



Part 2

Field Innovation

Chapter Six

New Development in High-quality Community (Elderly) School Evaluation

Shanghai Education Evaluation Institute

Abstract: Since the 12th Five-Year Plan period, Shanghai began to explore the evaluation of Community (Elderly) Education and experienced the standardization construction project, connotation construction project and high-quality school evaluation projects. The high-quality school evaluation project has a certain historical logic and conforms to the requirements of high-quality development of community education and senior education. The high-quality school assessment of community (elderly) education has experienced the program design and has its characteristics, but it also faces new challenges.

Keywords: community education; education for the aged; high-quality school; evaluation progress

During the 12th Five-Year Plan Period, Shanghai began to explore the evaluation of community (elderly) education and experienced the standardization construction project, connotation construction project and high-quality school evaluation project (see Table 6-1). In what context is the projects proposed? What master planning and program design do the projects carry out? How are the projects going? Are there any challenges? This article focuses on the above issues.

Table 6-1 Three Stages of the Evaluation Project and Specific Goals

Time	Evaluation Project	Specific Goal Orientation
2011 – 2015	Standardization Construction Evaluation	Focus on teaching infrastructure construction
2016 – 2020	Connotation Construction Evaluation	Focus on curriculum development, education and teaching, team building, scientific research, etc.
2021 – 2025	High-Quality School Evaluation	Focus on the quality of community school construction to meet the needs of residents for high-quality life

I. Historical Dimension: The Origin of High-Quality School Evaluation of Community (Elderly) Education

I) The inevitable choice for the Shanghai community (elderly) education

During the 12th Five-Year Plan period, some policy documents, such as the “The Three-Year Action Plan for Lifelong Education in Shanghai” and the “Notice of the Shanghai Municipal Government on Issuing the Outline of the 12th Five-Year Plan for Education Reform and Development in Shanghai”, mentioned the relevant requirements for strengthening the three-level network of community education and promoting the development of community education. In combination with the spirit of “Improving the lifelong education system and building a learning society” proposed by the 18th National Congress of the Communist Party of China (CPC), the Shanghai Municipal Education Commission (SMEC) launched a standardized community school construction

plan, focusing on promoting the infrastructure construction of community schools in sub-districts and towns, increasing hardware investment, and entrusted the Shanghai Education Evaluation Institute (SEEI) to carry out the “standardized construction evaluation” work. “Standardization construction assessment” focuses on the inspection of hardware construction, pays attention to hardware standards, promotes the infrastructure construction of community schools, improves the level of schools, and meets the needs of citizens for nearby learning.

During the 13th Five-Year Plan period, the “Opinions on Further Promoting the Construction of a Learning Society in Shanghai Introduced by Seven Departments Including the Shanghai Municipal Education” and the “13th Five-Year Plan for the Development of Lifelong Education in Shanghai” all proposed to vigorously develop community education and promote the relevant tasks of connotation construction. This shows that Shanghai has begun to focus on the relationship between the size and quality of community schools. Coupled with the policy related to the “Notice of the SMEC on Promoting the Connotation Construction of Community Schools in Shanghai”, and the annual work points of Shanghai lifelong education, connotation development is becoming increasingly important. Based on standardized construction evaluation, the SMEC continues to entrust the SEEI to organize the “Connotation Construction Evaluation (CCE)”. This stage mainly considers the construction of hardware and software, education service projects, in-depth curriculum development, learning teams, and scientific research of community schools.

With the rapid development of the urban economy, Shanghai, as an international metropolis, is speeding up the construction of “five centers” and making every effort to launch the “four major brands”. Community (elderly) education in Shanghai has attracted great attention, and it is necessary to continuously improve the quality of schools, create their own culture and brand, and enjoy and share for the public. Community (elderly) education schools must improve the teaching quality, meet the citizens’ high-quality learning needs, and constantly promote the construction of a high-quality lifelong education system.

II) New requirements of high-quality development for community (elderly) education

In 2017, the 19th National Congress of the CPC presented the new expression of

“high-quality development” for the first time. *China’s Education Modernization 2035* proposed to “push for the popularization of high level and high-quality education at all levels”, the Fifth Plenary session of the 19th Central Committee of the Party and the national 14th Five-Year Plan clear task requirements and objectives of “building a high-quality education system”. During the 14th Five-Year Plan period, Shanghai community (elderly) education will also enter a new stage of high-quality development.

Combined with the work requirements of *Shanghai Education Modernization 2035* on “building a modern education system that serves lifelong learning for all”, a series of related documents point out: “Taking the lead in building a higher-level and higher-quality learning society driven by urban learning power” It has become a “modern education system for the elderly with Shanghai characteristics, covering a wide range of subjects, high-quality and balanced, ubiquitous and vibrant”. To fundamentally improve the service level of community (elderly) education, building high-quality development of community (elderly) schools is gradually put on the agenda.

II. Practical Dimension: New Progress in the Evaluation of High-Quality Schools for Community (Elderly) Education

I) The Overall design of high-quality community (elderly) education

1. Overall objective

Facing the goal of Shanghai’s education modernization, the evaluation work follows the important concept of “the people’s city is built by the people, and the people’s city is for the people”, responds to the aging population, and aims to promote the efficient governance of the community. The SEEI actively encourages the creation of high-quality schools in community (elderly) schools in streets and towns with advanced concepts. During the 14th Five-Year Plan period, the overall goal is: All community (elderly) schools in the 16 districts will reach the district-level high-quality school standard, and the city’s community (elderly) schools will build 60% of municipal high-quality schools.

