

# A Study on "Post-00s" College Students' E-learning

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**Abstract.** To master the characteristics and rules of learners' E-Learning behavior is an effective way to improve the quality of online education. Based on the analysis of the current situation and characteristics of the E-Learning behavior of post-00s college students, this paper summarizes four problems of current use of E-Learning: diversiform network platform, weak network literacy, strong network dependence and lack of guidance and supervision of E-Learning. Accordingly, this paper puts forward the guiding strategies of E-Learning for post-00s college students from four aspects: designing E-Learning resources rationally, constructing E-Learning community, standardizing network moral education, and dressing the process supervision and evaluation feedback.

**Keywords:** post-00s; College students; E-Learning.

## 1. Introduction

E-Learning refers to the behavior that learners use the comprehensive application learning platform, learning resources, learning tools and communication tools provided by the Internet to learn and communicate, and search useful information independently to help them learn through the network. Since September 2018, colleges and universities across the country have welcomed "00s" college students who have grown up in the "Internet era" and are used to making friends, entertaining themselves and getting information through the Internet. In this context, if educators can understand the ideological characteristics of "post-00s" college students, and taking the opportunities of network behavior of them and guiding their E-Learning behavior reasonably, it will be beneficial to building E-Learning community and achieving a high degree of agreement between teachers and students in E-Learning.

## 2. The Status Quo and Characteristics of E-Learning among "Post-00s" College Students

At present, the E-Learning platforms used by college students mainly include online course learning platform, social learning platform and data download platform. Through questionnaires surveys and individual interviews with students, it can be found that the current situation of E-Learning among post-00s college students mainly has the following characteristics:

### 2.1 Diversiform Network Platform

According to the survey, students' E-Learning platforms are not only limited to MOOC this kind of course resources. Some independent learning platforms that can subscribe to resources, search and download, as well as interactive learning platforms that can initiate discussion, comment and reply, are more likely to absorb students' eyes. However, compared with the elaborately recorded MOOC resources made by schools and official education institutions, independent learning platforms and interactive learning platforms still have uncontrollability in learning content, interactive content, download resource review and some other aspects. Especially today, when the mobile Internet is booming and the Internet content is exploding, if there is no proper guidance and supervision, it is easy for students to encounter information tragedy and receive interference from irrelevant resources, causing their E-Learning behavior to deviate from the learning task and only repeat at low level of E-Learning behavior, or just to pursue fun, entertaining, and vulgar experiences.

## **2.2 Weak Network Literacy**

Although the "post-00s" college students have mastered more network skills, their network literacy is far from enough to withstand the new impact and test. The specific manifestations are as follows: first, the self-discipline of E-Learning is poor. Although some college students aim to participate in "E-Learning", they cannot consciously resist violent and pornographic information. Second, the ability to screen network information is poor, lacking of deep thinking about the learning content pushed by the network platform, which can easily develop the group psychology and inert thinking. Third, the sense of moral responsibility is weak. Some college students speak anonymously, attack others maliciously or spread rumors blindly on the E-Learning platform. Fourth, the weak awareness of network security——because some students cannot be solemnly opposed to hacking, and cannot firmly resist academic misconduct such as plagiarism.

## **2.3 Strong Network Dependence**

In the investigation, the author found that today's "post-00s" college students generally rely too much on "E-Learning". Once they find something difficult, they immediately search online information to get the answer, rather than thinking or analyzing it by themselves. Even some college students have been using laptops, tablets, mobile phones and other devices for a long time, and feel that they cannot perform daily activities normally if they are unavailable to electronic devices, which shows that post-00s college students have a strong sense of dependence on electronic devices and the Internet. Such a strong dependence on the network will lead to students' inability to think independently when they are in the face of massive information base, which will lead to their slow and inert thinking, as well as their inability to actively deal with difficulties, thus losing their innovation capability and creativity.

