

The Research and Construction of Digital Learning Resources for Elderly Education - Taking English Course as an Example

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Abstract: The rapid development of new media technology has reduced the degree of restrictions on education for the elderly, and digital learning resources have gradually become the foundation of autonomous learning, providing effective guarantees for elderly English learning. Therefore, this paper conducts research on the construction of digital learning resources for elderly English. Firstly, the current situation of digital learning resources for elderly English in China was analyzed. Based on this, quality standards and strategies for constructing different types of digital learning resources were proposed. Finally, the construction methods of digital learning resources were concluded, including positioning learning resource construction goals, clarifying content systems, enriching learning resources, and evaluating resources.

Keywords: Lifelong Education; Elderly English; Digital Resource Construction; Autonomous Learning

1. Introduction

With the progress of the times and the development of science and technology, the new media technology can provide better support for elderly education and a series of technical services for the high-quality promotion of elderly education work. The development of new media technology and its application in education have opened up new paths for the construction of digital resources in elderly education.

The "Internet plus" environment is more conducive to carrying out education for the elderly. Without being limited by time and geography, elderly people can participate in educational activities at home. Rich digital learning resources are the key to achieving

self-directed learning. Therefore, self-directed learning can be effectively carried out. With the help of multimedia technology and network technology, and the effective integration of course resources and information technology, new communication mechanisms and abundant resources can better promote the independent learning of elderly students.

This paper is mainly based on digital information technology teaching platforms and the characteristics of English learning for the elderly, exploring the construction of digital learning resources that is flexible and diverse online and offline teaching resources, achieving comprehensive improvement of subject knowledge and comprehensive abilities of the elderly, and effectively meeting the personalized English learning needs of the elderly.

2. Current Situation of Digital Learning Resources for Elderly English

The current situation of digital learning resources for elderly English can mainly be divided into the following four aspects.

2.1 The Disorganization and Inefficiency of Digital Learning Resources

At present, the quality of digital learning resources for elderly English varies and lacks unified planning. Resources is disorganized and lacks effective arrangement and adjustment of content. The content of the resources is superficial, and many digital resources are simply stacked and transported without screening the content to select useful resources that are suitable for elderly English learning. The resource is not corresponding and synchronized with the senior English course. The retrieval of learning resources is inconvenient, and the content is blindly stacked without effective integration, making it inconvenient for students to use. According to a survey of four elderly

schools in Fuzhou, 94.1% of students believe that the quality of digital English learning resources for the elderly is poor and lacks unified planning.

2.2 The Lack of Guidance in Digital Learning Resources

Due to the fact that the construction of digital learning resources for elderly English is student-centered and emphasizes self-directed learning, this has led to a lack of guidance from teachers when students use learning resources. Therefore, the construction of digital learning resources for some elderly English lacks guidance. On the one hand, digital learning resources lack guidance on learning methods, making it difficult for students to immerse themselves in the atmosphere of English learning and learn English as the protagonist; On the other hand, learning resources lack a sense of hierarchy and do not take into account the different needs of elderly students with different English proficiency levels for learning resources. Therefore, students have blindness when using learning resources.

2.3 Weak Awareness of Constructing and Using Digital Learning Resources, and Inefficient Utilization Of Resources

Some elderly schools lack the awareness of the importance of digital learning resources construction. Although they have increased investment in hardware facilities, they have ignored the construction and integration of English teaching software. Although online courses for elderly English have been established, some teachers only teach independently and fail to actively guide students to use digital resources for effective learning. They even believe that digital learning resources are not very beneficial to students. Faced with massive learning resources, students are unable to effectively learn from them. In addition, due to the unpredictability and uncertainty of online learning, students lack effective evaluation during the learning process, resulting in a weak awareness of resource utilization.

2.4 The Limitation by Time and Space in Sharing Learning Resources

Due to the fact that the construction of digital resources for elderly English is not an easy task and requires certain hardware and software support, problems such as long time

consumption and large funds have constrained the construction of resources, making it difficult to achieve ideal software and hardware environment construction, which leads to a certain degree of time and space constraints on the utilization of learning resources, and the inability to effectively share learning resources. Therefore, in using digital English resources, students feel the scarcity and dispersion of resources.

3. Strategies for Constructing Digital Learning Resources for Elderly English

The Strategies for constructing digital learning resources for elderly English mainly covers the following three aspects.

3.1 Developing and Following Standards for Constructing Digital Learning Resources

High-quality digital learning resources for elderly English cannot be separated from sound standards and management systems. A sound learning resource construction standard can promote the development of high-quality digital learning resources, help students and teachers make scientific judgments on the quality of resources when facing complex and diverse learning resources, and thus promote the construction and integration of digital learning resources. Lack of unified technical standards, on the one hand, the quality of digital learning resources themselves cannot be guaranteed, resulting in uneven quality, which is not conducive to resource sharing.

