



A study of innovative strategies for teaching adult distance education in the context of knowledge payment

Yanan Chai*, Cong Zhang

Beijing Institute Of Graphic Communication, Beijing, China

1328120555@qq.com (Yanan Chai)

*2214780882@qq.com

Abstract. Knowledge payment, as a form of new media, emphasises content personalisation, time segmentation, efficient knowledge acquisition, simple knowledge development and simple learning experience, which is in line with the main characteristics and development direction of adult education at this stage. It provides a new perspective for distance education research. Starting from the origin and development of knowledge deposition, emerging adult learning needs and current challenges, this paper explores the new opportunities and challenges that knowledge deposition brings to adult distance education and proposes corresponding strategies from three aspects: creating course content with systematic and high requirements, reforming personalised teaching and reforming assessment mechanisms.

Keywords: payment for knowledge, adult distance education, complex entrepreneurs, training mechanisms

1 Introduction

In the knowledge economy era, rapid Internet and new media technology development necessitates the evolution of adult distance education^[1]. The "lifelong learning" concept and societal demands for diverse talent drive many individuals to return to education to enhance their skills and competitiveness. Schools worldwide are leveraging new media like the Internet and mobile phones to optimize adult distance education, supporting local human resource development. Knowledge payment platforms, such as Fenqi, Zhihu^[2], and Himalaya, have grown significantly, with China's knowledge payment industry expanding from 500 million users in 2015 to 360 million in 2019, and the market size reaching RMB 27.80 billion in 2019^[3]. The COVID-19 pandemic increased focus on self-improvement learning, with 63.1% of online learners purchasing knowledge payment products. Knowledge payment involves acquiring knowledge via paid audio, video, and text content through the Internet, apps, and public figures, offering a fast and efficient learning experience. This shift has made digital learning tools indispensable, providing adult learners with diverse new methods to acquire skills, resources, and credentials anytime, anywhere.

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2 Opportunities for Innovation in Adult Education Brought About by the Payment for Knowledge

The concept of knowledge payment originated in China and is essentially a knowledge service. With the rise of the sharing economy, sharing has enriched the lifestyles of adults. The ease of knowledge acquisition has expanded the scope and dimension of learning, and online learning platforms have become a support for adults with different needs to "buy knowledge"^[4]. Recently, on WeChat, Zhihu and other platforms, many well-known figures have released their learning records. The phenomenon of using the Internet to learn and actively remunerating knowledge providers is widely known as "buying knowledge". Humans are born with the desire and behaviour to learn and share actively. According to Luo Hao and Zou Bohan (2014), knowledge payment is defined as a form of communication based on the sharing of knowledge and information for the purpose of obtaining specific benefits. According to Yax (2017), the essence of knowledge payment lies in the transaction mechanism to motivate more people with certain professional backgrounds to share their accumulated experiences and cognitive surpluses, utilising the laws of the market and the convenience of Internet communication technology to achieve the optimal distribution of information. Knowledge payment effectively meets the needs of learners to acquire knowledge and digital learning, which is provided to users through the platform's payment mechanism and business model, and satisfies the users' needs for cognitive expansion, sense of belonging, and historical enrichment of innovative industrial forms^[5].

In his letter to the opening ceremony of the International Education Informatisation, General Secretary Xi Jinping pointed out that it is necessary to build an education system in which everyone learns, can learn all the time and can learn everywhere. In the perspective of lifelong education, adult distance education to maximise the use of course resources, to address the student learning time to maximise the savings as well as the trend of change in online learning for adult students is the best way to put this policy into practice^[6]. With the arrival of the era of knowledge payment, local colleges and universities can promote the prosperity of adult distance education if they can make good use of the convenience brought by this era, guide college students to make proper use of the Internet, and fully combine the advantages of online and offline.

In his speech at the opening ceremony of the International Conference on Informatisation in Education, General Secretary Xi Jinping emphasised an important point, namely, the need to build an education system that provides universal access to education, learning at any time and everywhere. From the perspective of lifelong learning, adult distance education can not only make full use of course resources, shorten learning time and reduce costs, but the rapid growth of online learning for adult students is the best way to implement this policy. With the advent of the knowledge age, local universities can take advantage of the convenience it brings to train students^[7].