2. Primary mission

- 1) Community (elderly) schools should deepen the cultural construction and

highlight the value of lifelong education. Focusing on the key and central work of regional economic and social development, the total weight and service tasks of running schools are clarified, advanced school-running concepts and value pursuits are established, and the role of school cultural carriers is strengthened. Community (elderly) schools should actively innovate in management, system, curriculum, environment and other cultural aspects of school construction, undertake the mission of spreading and inheriting socialist core values and excellent traditional Chinese culture, and shoulder social responsibilities. The assessment of the cultural dimension of schools should be incorporated into the entire community service system, stimulate the vitality of cultural education, enhance the sense of cultural identity of citizens, enhance their cultural literacy, and build a spiritual home.

2) Community (elderly) schools should integrate resources and serve society. Resources include high-quality teachers, artisans and other expert human resources. Efforts should be made to improve the utilization rate of learning places such as experience bases, learning places for elderly education and social learning workshops, and adhere to online and offline learning. Community (elderly) schools should create a platform to serve society, give play to the role of social organizations, guide the participation of multiple subjects, and form a good pattern of interaction between schools, learners, and society.

3) Community (elderly) schools should value connotative development and cultivate first-class teachers. Schools should establish and improve the mechanism of introducing and cultivating teachers and innovate the training and evaluation model. They should improve teachers' research ability and help full-time, part-time, and volunteer teachers achieve balanced development. Schools should also deepen the reform of classroom teaching, design quality courses, develop characteristic courses, advocate diversified and personalized learning methods, give full play to the critical role of the teaching body in expanding the influence of lifelong education, and improve the public's learning capacity.

4) Community (elderly) schools should commit to community governance to build a digital smart school. Leaders of community (elderly) schools should explore the advantages of the school in social governance and form an institutionalized educational governance framework. Community (elderly) schools should pay attention to the digital divide, build the education informatization system, use the Internet to design a combination of online and offline teaching modes, explore multimedia, cloud

computing, and other technology means to carry out education, improve the community (elderly) education information service ability.

5) Community (elderly) schools should focus on creating characteristic brands. The schools should improve the teaching quality, do more exploration in the direction and characteristics of the school, have the courage to innovate, and adapt to the requirements of new economic development. Taking students as the center, schools should actively carry out educational theory and practice research, fully tap the characteristics of the school, form excellent examples, play a role model, continue to expand the coverage, and satisfy citizens and learners.

3. Promotion mechanism

Entrusted by the SMEC, the SEEI organizes the implementation of municipal high-quality school evaluation. The district education management departments shall be responsible for promoting the district-level evaluation. The organizational structure of the evaluation is shown in Fig. 6 - 1 :

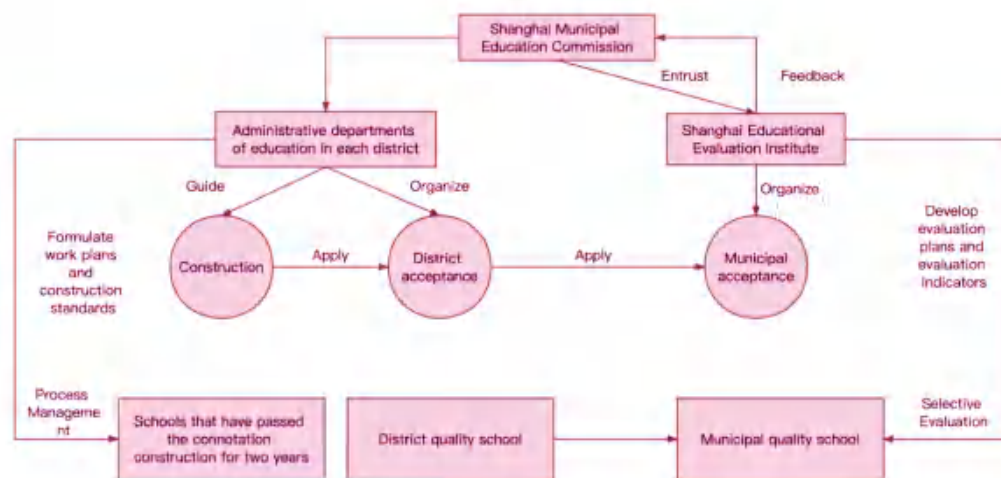


Fig. 6 - 1 Construction and Evaluation of High-quality Schools in Sub-district and Town Community (Elderly) Schools in Shanghai

1) The SEEI promotes evaluating the construction of high-quality schools at the municipal level. The SEEI issued implementation plans and evaluation indicators, set up a municipal high-quality school evaluation expert group, and carried out evaluation work.

2) Formulate district-level high-quality school construction standards. According to the local situations and the general requirements, the education departments in each

district should set district-level standards. The municipal high-quality schools must have been rated as district-level high-quality schools.

3) Self-evaluation to municipal rating. The newly added sub-district/town community (elderly) schools shall first complete the self-evaluation of district-level connotation construction, and then the SEEI shall organize the acceptance inspection. Only after two years of acceptance can they participate in the evaluation of municipal high-quality schools. For those who have completed the municipal high-quality school construction assessment, the SEEI will recommend them to attend the national school construction project.

II) Design of high-quality school evaluation scheme for community (elderly) education

1. Evaluation principles

1) Overall design and batch evaluation. According to the selection criteria, the two urban levels of education departments will include the building of high-quality schools in the overall plan of education development. Then, according to the completion time and the passing rate of the evaluation of the construction of high-quality schools, the work plan is formulated and promoted annually in batches.

2) Evaluation promotes construction and development. With the help of the construction and evaluation work, they should stimulate the vitality of the school, precise work tasks and construction content. On the basis of connotation construction, it will continue to promote the school to form a normal mechanism for self-planning, reflection, improvement, and development, forming a reference experience and playing a demonstration radiation role.

