input-output relationship of learning to personal development, and thus make more informed learning decisions. The application of this algorithm will provide individuals with more effective learning path planning and decision-making support, help individuals achieve lifelong learning goals and improve the effectiveness of personal development.

$$B = \frac{(G - C)}{I} \quad (3)$$

Among them, B represents the cost-benefit ratio of lifelong learning, G represents the total benefits brought by lifelong learning, C represents the total cost of lifelong learning, and I represents the initial investment made by the individual. This model is used to analyze the cost-benefit ratio an individual derives from lifelong learning by dividing the difference between the total benefits and total costs of lifelong learning by the individual's initial investment.

4. Results and Discussion

4.1 Survey on the Effectiveness of Lifelong Learning Education System

4.1.1 Survey Objectives

This study aims to explore the main goals of implementing lifelong education in colleges and universities to cultivate a new generation of qualified talents under the new era community model. In order to achieve this goal, this study designed a questionnaire consisting of three parts. First of all, the comparison of subjects' academic performance data is the first part of the questionnaire. Secondly, aspects of students' learning abilities formed the second part of the questionnaire. The third part aims to understand students' views and cognition on the teaching model of colleges and universities in the current social environment. Through investigation from these three perspectives, this article hopes to gain an in-depth understanding and analysis of the feasibility of implementing lifelong education in colleges and universities under the new era community model and its significance for cultivating a new generation of qualified talents.

4.1.2 Purpose of Investigation

With the progress of society, knowledge is constantly updated at a rapid pace. Students are paying more and more attention to cultivating their own qualities and abilities. In this context, colleges and universities, as part of the lifelong education system, play an important role in the community and achieve effective communication with the external environment. Colleges and universities not only provide more high-quality services to community residents, but also promote

the optimal allocation of educational resources through various channels and improve learners' comprehensive literacy, professional level, and innovative awareness. The participation of universities can also enhance the ability of communication, cooperation and mutual understanding between college students and the public, cultivate good personality qualities, and lay the foundation for universities to implement a lifelong teaching model. In this context, universities and communities have jointly constructed a set of teaching methods and curriculum systems based on the "community + university" model, which puts people at the core and realizes the diverse integration of community participants. Through this new classroom model, students can actively learn knowledge and apply it to practice, thereby cultivating their lifelong learning ability and independent innovation awareness, which can also improve the quality and educational level of college teachers.

4.1.3 Investigation Content

In order to evaluate the effectiveness of the lifelong learning system, the survey content must be clearly defined and corresponding research methods must be adopted. This article aims to assess learning performance by investigating it. This article collects data on the academic performance of participants and non-participants (here, students who have received lifelong learning values education) and compares the differences in their performance in relevant subjects or areas. Subsequently, this article uses a standardized learning ability assessment tool to compare the differences in learning ability between individuals who participate in lifelong learning and those who do not. Next, this article continues to investigate student satisfaction. By designing a questionnaire, this article collects feedback on the satisfaction of individuals participating in lifelong learning in terms of educational services, teaching quality, learning resources, etc. This helps to understand whether the lifelong learning system meets the needs of learners and determines the effectiveness of the lifelong learning system from the learner's perspective. Through the above evaluation methods, this article will draw accurate conclusions about the effectiveness of the lifelong learning system.

4.2 Analysis of Survey Results

Table 1: Comparison of academic performance data

Experimental subject	Social practice	Discipline comprehensive performance points
Participant	94	95
No participants	85	90

In college education, academic performance data is information of great value. Through comparative analysis of these data, it can be judged whether students have mastered knowledge and skills in different fields. According to the comparison of the scores of participants and non-participants in Table 1, it can be seen that the social practice scores and comprehensive subject scores of students who participated in this education model are 9 points and 5 points higher than those of non-participants respectively. This shows that colleges and universities that adopt the lifelong education model have obvious advantages in achieving their talent training goals. However, under the conditions of the new era, factors such as changes in the social environment and changes in people's ideological concepts have led to insufficient overall quality of college students and excessive learning pressure. These all have an impact on the teaching methods adopted by schools in the community to achieve ideal results.

