The Practice and Exploration of Adult Education Network Teaching Management

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Abstract: Adult education is an important part of education, and it is also the basic content of continuing education. Good quality of adult education has a very positive effect and significance for spreading the concept of continuing education and practicing lifelong learning. With the development of Internet technology, the current adult education has gradually developed into a network, and the effect and quality of education have been improved and improved compared with before. But adult education network teaching management has become a new problem. On the basis of analyzing the characteristics of adult education network teaching, this paper expounds in detail the effective countermeasures to strengthen the network teaching practice and improve the management quality.

1. Introduction

With the development of modern network technology, network teaching has gradually become a new teaching method, and this network teaching method is more suitable for adult education. Compared with other teaching forms, network teaching has many characteristics and advantages, and the network resources and teaching forms are very rich, which can be chosen by adults according to their own preferences, without being limited by the learning time and space at the same time. Therefore, in recent years, online teaching has been widely welcomed by adults, which is also the main development trend of adult education in the future. However, it is undeniable that the network education has brought some difficulty to the teaching management, many teaching managers have not changed from the traditional role, nor adapt to this kind of education mode. Therefore, in such a situation, in-depth analysis of the practice of adult education network teaching management countermeasures, to promote the development of adult education, has a very positive practical significance.

2. The Main Problems in the Teaching Management of Adult Education Network

Figure 1 Web teaching management
2.1. Decentralized Management and Uneven Curriculum Standards

Internet education has its unique advantages and characteristics, but online education is carried out online, when learning, adults are not in the same place. In addition, adult education is less difficult to enter, as long as adults have the idea of learning, you can study online courses, but because adults have their own work, in different industries, the basic qualities are also different, learning, learning plans and arrangements for each adult are different, management is difficult to control the learning status and learning results of adults, management is more difficult. In addition, there are many kinds of subjects in adult education, covering almost all aspects, and teaching management needs managers to have strong management ability and comprehensive quality. In the face of heavy management tasks, the number of managers is somewhat insufficient, which is also the reason that affects the quality of adult education network teaching management.

2.2. The Development of Online Curriculum Resources is Not Reasonable and the Management is Not Standardized

Network resources are very rich, the use of network learning has gradually become the mainstream trend of current education development. However, in order to achieve the expected goal of adult education, the scientific and rational development of teaching resources is very important. Because the quality of learning resources will directly affect adult learning. The daily education management measures are the effective way to ensure the adult learning effect and improve the adult learning motivation, but because the corresponding management measures are not in place, most of the management process is mere formality, it does not play a substantial role at all, and the lack of humanized characteristics in the management process, the management concept is old, cannot meet the actual requirements of adult learning. In the development and utilization of network resources, often will cause the waste of resources, many high-quality curriculum resources have not been effectively utilized, adult network education curriculum arrangement is unreasonable, education mode has been stuck on the original basis, which is very unfavorable to adult education network teaching management.

2.3. The Network Education Model is Rigid, the Management Lacks the Actual Effect

Network education and general higher education are both important components of basic education, and good quality of education is also an effective way to realize continuing education. However, according to the actual situation of adult online education, it is not a supplement and extension of general higher education, on the contrary, adult online education is a relatively independent part, and it is not a form of education within the same category as general higher education. Adult network education has the characteristics of discontinuity, and the forms of education are basically part-time. Many managers adopt the way of managing general higher education to manage adult online education, which is obviously unreasonable, at the same time, it may lead to the rigid management of adult online education, which also has a more adverse effect on the adoption of follow-up teaching management measures. In addition, the development of general education is longer, so in the long-term practice has also formed a relatively perfect teaching and management model. However, the development of adult education is short, and the management and teaching mode are also in the process of exploring and perfecting, so there is no more mature experience for reference and reference. Many popular adult online education management mode is usually imitated or copied other education methods, so it is not suitable for adult education, and the overall management effect is also lack of pertinence and effectiveness.