3) Process evaluation and final evaluation. To carry out the overall requirements of educational evaluation reform in the new era, it emphasizes both the result-oriented and the process. High-Quality school assessment activities focus on the mutual transformation between process and terminal assessments. The process evaluation makes the establishment process a continuous improvement of school work, and the final evaluation focuses on the effectiveness of high-quality school construction.

2. Evaluation procedures and methods

According to the evaluation requirements, the methods of material review, report

defense, field evaluation and comprehensive evaluation are adopted to pay attention to the pertinence and effectiveness of the construction and evaluation of high-quality schools.

1) Material Review. Community (elderly) schools that intend to apply for high-quality school need to submit a self-evaluation summary report, basic situation statistics and other materials. First, the district-level community education management departments recommend schools; then the SEEI invites experts to carry out municipal assessment. According to the assessment requirements, experts will issue the material review results and opinions and determine the list of schools entering the report defense process.

2) Work reporting. The school draws lots in advance to determine the order of the reporting, determine the time, place, and contents of the reporting. On the day of the reporting, the experts listen to the school report and ask questions based on the review of the materials, fill in the evaluation form, and then determine the schools to enter the field evaluation process.

3) Field assessment. The SEEI organizes the municipal assessment expert group to conduct field evaluation on the schools that pass the defense report, and the field evaluation time for each school was half a working day. According to the actual needs, the experts are divided into flexible groups. Through reviewing materials, reviewing data, observing on the spot, interviewing leaders, discussing with teachers and students, attending lectures and other forms, they can understand the overall situation of the school and issue on-site evaluation results and opinions on the school.

4) Comprehensive evaluation. Based on all evaluation procedures and details, the expert group will conduct a comprehensive evaluation of the applicant school, summarize the data, write an evaluation report, and submit the conclusion for review to determine the final evaluation results.

3. Evaluative criteria

As the core of the evaluation activities, the evaluation criteria can fully reflect the goal and value orientation of the evaluation. The setting up of the standard (see Table 6-2) adheres to the problem orientation, systematically integrates the core elements of high-quality school evaluation, and forms the Guiding Standard for High-Quality School Construction and Evaluation of Shanghai Sub-district/Town Community (Elderly) Schools, which includes five first-level indicators (cultural construction, social integration, innovation connotation, information technology, and school-running effectiveness), 13 second-level indicators and 26 third-level indicators, points out the

future development direction for the construction of high-quality schools. Through multi-stakeholder participation, schools can effectively meet the needs of citizens for high-quality learning and promote efficient community governance.

Table 6 – 2 High-Quality School Construction and Evaluation Guidelines for Shanghai Community (Elderly) Schools

First-level Indicators	Second-level Indicators	Third-level Indicators (Key Points)
I. Cultural Construction (20 points)	I) Concept-leading (5 points)	1. Serving regional economic and social development 2. School development plans
	II) School culture (5 points)	3. Culture progress 4. Harmonious teacher-student relationship
	III) Cultural transmission (5 points)	5. Spreading core socialist values 6. Advocating volunteerism
II. Social Integration (10 points)	IV) Active service (5 points)	7. Promoting the development of regional senior education 8. Participation in social services and governance
	V) Resource sharing (5 points)	9. Integrating educational resources 10. Cooperating with social organizations
III. Innovation Connotation (40 points)	VI) Team construction (10 points)	11. Construction of teachers' groups 12. Construction of teachers' ethics
	VII) Curricula construction (15 points)	13. Curriculum construction 14. Curriculum management system
	VIII) Implementation of teaching (15 points)	15. Teaching reform 16. Blended learning style
IV. Information Technology (10 points)	IX) Environmental facilities (5 points)	17. Smart learning 18. Information-based teaching management
	X) Technique application (5 points)	19. Digital literacy and digital learning ability 20. Digital learning resources
V. School-running Effectiveness (20 points)	XI) Characteristic development (6 points)	21. Research on the theory and practice of community (elderly) education 22. Building a community (elderly) education brand

Continued

First-level Indicators	Second-level Indicators	Third-level Indicators (Key Points)
V. School-running Effectiveness (20 points)	XII) Student development (7 points)	23. Promoting the development of students 24. Cultivating students' civic consciousness of serving society
	XIII) Community satisfaction (7 points)	25. Expansion of school scale 26. Community members feel more satisfied with learning

III) Progress in the evaluation of high-quality schools for community (elderly) education

1. Pilot evaluation

To make the evaluation implementer more scientific and operable, the SEEI selected Xuhui District and Minhang District as two pilot districts to carry out the evaluation. From September to December 2020, six of the seven schools applied by the two districts were selected as high-quality schools.

2. Evaluation Situation in 2021—2022

From June to October 2021, the SEEI formally carried out the evaluation work. A total of 53 schools in 16 districts applied, and 34 schools passed the evaluation. The picture shows the report defense scene of municipal assessment.

From March to November 2022, 53 schools in 16 districts applied, and 37 schools finally passed the evaluation. The number of schools that have passed the assessment in each district is shown in Table 6-3:

Table 6-3 The Number of Districts Having Passed the Evaluation of High-Quality School Construction of Community (Elderly) Schools in Sub-districts and Towns of Shanghai (2020—2022)

Number	District	Pass Number
1	Pudong District	9
2	Huangpu District	3

Continued

Number	District	Pass Number
3	Jingan District	4
4	Xuhui District	9
5	Changning District	2
6	Putuo District	2
7	Hongkou District	2
8	Yangpu District	5
9	Baoshan District	5
10	Minhang District	8
11	Jiading District	6
12	Jinshan District	5
13	Songjiang District	10
14	Qingpu District	2
15	Fengxian District	3
16	Chongming District	2
Total		77



Fig. 6-2 2021 Shanghai Community (Elderly) School High-Quality School Construction Evaluation Work Reporting Spot

3. Predominant features

1) Concept-leading

Concept-leading is the premise. Most of the high-quality schools focus on the center work of regional economic and social development, clarify the service purpose of citizen learning in the new era, establish advanced school-running concepts and school value pursuit, formulate school development plans and annual plans, and promote the high-quality development of community (elderly) education.