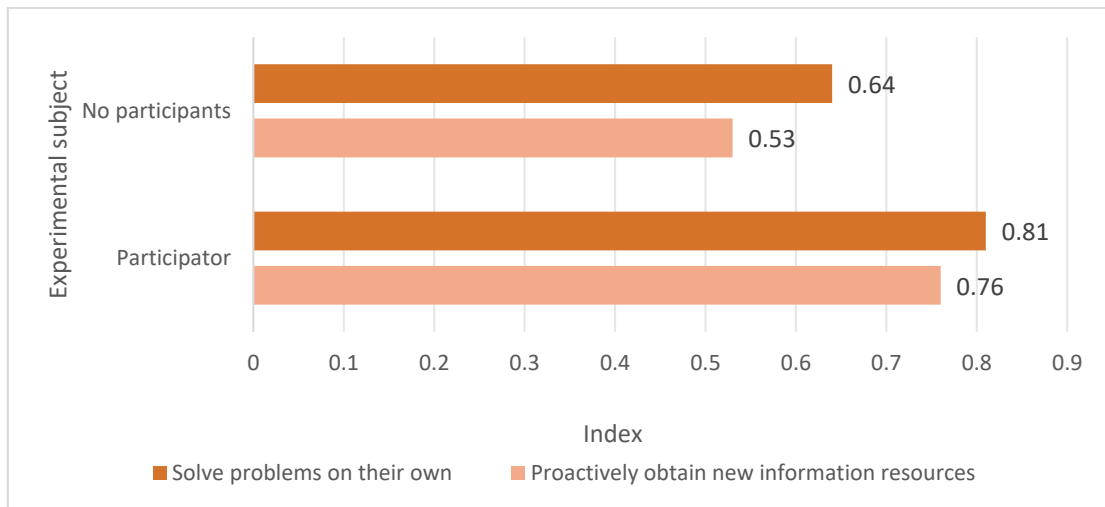


Figure 2: Comparison of learning ability

In lifelong education, learning ability is considered to be a key factor in determining whether students can better adapt to society. Therefore, it is necessary to pay attention to the overall improvement of knowledge, skills and methods. Through the investigation, it was found that among college students participating in the lifelong education system, there are varying degrees of learning ability differences and level differences at different stages. These problems include a lack of ability to proactively acquire new information resources and the ability to solve problems autonomously. From the data in Figure 2, participants' ability to actively acquire new information resources is 0.76, while non-participants' ability is 0.53; at the same time, in terms of independent problem-solving ability, participants' ability is 0.81, while non-participants' ability is 0.64. This shows that for colleges and universities, they should pay more attention to cultivating students to master the basic theoretical foundation and be able to flexibly use the techniques they have learned to solve problems encountered in real life.

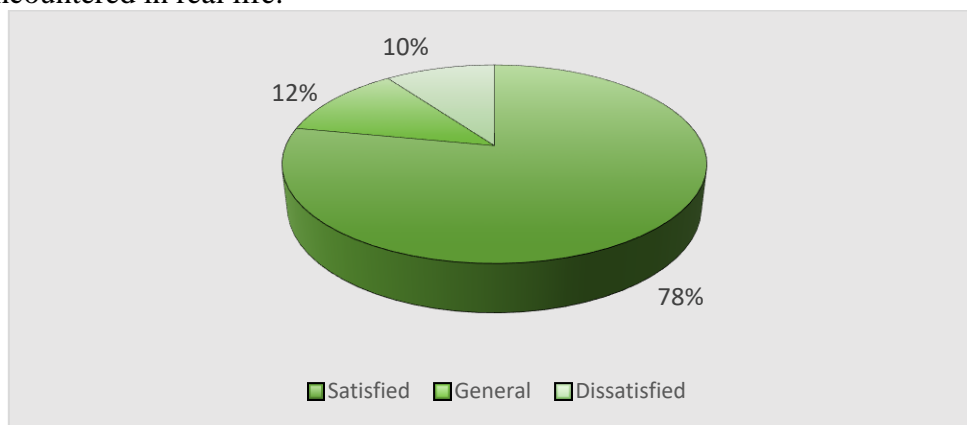


Figure 3: Student satisfaction

In the context of the current new era, there is a close relationship between student satisfaction and the quality of learning and teaching effectiveness of the community. In the traditional education model, teachers serve as the main body of the classroom, and students passively receive and instill knowledge. This approach prevents many students from actively participating. Therefore, colleges and universities need to actively explore the new concept of "people-oriented" teacher-student relationships to improve students' participation, interactive communication skills, and innovative thinking levels. At the same time, colleges and universities can also conduct an objective and

comprehensive assessment of the community by establishing corresponding evaluation mechanisms, so as to promptly understand and grasp the current situation of existing problems, and take targeted measures to make adjustments. Through such exploration and mechanism construction, colleges and universities can better meet the needs of students, improve their learning experience and satisfaction, thereby promoting the improvement of education quality and teaching effects. The survey data is shown in Figure 3, 78% of the participants are satisfied with the model, 12% of the participants feel that the model is only average, and 10% of the participants are dissatisfied with the model. This shows that the wisdom of lifelong education has been approved by most people, but during the subsequent improvement period, it is necessary to focus on understanding the shortcomings of this model.

5. Conclusion

As China's main talent training base, colleges and universities are responsible for delivering cultural management and technological innovation professionals to the country, and implementing a lifelong learning education model to promote students' personal development. Combining self-evaluation with social evaluation in the community and promoting the individual growth of college students has become an important goal of "quality citizens" in the new era. Lifelong education has become a new teaching method under the community model. It breaks through the limitations of traditional classroom methods such as teacher-centered, student-centered, and one-way indoctrination teaching. It has also changed the previous "cramming" cycle of receiving education, feedback, and evaluation, thus realizing the transformation of the lifelong learning system. Lifelong education breaks the constraints of time and space and provides students with more opportunities to participate in interactions, allowing them to independently choose knowledge content that they are interested in or urgently need to know, and actively seek relevant information.

This study aims to analyze the problems faced by China in the process of popularizing higher education and their causes, and propose corresponding solutions to promote the improvement and optimization of the internal environmental structure of China's universities and provide a theoretical basis for building a lifelong learning model. This article uses questionnaire survey as the main research method, but due to the limitations of data collection, the sample size is relatively small. The community as a whole has the problem of not analyzing the problem in depth and detail enough. What factors may affect the implementation of the lifelong learning model in colleges and universities? How to increase the frequency of interaction between college teachers and students? What measures should be taken to promote equalization of relationships between teachers and students? Future research directions and priorities require in-depth discussion and demonstration on these issues to improve the overall framework of the lifelong learning model. As lifelong learning develops, there is a wealth of new knowledge in the community. However, in colleges and universities, these new skills are often difficult to put to effective use. Therefore, in the process of promoting the development of lifelong learning model, it is necessary to explore and optimize the internal environmental structure of colleges and universities. Only by increasing the frequency of teacher-student interactions, promoting equal relationships between teachers and students, and making better use of new knowledge and skills in the community can we better achieve the goals of lifelong learning education.

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