## **2.4 Lack of Guidance and Supervision**

For the "post-00s" students who have just experienced the college entrance examination, they have long accepted the passive education of traditional mode, as well as the educator's strict monitoring, which causing students lack self-control and time management ability .Therefore, when they face a large amount of time that can be freely controlled and planned, it is difficult to make reasonable arrangements. Many college students have failed to strictly implement the E-Learning plan, resulting in low efficiency and poor results. Moreover, for college students who are new to E-Learning, most of them have doubts about how to conduct E-Learning and how to solve problems encountered in E-Learning, which require relevant educators to provide training and guidance on basic methods and skills of E-Learning. However, at present, colleges and universities in China still lack guidance and supervision for E-Learning, which cannot help college students constantly adjust the ways and methods of E-Learning, so that E-Learning still can not play a good auxiliary role for offline course learning.

# **3. Guiding Strategies of E-Learning for "Post-00s" College Students**

## **3.1 Designing E-Learning Resources Rationally**

The quality of E-Learning resources is not only reflected in the richness of resources, expressions and frequency of updates, but more importantly, the degree of acceptance of resources by college students, which is the attractiveness of learning resources. Therefore, the E-Learning resources should pay attention to attract students to continue learning ——improve the frequency of learning and strengthen the depth of learning. According to the students' preferences for teaching materials, try to avoid pure text materials in the choice of presentation methods, and use more media such as video, sound, and pictures. At the same time, actively use vivid, intuitive, close to actual teaching cases, outstanding student works, and Industry-leading cutting-edge knowledge and technical skills, self-created learning resources, information and case materials to attract students. In addition, it is necessary to build a good E-Learning environment, establish and build a cloud-based

integrated learning platform composed of modules such as course learning, online question and answer, online assignments, and course notifications, and systematically display course resources to facilitate students' independent learning and free access to information.

### **3.2 Constructing E-Learning Community**

"Post-00s" college students generally have a strong sense of autonomy, eager to break free from the shackles of teachers and parents, have their own ideas, pursue, and hope to be recognized by the outside world. Therefore, it should be made clear that teachers are the guides of E-Learning, while students are the leaders of E-Learning. In E-Learning, traditional indoctrination education should be avoided. Teachers can participate in students' learning topics and discussions by initiating topics and answering questions online, so as to stimulate students' enthusiasm for E-Learning. At the same time, teachers can actively expand the main body of E-Learning and engage scientific research experts and industry elites to regularly participate in students' online Studying, to solve questions for students, to bring students the newest practice cases, bring them fresh issues, inspire their thinking, promote the development of deep-level E-Learning behavior.

### **3.3 Standardizing Network Moral Education**

In the process of E-Learning, we should also actively promote the network literacy of the post-2000s students. First of all, we should set up the system of university network behavior, stipulate the time for college students to use the Internet, and formulate disciplinary measures for college students' network anomy behavior. Then, it is necessary to carry out effective network moral education for college students through classes, lectures and campus cultural activities. Next, we must carry out education on awareness of cyber security precautions, improve students 'self-protection ability, and protect their legitimate rights and interests from illegal infringement. Finally, we must train the backbone of students to become network propaganda and network supervisors, so that the backbone of students become the main force to improve the cultivation of college students' network literacy .

### **3.4 Dressing the Process Supervision and Evaluation Feedback**

It is necessary to combine the ideological and behavioral characteristics of "post-00s" college students and pay more attention to the supervision of their E-Learning process. For example, learning time span, total learning time, login frequency, average staying time, topic initiation, resource creation, subscription, comment, search, etc., timely find the potential problems and give positive guidance. In the meantime, students should be encouraged to evaluate and give feedback during the process of E-Learning, and to summarize the mistakes and difficulties in the process And adjust the short-term plan and the execution arrangement according to the actual situation in time to promote the completion of the E-Learning task, and at the same time correctly evaluate the efficiency and the achievement of online knowledge acquisition and carry on the reflection and summary To improve the effect of E-Learning.

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