School culture is the foundation. High-quality schools focus on strengthening healthy and upward cultural construction, specifically involving red culture, historical culture, intangible cultural heritage, aesthetic education culture, good-neighbor culture, and so on. These schools give play to the educational function of school culture and enhance the cultural identity of citizens.

Cultural communication is vital. The school actively spreads the socialist core values and the concept of lifelong education, and strives to build the school into the main



Fig. 6 - 3 High-Quality School Construction Evaluation for Shanghai Community (Elderly) School in 2021 and 2022 (Site Evaluation)

front of education. The school actively organizes students to participate in community governance, disseminates learning results to community construction, innovatively focuses on traditional virtues, folk customs, civilized etiquette, legal ethics, healthy life and leisure and entertainment, and improves citizens' cultural literacy.

2) Multiple subjects

Serve the community. The schools actively use their rich educational resources, enrich the learning contents, provide quality education services to the community by serving various learning points in the area, establishing "Humanistic Walk" routes, participating in the construction of experience bases (experience points), participating in community learning workshops, and sharing training bases, and continue to expand social influence.

Gather social power. High-quality schools use all kinds of high-quality public education resources in the region to provide the public with nearby, convenient and pleasing learning opportunities and serve the lifelong learning of the public. At the same time, these schools can stimulate social vitality, actively guide public educational institutions, social organizations in the region to participate in community (elderly) education, establish a high-quality education resource sharing mechanism, and provide strong momentum for the establishment of high-quality schools.

3) Connotation innovation

Focusing on the institutionalization of team construction and professional growth of teachers, high-quality schools keep up with the times and the development learning needs of students. Schools cultivate the comprehensive ability of full-time and part-time teacher volunteers. During the post-epidemic era and digital transformation, teachers' application ability of information technology should be improved.

Most high-quality schools can combine regional characteristics and develop online and offline courses with local characteristics, such as intangible cultural heritage courses and local courses. At the same time, the schools constantly improve the management system, pay attention to the implementation, monitoring, evaluation and feedback of the curriculum, carry out lectures and lessons evaluation, and pay attention to the learning needs and learning feedback of learners.

4) Digital empowerment

Improve the construction of digital teaching infrastructure. Community (elderly) schools should explore the application of digital technology, build a unique intelligent learning experience scene that meets the regional reality, innovate distance learning

methods, and improve teaching quality. The schools use information technology to empower community education and play the role of Shanghai community education information management platform.

Enrich the digital teaching form. In the context of the normalization of the epidemic, all schools should seriously carry out online and offline teaching activities, push diversified and personalized learning services and high-quality digital learning resources for students, improve teachers and students' digital literacy and digital learning ability, share the results of digital development, and promote the elderly to cross the “digital divide” action.



Fig. 6 – 4 Field Assessment of Shanghai Community (Elderly) School
High-Quality School Construction Evaluation in 2021

5) Educational leadership

Educational leadership highlights the connotation. High-quality schools are oriented towards solving practical problems, attach importance to theoretical and empirical research, and strive to cultivate and build community (elderly) education brands, play the leading role of brand demonstration, and promote the development of community (elderly) education.

Learners contribute to society. The school gives full play to the main role of learners and builds an open, interactive, healthy and progressive education service for learners. Senior learners will transform their learning ability into a beneficial force and fully demonstrate the style of elderly learners.

Social satisfaction has risen steadily. Whether the school-running concept has been recognized by society? Have the participating learning groups become more extensive? Community (elderly) schools should survey students' learning needs and satisfaction.

III. Reality Dimension: New Problems in High-Quality School Evaluation of Community (Elderly) Education

I) Organization and management are not balanced among districts

Through the preliminary construction evaluation, we found that the construction of high-quality schools in different districts is not balanced. It shows that some districts value the work of building high-quality schools while others do not. Some districts have less support in funding, staffing, equipment and facilities improvement. Some districts have not done substantive guidance and planning work. Therefore, the quality of the school is uneven.

II) There is no summary of school philosophy

In some schools, the summary and refinement of school-running ideas and the promotion of cultural construction are not in place. Generally, the school philosophy is broad, that is, directly borrowing or applying the discourse in the existing policy texts, which makes it difficult to reflect the personality characteristics of a school. At the same time, there is still a phenomenon of failure to implement the concept in the school running.

III) The connotation of innovation is not well understood

Some schools do not fully understand the connotation of innovation. The schools failed to build a high-quality teaching staff and curriculum system. It is also found that the part-time teachers in some schools are small in scale and unreasonable in structure, and their quality needs to be improved. The standardized construction of the curriculum system and the curriculum management system are not perfect enough; there are risks such as the arbitrary implementation of the curriculum, the categories and levels of the curriculum are not rich enough, and the teaching form is relatively simple.

IV) The integration of technology into teaching is not thorough

Some schools have insufficient integration of information technology and teaching, failing to adapt to the teaching and management changes brought about by digital transformation, outdated information facilities and equipment, the backward configuration of digital infrastructure and equipment, insufficient teaching of online and offline courses, and low utilization rate of live broadcasting equipment. Some teaching administrators are not proficient in using the municipal unified information management platform.

