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A Probe into the Practical Teaching Mode of Adult Higher Education Continuing Education Curriculum under the Background of Lifelong Education

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Abstract: Higher diploma continuing education is an important part of higher education, is an important content of building a lifelong learning education system to serve the whole people, and is an important way for the people to create a better life and achieve common prosperity. At present, the research on the interaction between deep learning and knowledge transfer is still quite limited in view of the characteristics and needs of continuing education learners for higher education. In addition, the methods of cooperation, communication and partnership, as well as various forms of classes, are used to promote their learning and improve their comprehensive quality, so as to achieve better training results. This paper takes the pre-school education of continuing education for higher education as an example, based on students' cognitive law, career development needs and the characteristics of disciplines, and takes the mixed teaching reform as an opportunity to explore the practical teaching mode suitable for continuing education for higher education. Through the teaching practice and exploration of deep learning for students of continuing education for higher education, it is expected that students can obtain a brand new and dynamic learning environment to meet their unique and challenging learning purposes. The promotion of higher diploma continuing education can better meet the requirements of today's society for the cultivation of high-quality talents.

Keywords: Adult Education; Knowledge Transfer; Course Practice; Teaching Mode

1. Introduction

Changing educational ideas is the key to promote the reform of teaching methods. We need to break the traditional mode of thinking, with an open mind and beyond the traditional knowledge to teach the concept of curriculum design, promote the development of collaborative learning, the formation of a vibrant, with the spirit of exploration of the teaching culture. According to the existing research, blended teaching is fundamentally different from traditional classroom teaching. According to the traditional teaching concept, the "mixed" curriculum mode only applies Internet technology to the traditional class-facing class, and does not fully consider the individual characteristics of each student, nor does it give full play to the potential of students and the existing knowledge and experience, thus affecting the teaching and learning effect. On the other hand, hybrid teaching pays more attention to the diversification of teaching methods, so that learners can apply the knowledge they have learned on the basis of understanding the key points of the course and complete the knowledge transfer. This process enables students to truly understand and apply the acquired knowledge. At the same time, it also requires students to have good knowledge extraction and application skills, so as to realize the purpose of processing and applying the acquired knowledge from superficial learning to more in-depth thinking. From the traditional model of education to a unique perspective to understand blended teaching, through teaching practice and research to explore more suitable for higher education continuing education blended teaching mode? What kind of blended teaching method can promote the deep learning and knowledge transfer of higher education continuing education students? How can innovative and unique talents be cultivated? The above questions need teachers and researchers engaged in higher education continuing education to carry out in-depth thinking and practice.

2. Literature Review and Theoretical Basis

The hybrid teaching in the "Internet +" era combines[1] the traditional teaching mode, mobile learning and entity teaching with more flexible and diverse teaching methods and more creative teaching design, bringing a new learning experience to learners. Blended teaching can more effectively stimulate students' interest in learning, so that students can get a better learning experience in a more independent learning environment, and achieve more significant and practical learning results. Blended teaching has its own unique rules and methods, and is promoting the development [2]of blended learning theory and teaching methods in the "Internet +" era. Under the blended teaching mode, the teacher's main responsibility lies in setting learning goals and assisting learners to complete their learning. Therefore, the teaching strategy of blended teaching should include: the formulation of teaching objectives, the arrangement of classroom contents, the selection of learning materials, the use of teaching tools and so on.

One of the most important functions of education is to make connections between old and new knowledge, and to cultivate learners' learning ability to draw inferences from one example to another, learn by analogy, and apply what they have learned, that is, to enable them to have the ability of "transferrable knowledge[3]". Modern learning models suggest that conceptualization, deeper analysis, introspection, critical thinking, analogy and association all contribute to the learning process. The process of information extraction and application is to reconstruct existing information, transform it into new information, and obtain more information on this basis. This process not only examines the students' comprehensive literacy, but also reflects their knowledge transformation ability. Therefore, if we want to transform information effectively, we must stimulate and integrate the existing information on the basis of the core of the problem, and build a complete framework.