3.2 Focusing on Extracurricular Learning in Elderly English Learning

Introducing experiential learning methods in English learning, on the one hand, teachers can use the classroom as a stage and media as props to design activities that can make students feel and leave a deep impression, so that students can experience the process of English learning in the classroom. On the other hand, in the learning of extracurricular digital learning resources, students can develop their self-learning ability as the main body, constantly solving problems and experiencing cases, thereby promoting the improvement of English proficiency.

3.3 Paying Attention to the Construction of Different Types of Digital Learning Resources

The digital English resources for elderly can be divided into four types: courseware resources,

case resources, multimedia materials resources, and literature resources. Among them, courseware and case resources belong to the "teaching oriented" English digital learning resources, while multimedia material learning resources and literature resources belong to the "learning oriented" English digital learning resources. These two types of learning resources can effectively promote students' cognitive exploration and collaborative communication of knowledge. In the construction process, these learning resources cannot be generalized, and different types need to be analyzed, explored, and studied, in accordance with the construction standards of digital learning resources for elderly English.

4. Methods for Constructing Digital Learning Resources for Elderly English

The construction methods of digital learning resources for elderly English mainly cover the following four aspects.

4.1 Positioning Learning Resource Construction Goals

The positioning of English learning varies among different elderly people, therefore, the construction of digital English learning resources cannot be generalized, and the goal of resources construction should be positioned first. This mainly includes the knowledge structure goals of English learning, the ability goals of students to learn, and the English quality goals of students. English learning should not only stay at the level of knowledge, but should rise to improving abilities and qualities. The cultivation of students' rigorous thinking methods and open collaboration abilities is important. The students' ability to raise, analyze, and solve problems should also be cultivated. Students' comprehensive English application ability and their comprehensive cultural literacy should be improved, which enables the elderly to communicate effectively in their learning and social interactions.

4.2 Clarifying the Content System

Digital learning resources should be divided into different systems according to the requirements of elderly English teaching. Universities should build higher standards of learning resources based on their own conditions, educational positioning, types, and standards for talent cultivation, providing effective learning

resources for students with surplus resources. By clarifying the content system of digital learning resources for elderly English and taking into account students from different starting points, reliable resources can be provided for elderly students with low starting points, and good development space can be created for students with good foundations. This lays a solid foundation for students and cultivates their practical application abilities such as listening, speaking, reading, and writing. While ensuring the gradual improvement of their English proficiency, this can also cultivate their self-learning ability and good habits of lifelong learning.

4.3 Designing and Enriching Learning Resources Aligning with the Curriculum

Open digital learning resources should be established for both in class and out of class. Firstly, teachers should guide learning in the classroom, and secondly, students should learn independently. Therefore, digital learning resources should consider both in class and out of class, establish a communication mechanism for digital learning in class and out of class, and meet the learning needs of students from multiple perspectives and time and space. Only in this way can we rely on abundant digital learning resources to carry out regular classroom learning and extracurricular self-directed learning. In the classroom, teachers can rely on abundant resources to provide high-quality and efficient teaching, saving a lot of time; On the other hand, students are able to review learning materials out of class and independently choose other English learning resources for improvement based on their own English proficiency. This can not only greatly stimulate the enthusiasm and initiative of students in learning, but also meet the learning requirements of students at different levels.

4.4 Making Scientific Evaluations for Digital Learning Resources

The construction of high-quality digital learning resources for elderly English requires the establishment of a scientific evaluation system to promote student learning. The evaluation system should run through the entire process of learning resource construction, and provide rich forms to enable students to supervise resources during learning. The evaluation system should focus on the clarity of teaching objectives, the

completeness of knowledge system, and the effectiveness of exercises, highlighting the attention to the interactivity of teaching resources, the creation of learning environment, and the acquisition of knowledge through learning.

The evaluation process can be divided into three aspects. Firstly, the construction of digital learning resources relies on teacher evaluation. With rich teaching experience and profound professional knowledge, teachers evaluate the structure and content of digital learning resource construction and optimize resource construction. Secondly, digital learning resources can invite English experts to conduct in-depth evaluations, optimize the resource structure, and make the structure more reasonable. Finally, English digital learning resources need to be evaluated by elderly students based on their learning outcomes and convenience.

5. Conclusion

The basic principles for the construction of digital learning resources for elderly English courses should be clarified. We must establish key points for the construction of English digital learning resources that are in line with the characteristics of the elderly, and propose development strategies for digital learning resources for elderly. Tailored for the elderly, constructing English digital learning resources that meet their diverse, hierarchical, and personalized needs. To find a practical and feasible path for the construction of digital learning resources for elderly, to continuously develop, improve and to assist elderly English learning.

Digital learning resources are a powerful

guarantee for the fair and inclusive development of elderly education, the basis for creating a new model of "Internet plus" elderly education, and the requirements for achieving sustainable development of elderly education.

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