IV. Future Dimension: New Challenges in the Construction of High-Quality Schools for Community (Elderly) Education

I) The construction and development of high-quality schools and the renewal of principals' ideas lag behind

As the soul of a school, the principal plays a key role in the development of the school. The principal's idea determines the quality of school development and the level of education and teaching. The new situation and new challenges of education require that the school principals should not be satisfied with the present idea of running a school but should have a rational understanding of the school's future development goals. Principals should enhance their understanding of the functional positioning of community (elderly) schools in the new era and the construction of high-quality schools, update their ideas, and lead the school to develop towards high-quality education continuously.

II) The development of school information technology is relatively backward

The post-epidemic era has promoted the development of modern information technology, and new-generation technologies such as 5G, big data, cloud computing, artificial intelligence, and meta-universe have been increasingly widely used in various fields. The application of information technology in community education needs to be

improved. How to quickly and effectively improve the ability to use digital technology, change the way of school management, and change the teaching and learning concepts of teachers and students are common problems faced by community schools at present. Community (elderly) schools should take the updating and iteration of information technology as an opportunity to accelerate the pace of application and realize leap-forward development.

III) Growing learning demands and imperfect school mechanism

With the intensification of the aging of society, people's social demand for community education and elderly education is increasing. Still, the school's hardware and software education conditions are limited, and the security mechanism is not perfect, failing to meet the social learning needs effectively. Building more effective safeguards remains a challenge. We should continue to expand the scale of running schools, ensure the basic conditions of school personnel, funds, equipment and facilities, broaden the supply channels of educational resources, encourage the participation of social forces, and increase the operation of social capital.

(Written by Liu Lei and Huang Rong)

Chapter Seven

Golden Academy :

An All-media Lifelong Education and Learning Platform for “50+” People

Oriental Pearl New Media Co., Ltd.

Abstract: The Golden Academy is an all-media lifelong learning platform for people over 50 years old. It aims to build a digital service network for elderly education covering the whole city, improve the elderly digital literacy, help the elderly cross the “digital divide”, open up the elderly smart learning application scenarios, create a new picture of inclusive and friendly digital life for the elderly, form a new pattern of digital development of elderly education to construct an international digital capital with world influence, and help build a learning society which provides the elderly with opportunities to learn and enjoy themselves.

Keywords: aging population; Golden Academy; digital divide for the elderly; smart learning

I. Project Context

China has entered an era of deep aging. Data show that by the end of 2020, the population over the age of 60 has reached 264 million, accounting for 18.7% of the country's total population, and the elderly population is expected to exceed 300 million in 2025, more than 400 million in 2033, and reach a peak of about 500 million in the 2050s. At the same time, the educational attainment of the elderly population is also increasing. According to the National Bureau of Statistics, among the population aged 60 and above, 36.69 million have high school education or higher, an increase of 20.85 million compared with 2010. The proportion of the population with a high school education or above was 13.90 percent, an increase of 4.98 percent over 10 years ago. With the improvement of the modern economic level, the new generation of silver-haired groups have both free time and financial security, and the mentality of the elderly is more active. Relevant data show that the Mobile Internet usage rate of the silver population exceeds 20%, especially in urban areas. With the development of science and technology, new tools and applications are emerging in an endless stream, and the change of all kinds of knowledge is accelerating; the education and learning needs of the elderly group are also increasing significantly.

From the relevant policies issued by the state in recent years, the state attaches great importance to the issue of aging education and helping the elderly to cross the “digital divide”. How to ensure their access to care, learning, joy and success has become a topic of concern for society. In Shanghai, the learning needs of the elderly are even greater.

Under the guidance of the Shanghai Municipal Education Commission (SMEC), combined with the advantages of Shanghai Media Group¹ (SMG) and its Oriental Pearl New Media² in terms of platform, content and screen operation, the Golden Academy has created a unique all-media platform for lifelong learning of the elderly.

¹ Shanghai Radio and Television, Shanghai Culture Radio, Film and Television Group Co., Ltd.

² SMG's unified industrial platform and capital platform.

Table 7 – 1 Relevant Policies

Time	Issuing Authority	Policy	Content Related to Golden Academy
11.2021	CPC Central Committee and the State Council	Opinions of the CPC Central Committee and the State Council on Strengthening Work on Aging in the New Era	To integrate education for older people into the lifelong education system.
02.2022	CPC Central Committee and the State Council	14th Five-Year Plan National Old-age Development and Old-age Service System Planning	To innovate elderly education , encourage online elderly education.
11.2020	General Office of the State Council	Notice of the General Office of the State Council on the Implementation Plan to Effectively Solve the Difficulties of the Elderly in Using Intelligent Technology	To solve the outstanding problems encountered by the elderly in using smart technology.
01.2021	Shanghai Municipal Government	Opinions on Comprehensively Promoting the Digital Transformation of Shanghai	The press, publishing, radio, film, television and other industries have accelerated their integration into the digital process.
06.2021	General Office of Shanghai Municipal People's Government	Shanghai's 14th Five-Year Plan for the Development of Aging Undertakings	Building an “Air Classroom” for elderly education is listed as one of the seven important projects in the plan.
03.2022	Shanghai Office for Aging	Key Points of Aging Work in Shanghai in 2022	To Promote the digital transformation and development of education for the elderly.

II. Basic Information

The Golden Academy is the country's first all-media lifelong education and learning platform for middle-aged and elderly people, tailored for the “50+” group, jointly created by the SMEC, SMG and its Oriental Pearl New Media. Oriental Pearl New Media is responsible for the operation. In order to facilitate the middle-aged and the elderly, Shanghai Radio and Television Station adjusted the channel from a digital

pay channel to a free broadcast and started a trial operation in March 2021. After the approval of the State Administration of Radio, Film and Television, the channel was named Golden Academy and officially launched on June 18th, 2021, and landed in the country through the cable network, IPTV and the BesTV¹ app under Oriental Pearl New Media. In addition to live channels, since July 2021, the Golden Academy requested program has been launched on various platforms of IPTV and BesTV under Oriental Pearl New Media.