2.1 Maximising the use of Curriculum Resource Supply

As part of the supply-side reform policy, it should aim at optimising the allocation of supply-side factor resources, taking the improvement of the quality of supply as the core, expanding the scale of effective supply, increasing the flexibility and adaptability of the supply structure, better meeting the needs of the people and promoting the sustained and healthy development of the economy and society. As we all know, we have entered an era of relatively easy access to knowledge and an explosion of knowledge and information. However, the problem that people now urgently need to solve is how to accurately and quickly acquire the knowledge they need in an environment where information is becoming increasingly complex. Payment for knowledge has proved to be an effective solution to this problem. Knowledge seekers can post their unsolvable questions on the Internet, pay a fee, and subsequently wait for the results of their questions to be answered^[8]. Distance learning schools can also encourage students to engage in offline self-study and acquire knowledge by participating in paid online courses. In this way, students can combine offline courses with video, audio and text courses from online resources. From the supply perspective, this not only enables students to learn how to make rational use of online resources, but also to choose online courses according to their own interests, so as to achieve the goal of nurturing comprehensive and innovative talents. At the same time, students can save time and save the trouble of searching for information on offline quality courses. This makes full use of school resources and enables on-the-job learners to apply what they have learnt in practice.

2.2 Maximising Savings in Adult Learning Time

Analyses show that distance education has obvious drawbacks. The teaching content is basically a replica of traditional higher education, which cannot be effectively mastered or even needs to be relearned for many working students. The teaching process is teacher-centred, with a single knowledge structure of teachers, lagging teaching forms, a lack of interdisciplinary integration and innovation, and insufficient attention to the cultivation of students' comprehensive abilities^[9]. As a result, students' learning ability is insufficient and learning time is wasted. A distinctive feature of KM is that the speed of knowledge innovation is fast and teachers are skilled enough. The demand side can obtain valuable learning content through the network as long as they have the ability to learn. Currently, on online platforms like Himalaya and Lychee Microclasses, which have many paid applications and many experts, academics are able to access information first and successfully complete their first learning. These celebrity presentations are able to reduce the time pressure on students by showcasing their choices, thus helping them to free up more time for studying. Most importantly, the cost of the resources required to purchase these courses is affordable for students. An initial survey of the current market for online and offline courses in preparation for an employment exam, for example, suggests that students are actually spending tens of thousands of euros to cover the cost of their studies. If you take into account the many audio and video courses included in the "Paid for Knowledge" series, the

cost of the course is inevitably even higher. As long as students are prepared to learn in the online age, they can realise their learning goals at their fingertips by transferring money via Alipay and WeChat. We need to enter an era of paid knowledge in order to cultivate innovative talents, overcome the fragmentation of adult learning time, reduce time waste, improve learning efficiency, and choose knowledge wisely^[10].

3 Problems in Teaching Adult Distance Education

3.1 Deviation from the Subject Position of Students

In the teaching of adult distance education, the needs and interests of students are often neglected, and the views and preferences of teachers are still dominant. Most teachers usually adopt the way of instilling knowledge for teaching, and students only passively receive a large amount of information, lack of in-depth thinking about what they have learnt, and their understanding of knowledge only stays at the surface level, lacking deeper thinking and development, such as critical thinking and reflection on experience. In recent years, although the idea of adult online distance learning has gradually deepened^[11], with a certain degree of emphasis on the student's status as the centre of learning, there are many problems in the process of online learning, such as the lack of guidance, the lack of timely interaction and the fragmentation of knowledge, which has brought about a certain degree of negative impact on the construction of knowledge and collaborative learning.