The constructivism transfer view holds that:"The so-called learning transfer is actually the reconstruction of knowledge under new conditions, which involves two inseparable aspects of the meaning and application of knowledge.The mechanism of learning transfer is essentially equivalent to the mechanism of learning "[4]. From this we can see that the constructivism transfer view is inseparable from its learning view; From the perspective of learning, in order to improve the quality and efficiency of learning, there still needs to be a certain relationship between the two kinds of learning. Even to explain the transfer of complex cognitive learning, it is still necessary to assume that the two kinds of learning have common factors. Therefore, the common factor is indeed the most important condition to produce transfer. According to the existing research, the same factor is the most important condition for migration. Cognitive strategy transfer theory emphasizes the transfer effect of "self-evaluation" or reflection on strategic learning, and opens up a new perspective to explain the problems of "learning to learn" and "learning to think".

Knowledge transfer requires "deep learning[5]", and reflection is a necessary condition for deep learning. Because reflection deals not only with the "what" and "how" questions, but also with the "why" and "what if" questions. In the process of repeatedly and consciously thinking and analyzing the "causal relationship" and "multiple possibilities" of things, learners constantly let their thinking from the surface to the profound, to the deep learning, to achieve knowledge transfer. Deep processing of knowledge is not only the accumulation of knowledge, but also a qualitative leap, a reshaping beyond the original knowledge and experience, a combination of "physical change" and "chemical reaction". We need to cultivate students' habit of thinking independently and using analogical thinking to understand the information they are exposed to. In addition to using analogy and association skills, when a person has mastered a familiar skill, after solving a basic problem, he should also try to switch his thinking to be better prepared to deal with more challenges. For example, in the face of more complex situations, can better explore their potential to achieve their own development goals.

3. The Form of Practical Teaching Mode

The construction of knowledge cannot be separated from a certain situation, and the construction of the meaning of knowledge and the construction of the scope of application of knowledge are integrated. Therefore, for adult learners of higher continuing education who

have abundant existing cognition and experience, the context of theoretical knowledge construction and practical application of knowledge in the learning process should also be integrated. In teaching, the question of facilitating the transfer of learning is transformed into the question of how to support the development of knowledge and its scope of application in order to develop as flexible an application of knowledge as possible, i.e., the reconstruction of knowledge.

3.1 Practical teaching of "promoting learning by teaching"

3.1.1 Comment on Teaching -- "Micro Classroom"

With the development of the Internet and modern media, information dissemination is more convenient and learning channels are more abundant. The first 5 minutes of a class can be set for professional hot issues commentary. Students collect hot issues in preschool education or subject materials related to the course, such as family education cases, home co-parenting cases, children's behavior observation cases, and course stories before class. Students summarize the materials before class and choose appropriate ways to show them in class. It is required to tell concise, logical, and can be combined with the perspective of the course to comment; You can also ask the teacher and other students questions based on the comments, and discuss the problems. In the process, the role of "teaching" and "learning" can be exchanged to show students' style and cultivate students' initiative consciousness, language expression ability and organizational ability. It should be noted that the way of teaching evaluation requires teachers to give students appropriate guidance, and improve students' cognition and understanding of professional frontier hot issues.