By the end of August 2022, the total number of users of the Golden Academy in Shanghai was nearly 10 million, and the daily viewing peak exceeded one million. In October, 2021, the Golden Academy won the “2021 Shanghai Lifelong Learning Brand Project” and “2021 National especially Popular Lifelong Learning Brand Project” two major awards.

I) Rich program contents for middle-aged and elderly users

In order to meet the diversified and personalized learning needs of elderly groups, the online content of the Golden Academy is based on the lifelong education resources of SMEC, covering the quality courses provided by Shanghai University for the Elderly, Shanghai Service and Supervision Center for Learning Society Construction, Shanghai Lifelong Learning Network, community colleges in various districts of Shanghai, and supplemented by SMG and Oriental Pearl New Media massive program copyright library. Based on the big data analysis of the actual needs and viewing preferences of middle-aged and elderly groups, the Golden Academy planned the three programs of smart life, culture and entertainment, and health science popularization, providing nearly a thousand programs for the elderly.

1. Smart devices courses

The special column “Smart Learning Camp” launched by the Golden Academy is a representative column, which is dedicated to explaining the use of smartphone skills,

¹ “BesTV” is a streaming media platform under Oriental Pearl New Media, with a large number of free ultra-high-definition content, covering movies, TV dramas, variety shows, children’s, animation, documentary, games, Air-classroom, Golden College and other channels, suitable for users of all ages.

such as health code display, online payment, taxi registration, booking and ordering of meals and other problems that elderly people often encounter in daily life, and can find relevant courses to learn in the column.

2. Culture and entertainment

The Golden Academy launched “Golden Open Class” and “Masterpiece Appreciation”. Among them, “Golden Open Class” is an innovative teaching program combining online and offline, which uses various characteristic resources and is broadcast on the Golden Academy channel to help elderly friends realize smart social communication with grace, breadth and temperature, and create a down-to-earth characteristic content of the Golden Academy.

The piano teaching course launched by the Golden Academy highlights the characteristics of piano teaching for the middle-aged and the elderly. Starting from the introductory course, the teaching is carried out comprehensively and systematically, which has aroused wide repercussions in society. In addition, the Golden Academy also provides hundreds of series of special resources such as “Appreciation of Classical Chinese Literature”, “Vocal Music Foundation”, “Photography Skills”, “Music Learning Calligraphy and Painting” and “Patterns of New Fashion”. The drama category includes thousands of videos of classic masters and famous pieces of various operas such as the Shanghai Opera, Shaoxing Opera, Pingtan Opera, and Huai Opera.

In view of the rest habits of the elderly, the Golden Academy channel’s “Movie Appreciation” at 3 p.m. every Monday and “Drama Appreciation” at 3 p.m. every Wednesday so that elderly audiences who like classic movies and dramas can enjoy a comfortable time.

3. Health popularization

Middle-aged and elderly people are interested in the knowledge of health preservation. The Golden Academy focuses on the launch of the “Great Doctors Are Coming” column, inviting a number of experts from the geriatrics department of Shanghai Zhongshan Hospital, the oncology department of Shanghai Pulmonary Hospital, and the prosthodontic department of Shanghai Stomatology Hospital to visit the studio to popularize the authoritative health knowledge to the audience.

4. Short video content

Oriental Pearl New Media launched the Golden Academy zone in its mobile terminal product “BesTV APP”, combined with TV channel content, through the way of “PGC (Professional Generated Content) original + stock innovation + incremental development”, to deepen the field of education, overall consideration of audio programs, short videos, vertical programs and other forms, from the source of creation and production, radio and television. The content production advantages of the new media matrix serve the middle-aged and elderly groups. At the same time, it connects with the resources of Shanghai University for the Elderly and goes online at the registration entrance of various district universities for the elderly. Senior people can register for courses of the university for the elderly through the mobile app.

II) Online and offline interactive learning model for the elderly

In addition to creating rich online content, the Golden Academy is also committed to providing middle-aged and elderly groups with richer activity experience and talent display platform, driving online collaborative innovation with ecological layout, creating a full-coverage, multi-scene lifelong education ecosystem so that middle-aged and elderly people have a sense of gain and happiness. The innovative teaching column “Golden Open Class”, which combines online and offline, has successively invited the national representative inheritor of burlesque and the representative of solo drama Qian Cheng, SMG’s famous hosts Wei Lan, Bai Rui and Huang Doudou, artistic director of Shanghai Song and Dance Troupe, 11th Vice president of China Dance Association, participated in the recording of the program and covering out on-site teaching of opera,



health, art and other content that the elderly are interested in.

III. Innovation Highlights

The Golden Academy's all-media lifelong education learning platform is the first exclusive learning platform for middle-aged and elderly people in China, an innovative measure for developing middle-aged and elderly education in Shanghai, and a beneficial exploration to enrich learning resources and meet the diversified learning needs of middle-aged and elderly people.

I) Creating an all-media digital communication matrix

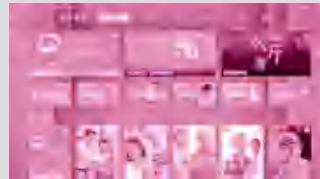
With the rapid development of science and technology, information technology has brought great opportunities and great challenges to the education for the elderly. The epidemic has further promoted the restructuring and development of the supply structure and service model of education for the elderly. The Golden Academy focuses on users 50 years old and above, based on the digital broadcasting platform, relying on 5G, big data, AI, and other technologies to form a lifelong education ecological closed loop of "omnichannel coverage + large & small screen interaction + data mining and value enhancement".