3.2 Decline In Intelligence and Learning Ability

It is a common phenomenon that people's intelligence and memory will gradually diminish with the passage of time, and this is also an important difference between adult learners and ordinary students. Ordinary students are at a crucial stage of growth, during which their memory gradually increases and their intelligence level rises. On the contrary, the learning ability of adult learners does not gradually decline as they grow older, and they are still able to improve their intelligence and memory by studying hard, so their knowledge acceptance and memory ability will not be lower than that of ordinary students, which will not have a negative impact on the teaching progress and quality of distance education. Although adult learners' ability to remember knowledge gradually declines, their logical thinking and ability to solve practical problems continue to improve, which is also an important difference between adult learners and ordinary students^[12].

4 Innovative Strategies for Teaching Adult Distance Education in the Context of Knowledge Payment

4.1 Using Knowledge Payment to Create Systematic and Refined Course Content

With the popularity of knowledge payment, people gradually recognise the negative impact of fragmented "second-hand knowledge". Therefore, it is foreseeable that users will have higher requirements for paid knowledge in the future, and distance education should be committed to creating systematic and detailed teaching content. Distance education platforms can further strengthen cooperation with traditional education publishers and institutions of higher education. Traditional educational publishers are large in scale and have accumulated a wealth of high-quality publishing resources with remarkable professionalism and rigour. Colleges and universities have abundant teaching resources, flexible curriculum and perfect course system. Of course, cooperation with publishers and higher education institutions requires more innovation and creativity than simply digitising paper books and videoising university courses. It also requires incorporating Internet thinking to enable more innovation. For example, distance education teachers need to establish effective communication and exchange with adult learners in order to obtain relevant information about their interests, hobbies and development directions. Teachers need to analyse and collate this information and design new courses in cooperation with universities to adapt to the characteristics of knowledge payment. In addition, distance education platforms can design a variety of forms of presentation based on the content provided by educational publications to meet the needs of different adult learners, so as to improve the quality of the "supply side"^[13] of distance education teaching and promote the learning effectiveness of adult learners.

4.2 Using Knowledge Payment, Precise Positioning and Personalised Teaching Reforms

Educational reform can be carried out using the paid knowledge model, with a focus on distance education. The openness and compatibility of courses can be enhanced through personalised paid knowledge delivery. Anxiety marketing may attract more users in the short term, but it will not increase user loyalty unless it actually solves real problems. Instead of instilling fear in users in order to increase sales, it is better to cater to their needs based on the realities of the situation. Distance learning platforms can collect the common characteristics of different types of adult learners by building their own knowledge communities or engaging in interactive feedback with adult students, etc., and use big data analytics to provide adult students with personalised learning content and accurate knowledge push. Adult students can also develop their own learning plans based on their personal circumstances, including choosing and adjusting learning modes, learning contents and learning progress. Education practitioners should consider incorporating good online courses, such as those on knowledge payment platforms such as Get and Himalaya FM, into the syllabus to

effectively address students' issues. As an example, with the help of KM platforms, we can teach interactively in different media formats (e.g., text, voice, pictures, PPT, video, etc.). This approach allows us to teach and discuss online, monitor learning progress, and allow for offline revision of assignments and assessment of results. In this way, we can achieve the integration of online and offline teaching and learning, as well as improve the interactive communication between teachers and students, and the integration of classroom and after-school, so as to enhance students' learning styles, improve the learning effect, and meet the needs of specific professional knowledge^[14].

5 Conclusions

Knowledge payment is a new form of communication, which is fundamentally different from traditional online education and open online courses, and reflects the ideas of openness, sharing and participation of the Internet while incorporating educational elements. Therefore, distance education can make use of the ideas and working methods of the Internet to solve the problems of low learning efficiency, poor learning patience, lack of feedback and lack of intrinsic motivation. However, knowledge payment, as a new form of capital-based social interaction, is very different from traditional forms of education. Fragmented learning leads to systematic deficiencies in learners, while the drive for capital stimulates and induces anxiety in users. In addition, the use of second-hand knowledge reduces learners' ability to think and recognise. Therefore, we need to make full use of the advantages of knowledge payment while avoiding the negative impacts of knowledge payment, so as to create a broader development space for distance education.

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