3.1.2 Case teaching -- "Experts enter the classroom"

Experiential case teaching can enhance students' understanding and application of theoretical knowledge and cultivate students' ability to analyze and solve specific problems by inviting preschool education experts, experienced teachers and principals to explain, analyze and discuss specific cases. The selection of cases should be combined with the cutting-edge theories or hot spots in the development of disciplines, or carried out on the basis of consulting students' concern about professional or vocational issues, so as to provide students with good career guidance. Experiential case teaching requires teachers to confirm the selection and design of cases with teaching experts in advance, and select typical education cases based on reality. The case background should be selected from the perspective of students, which should not only consider comprehensiveness, professionalism, interest and timeliness, but also select materials suitable for students' experience. It is best to design the case as multimedia video case or animation case. Secondly, the concept of integrated teaching design should be highlighted. In the follow-up teaching, questions reflecting the teaching objectives should be set according to the contents of expert lectures. Each case requires teachers to combine the lectures of experts and design questions skillfully according to the situation, so that students can collect information, discuss in groups, brainstorm and form their own understanding with the questions. By analyzing, summarizing and commenting on the opinions formed by the students' discussion, the teacher can summarize the key points of the cases, and also organize the students to continue to carry out in-depth discussions on the key issues. In this teaching mode, the teacher is the organizer rather than the instructor, and it is necessary for the teacher to control the discussion process until the conclusion is reached.

3.2 The Practice Teaching of "Promoting Learning By Learning" -- Situational Teaching

3.2.1 Open class display and communication

Higher education students are characterized by on-the-job learning, and students have rich work experience and the ability to learn independently. It can increase the opportunities for students to practice the curriculum theory in the teaching process, and enhance their learning interest through independent learning, so that they can gain more self-confidence in the learning process. Take pre-school education as an example, most of the students are kindergarten teachers or practitioners of pre-school education institutions, and they have rich practical experience and a certain theoretical foundation in the field of pre-school education. In the process of carrying out

practical teaching, teachers can arrange students with rich practical experience to show teaching activities in the "open class exhibition" exchange activities. After the exhibition, the teacher will make comments and summary. The practical teaching activities of "open class display and exchange" fully tap students' existing experience foundation, guide students to actively participate in curriculum practice, and explore and innovate students' independent learning methods on this basis, "promote learning by learning", and feed the classroom. If they can get proper guidance and feedback, they can continue to reflect and innovate in their learning, and apply what they have learned to practice.

3.2.2 Simulate teaching

Compared with the traditional "give-receive", the practical teaching of "learning to promote learning" emphasizes more on the practicality of "you-me", which emphasizes not only "you-me", but also requires both teachers and students to have the opportunity to participate, and the teacher should act as the role of guidance, incentive and guidance, so that the content of "you-me" becomes more colorful. Through the use of simulation teaching, students can be inspired to think actively, which is conducive to them getting rid of the traditional thinking set, transforming into active explorers, and discovering new knowledge in practice. In this way, our education will become more interesting and meaningful, and conducive to the development of children's independent thinking and practical skills. The greatest significance of such courses is not only to equip children with a large amount of knowledge, but also to help them develop the ability of independent thinking, understanding and expression, so as to develop rich personal skills.

3.3 Practical Teaching of "Promoting Learning Through Competition"

The practical teaching mode of "promoting learning by competition" can realize the systematic cultivation of students' comprehensive qualities such as innovation ability, learning ability and teamwork ability. Through organizing students to participate in the "Home Co-education" case competition, "Game Case" competition and other competitions, students are encouraged to use theoretical knowledge in the competition while discovering their own shortcomings in theoretical learning and practice, and actively change their learning attitude. At the same time, students can get a sense of achievement through the competition, and then mobilize the enthusiasm of learning. By adopting this practical teaching mode, teachers will sort out and organize what they have learned in the process of guiding students to the competition, and build a comprehensive teaching framework, so that they can clearly recognize their goals, arouse the enthusiasm for learning, expand the scope and depth of what they have learned, so as to improve the results of what they have learned and enhance their ability. In addition, they can cultivate their independent learning, practical ability and creativity.

4. Practice Teaching Model Evaluation Methods

Teaching evaluation is an important tool, which can not only help us better understand and master the teaching content, but also promote the sustainable development of teaching mode. However, in some new teaching models, the practice of "encouraging development, emphasizing implementation and ignoring evaluation" may be ignored, because they do not take into account the role of evaluation and only rely on traditional theoretical curriculum to conduct evaluation. At present, the teaching evaluation of experiential teaching model is still lagging behind and needs to be further strengthened and perfected. According to the characteristics of experiential teaching mode, its teaching evaluation should meet the following requirements.