As the product content operator of the Golden Academy, Oriental Pearl New Media gives full play to the advantages of its multi-channel and multi-terminal all-media platform, and realizes the all-media communication pattern of broadcasting and communication coordination, wired and wireless integration, large & small screen interaction, and online and offline linkage through cable TV, IPTV, OTT, and mobile terminals. At present, the Golden Academy live channel has landed in 19 regional cable networks, 10 IPTV platforms and BesTV app across the country. The on-demand zone is operated in more than 30 partner stations of cable networks, 19 IPTV platforms, and BesTV app.

Column 7 – 1

Eastern
Cable

The Golden Academy on-demand zone was launched on July 15, 2021, and has covered more than 30 cable network cooperation stations nationwide. There are smart life, culture and entertainment, health science popularization, yoga and massage, and opera appreciation sections in the special area, and new teaching content and exclusive self-made content are recommended every week.



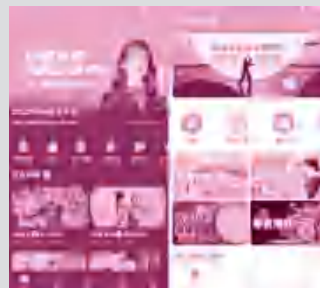
BesTV
IPTV

The Golden Academy is integrated into the newly created “aging products” special area for the national silver group, presented in the form of a second-level special area, and has been landed on 19 operator platforms across the country. Shanghai IPTV platform has also launched the “Shanghai Senior · G Life” TAB, which makes key recommendations on the content of the Golden Academy combined with timeliness planning every week. The “Look” area is equipped with cultural entertainment, life encyclopedia, smart life, health science, Shanghai culture and other sections, with 52 content categories to create vertical segmentation of large-screen new media products.



BesTV

The home page has the entrance to the “Golden Academy”, integrates the Golden Academy live/review and on-demand product functions, and gathers nearly 1,000 course programs, including a number of SMG quality content and radio drama, opera, and other high-quality radio content.



II) Suitable services for the elderly

Considering the viewing habits of elderly people, the Golden Academy has

adjusted the channel layout twice after the trial operation of the channel through user research, viewing analysis, data tracking and other forms. The two revisions increased the number of viewers: After the revision in June 2021, the monthly audience reached a small peak in August 2021; after the redesign in January 2022, the number of monthly viewers reached the highest number since the channel launched in February. At present, the Golden Academy channel premieres from 14:00 to 18:00 every day, and the first broadcast lasts for 4 hours.

As to the program setting, considering the difficulties encountered by middle-aged and elderly groups in the application of intelligent technology, Golden Academy launched “Smart Learning Camp” and other special columns, explaining the use of smart devices skills, and effectively solving the problems of middle-aged and elderly groups in this regard. By focusing on the scenes involved in the daily life of middle-aged and elderly groups, following the rapid development of science and technology, and constantly innovating, the Golden Academy has produced new program content suitable for aging services, providing practical teaching of intelligent technology for daily life application scenarios for middle-aged and elderly groups, and help middle-aged and elderly groups to cross the “digital divide”.

To create products suitable for the needs of the elderly, Oriental Pearl New Media integrated the Golden Academy content resources, launched the “Sunshine Senior” version in September 2021 and launched it on the Shanghai IPTV platform. Given the majority of poor vision in the elderly population, the elderly most often watch live channels, “Sunshine Senior” version simplifies the interface design. The first screen home page eliminates the dazzling posters and complex icon options, highlights the “channel”, “playback” entrance, and uses different color blocks to mark, increase the layout font and line spacing, from visual experience, interaction design, a content organization to functional services and other aspects, completely around the needs of the elderly group, everywhere intimate “age-appropriate” design.

III) Integrating high-quality resources to provide diversified content for elderly users

The Golden Academy gathers high-quality resources from multiple channels such as the SMEC, SMG, and Oriental Pearl New Media, based on lifelong education resources of the SMEC, with SMG’s original copyright content and the Oriental Pearl

New Media self-made and purchased content, set up age-appropriate smart device learning, health science, culture and art, life skills, fashion and other multi-dimensional programs, and create an “air learning community” that integrates learning consultation, course learning, communication and interaction, platform display, and experience activities, providing rich resources to meet the diverse learning needs of the elderly.

Column 7 – 2

“Specialized Operation + Hot Topic Planning” Drives a Richer Way of Content Presentation

At present, the Golden Academy on-demand zone is in operation in more than 20 cable network cooperation stations, 21 IPTV platforms and BesTV app. The Oriental Cable and BesTV IPTV on-demand platform and BesTV have opened the Golden Academy on-demand area, according to the content characteristics of the personalized section classification, and according to the new content, exclusive self-made content, key holidays and other arrangements and recommendations.

In the 2021 Double Ninth Festival, BesTV IPTV platform planned to launch the theme of “Pleasant Chrysanthemum Elegance and Popular Appreciation”, which led to a 310% increase in the number of visits to the Golden Academy and “Culture and Entertainment” secondary categories; “Food Plate” to “Eat Flower Cake” to recommend “Snacks” classification, weekly visit ranked first in the plate, up 211%. BesTV’s Golden Academy platform of “Outstanding Piano Students’ Achievements” has been on the line for 17 consecutive periods.

Since the launch of the Golden Academy of BesTV, its art courses, especially the piano teaching content, have been loved by users, and the piano program ratings have long ranked the first camp of the ratings. The user team deeply cultivates operation, communicates directly with users through establishing a user Wechat communication group, and timely collects user needs and interacts with the operation. Users can give feedback on piano

learning videos to the operation team through the WeChat communication group. The operation team opened up a special topic of “Excellent Piano Students’ Achievements Display” on the app, focused on user video feedback, and actively provided users with a platform to show themselves.