3. Practical Countermeasures of Adult Education Network Teaching Management

From the above analysis and discussion, it can be seen that adult education plays a very positive role in promoting the development of continuing education and promoting the construction and development of a learning society. However, there are still many problems in the management mode and management concept, so the effectiveness of adult education network teaching
management is low, which does not meet the actual requirements of adult learning, and is not conducive to the further development of adult education. Therefore, in this case, we must combine the actual characteristics of adult education network teaching, scientific design of teaching management form, all-round, multi-angle start, comprehensively improve the overall effect of adult education network teaching management. Specifically, adult education network teaching management measures can be adopted in the following areas:

3.1. Establishing the Humanistic Education Management Concept Based on the Characteristics of Adult Learning

In the basic education stage, no matter what kind of education management method the teacher adopts, its most fundamental goal is to promote the students to learn and understand better and improve the effectiveness of the teaching management, which is the only judgment criterion in the process of adopting the teaching management method, and the adult education network teaching management process is no exception. Therefore, in the process of adopting the measures of adult education network teaching management, we should actively carry out the people-oriented education management concept, take adults as the main reference index, combine the actual characteristics of adult learning, adopt a more scientific and efficient management mode, and improve the effectiveness of adult education network teaching management. That is to say, in the process of management, we should take the realization of adult interests, self-development and learning as the starting point and foothold of the management measures, constantly improve the teaching management mode, and finally push the adult education network teaching to humanization. The fundamental reason for the lack of effectiveness of the previous adult education network teaching management model is to deviate from the reality of adult education, blindly imitate or copy, in order to effectively improve the level of teaching management, we should pay full attention to human factors, take adults as the absolute main body of teaching management, and provide the best quality teaching management services for adults. For example, the following forms of management system can be set up:

![Management System](image)

3.2. Improving Adult Network Education Platform

Because the basis of adult education network teaching is the network learning platform, whether it is teaching management activities and development, or adults according to their own requirements for autonomous learning, are based on the teaching platform, so if the network learning platform is not perfect, no matter what kind of teaching management mode, will not play the desired role. It can be said that the perfect network teaching management platform is the basic condition to promote the learning and development of adult education network. Therefore, in the practice of adult education network teaching management, we should actively improve the platform function, so that managers can carry out teaching activities on the network platform, test the learning effect of adults and make
an objective and comprehensive analysis and evaluation of adult learning. At the same time, in the process of adult learning, managers should give guidance and help to solve all kinds of difficult problems encountered in the process of adult learning. In addition, more abundant resources can be provided to adults in need, giving adults more space for learning choices, so that adults can also make corresponding learning plans according to their own actual situation when learning.

![Figure 3 Learning platform](image)

### 3.3. Establish a Diversified Teaching Evaluation System to Meet the Learning Requirements of Different People

Teaching evaluation system is the main factor that affects teaching management mode, in teaching practice, the key content of teaching evaluation will be considered by managers when choosing management mode. However, because there are obvious differences between adult education and other stages of education, managers should also have a certain innovative spirit when adopting management measures, dare to break the shackles of traditional teaching management concept, apply the teaching evaluation mode which accords with the characteristics of adult learning, constantly improve the evaluation mechanism, fully consider the various factors in the process of adult online learning, comprehensively evaluate the concrete performance in the whole process of online learning, and scientifically judge the learning effect of adults. Especially in the evaluation subject, evaluation form and evaluation method, gradually from the traditional single form to the direction of diversification, improve the overall quality of teaching management.

### 4. Conclusion

To sum up, in the practice of adult education network teaching management, we should combine the actual characteristics of adult learning, highlight the people-oriented teaching management concept, constantly optimize the teaching management form, enrich the teaching management content, take adults as the main body of teaching management, change ideas, strengthen the construction of network learning platform, enrich the network learning resources, establish a diversified learning evaluation mechanism, and improve the overall level of teaching management.

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### References