4.1 Evaluation Core: Emphasize Vocational Ability, Professional Quality, and Promote the All-Round Development of Students

Under the traditional teaching mode, the teaching evaluation takes measurement and screening as the focus, and the externalization of the evaluation results is to grade and grade the evaluation object, and take the student's score as the only standard. This way can only evaluate the mastery of students' professional knowledge. By adopting practical courses, we will place more emphasis on the overall development of students, as well as their professional knowledge and technology in the future employment competition, in order to meet the development requirements of today's

society. This requires that the core of teaching evaluation should reflect vocational ability and promote students' development, and teaching evaluation should be closely combined with the actual needs of economic society, so as to promote students' clear learning focus, form appropriate learning methods, and promote students' all-round development.

4.2 Evaluation Characteristics: "Student-Centered" Diversified Evaluation Methods

4.2.1 The evaluation subject is diversified

The original cultivation of students' knowledge, ability and quality is mainly formed at the level of school education. Therefore, schools, especially teachers, are the main body of teaching evaluation. However, under the experiential teaching model, schools pay more attention to the connection with society, region and industry, and teachers, students, schools and enterprises participate in the teaching process together. The original evaluation method of teachers as a single subject is no longer applicable to the new model of education. The curriculum evaluation subject under the experiential teaching mode should be diversified, including teachers, students, supervisors, student managers, experts, practice units, etc., as well as the full participation of the actual evaluation subject, so as to realize the seamless connection between the evaluation subject and the training mode. In addition, multiple evaluation subjects can provide evaluation information from multiple perspectives, such as the evaluation of enterprises and society, which can provide schools, teachers and students with more realistic and scientific evaluation results, help them find problems in teaching and learning, and make them more in line with the needs of society.

4.2.2 The evaluation content is diversified

In the experiential teaching model, we need to evaluate students' performance comprehensively, including their professional ethics, core competencies, practical experience and academic level. First, the quality of professional ethics; Second, students' creative thinking, teamwork, problem analysis, data analysis and self-development ability, based on the "professional core competence standards", to conduct a comprehensive and accurate assessment of their comprehensive quality; Third, professional skills. It mainly evaluates students' ability to use professional knowledge to solve practical problems; The fourth is professional knowledge. It mainly evaluates the depth, comprehensiveness and accuracy of students' cognition of professional knowledge.

4.2.3 Diversified evaluation methods

Different evaluation methods should be adopted for different teaching contents. With the popularization of experiential teaching model, a variety of evaluation methods have been developed, including static evaluation, mobile evaluation, quantitative evaluation, generative judgment and even comprehensive evaluation. To be specific, the part of theoretical general knowledge cognition can take the form of closed-book examination, and the part of theoretical understanding can take the form of open book examination; The practical application can be evaluated by means of situation simulation, scheme design, field operation and post evaluation.

5. Conclusions

What is more important in adult higher education is the joint participation of teachers and learners, that is, the final application of conclusions and theories to practice. To explore the practical teaching model suitable for adult higher education under the blended teaching reform, the aim is to let learners acquire a new and dynamic learning environment to meet their unique and challenging learning objectives.Under the blended teaching model, learner participation has gone beyond a single learning stage and become a part of teaching. Teachers use a variety of teaching methods, such as intra-group/inter-group discussion, sharing, communication, discussion, exchange of views, sharing of experience, sharing of skills, to stimulate learners' interest in learning, help them better understand what is being learned in class, and better complete the learning tasks.

In "dialogue facilitation" classes, teachers should try to give students as much experience as possible, while "direct instruction" classes should be reduced as much as possible. In order to better help students master knowledge, it is suggested that teachers can design and organize an offline activity in order to discover students' learning results in time and give timely feedback and summary to promote students' further development.

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