IV) Combine online and offline education to build a new scene of elderly education and social interaction

Based on SMG’s rich and mature offline performing arts resource advantages, the Golden Academy has planned many online and offline linkage activities. In April, 2021, Golden Academy took the lead in developing the program “National Chefs are Coming — National Chefs teach you to cook”, which users praised. Then it launched “Golden Open Class”, inviting users to participate in the recording and watch the performance. The first phase invited teacher Qian Cheng to teach and rap “Jinling Tower” and the second phase held “Weilan Dialect Pension” public welfare lecture”. On the occasion of the centenary of the founding of the Party, the audience was organized into the theater to listen to the chorus concert of “Follow the Party Forever”, and the audience was organized to participate in the red Humanistic Walk activities of the Golden Academy — to visit the four major memorials of the Communist Party of China, and to walk into the red bases together to witness the centennial style of the CPC. In 2021, when the “Do Not forget the Original Heart to Celebrate the Birthday of Nation · Double Ninth Festival” activity, the Golden Academy adopted the form of “network live + TV recording and broadcasting”, and carried out the full live broadcast of the day’s activities through the BesTV client, and premiered in the follow-up channel program, driving the audience to a new high. On the day of the broadcast, the number of big-screen viewers reached a high record, and the audience rating increased by 49.2% compared to last week.

Offline activities, online operation interaction, offline recording content to further enrich online resources, with high-quality offline resources back to feed online content supply, and resource sharing and mutual use, form a virtuous cycle within the platform so that “online + offline” to “1+1>2” effect, to further improve and optimize the

three-dimensional efficiency of the Golden Academy. At present, SMG and Oriental Pearl New Media have medical, legal, financial, catering, opera troupe, performance theater, Shanghai landmark cultural tourism resources, Oriental High-quality E-commerce and other resources. Golden Academy will further use these resources help the elderly better adapt to and integrate into the information society.



IV. Social Response

Once the Golden Academy project was launched, it won unanimous praise from

middle-aged and elderly users with its rich and wonderful content and flexible and convenient multi-channel viewing methods. By the end of August 2022, the audience of the Golden Academy in Shanghai had reached nearly 10 million, and the cumulative viewing time had reached nearly 65 million hours. During the epidemic in Shanghai in the first half of 2022, the audience of Golden Academy showed significant stage growth compared with the past, and the daily peak number of users reached the highest since the broadcast.

Social feedback is also good; the working group has received feedback and thank you letters from *Shanghai Senior Citizen Post* and *Radio and Television Weekly*. Many citizens are very concerned about the Golden Academy; they not only expressed their gratitude to the Golden Academy but also put forward many good suggestions and expectations. A viewer from Tianjin even left a message to thank the Golden Academy channel for letting him fulfill his artistic dreams of learning piano, calligraphy and painting.

In the past, Shanghai University for the Elderly, which was often “too hot to sign up”, after the Golden Academy channel moved the classroom to the TV screen, the elderly friends who had not been able to learn offline have the same opportunity to learn. In the future, the Golden Academy will also become one of the entrances to Shanghai education for the elderly so that the city’s elderly can easily enjoy the educational resources of the university for the elderly through online and offline channels.

Since the launch of the Golden Academy platform, it has won honors such as “2021 Shanghai Lifelong Learning Brand Project” and “2021 National Lifelong Learning Brand Project Favored by the people”, and helped Shanghai win the UNESCO Learning City Award 2021.

V. Future Planning

As a product operator, Oriental Pearl New Media continues to explore and innovate in the digital transformation of elderly education and strives to build the Golden Academy into a digital education and life application scenario with bench-marking significance, providing users, especially middle-aged and elderly groups, with more

convenient and better lifelong education services.

I) Expanding the integration and arrangement of aging education content and continuing to output high-quality content products

The Golden Academy all-media lifelong education learning platform will continue to focus on high-quality columns and lifelong education and age-friendly service content, integrate the advantages of the whole platform creation and channel, and do a good job in the integration and arrangement of platform content. The content of the channel will be divided into four types: news information, teaching and training, social entertainment, and lifestyle, and strive to create main columns such as “Golden Style”, “Golden Open Class”, “Masterpiece Appreciation” and “Great Doctors Are Coming”. According to the learning needs of elderly users, the on-demand areas of each platform of Golden Academy will strengthen the introduction and arrangement of various resources, such as health education for the elderly, the use of smart devices, and the improvement of artistic accomplishment, to achieve the continuous upgrading of content products.

II) Optimizing offline activities to help the elderly integrate into society and showing themselves

According to the follow-up survey of viewers of the Golden Academy, the elderly have a strong demand for participating in social activities and strengthening group communication. To this end, the Golden Academy will increase the planning and landing of offline activities in the follow-up, around the Double Ninth Festival and other iconic positioning activities and events, launch a series of popular, strong sticky-service activities, continue to expand the Golden Academy brand influence, to provide middle-aged and elderly groups with a richer activity experience and talent display platform.

III) Continuing to give full play to the advantages of the platform and promoting the in-depth development of the industrialization of senior services

Oriental Pearl New Media has high-quality online and offline platform resources

and rich experience in industry product operation. As the channel operator of the Golden Academy, according to the accumulated experience in channel operation, it will continue to give full play to the advantages of the platform in the future, concentrate on content, products, operations and integrated online and offline services, and promote the in-depth development of services suitable for aging industries.

In the future, the SMEC, SMG, and Oriental Pearl New Media will continue to deepen users' needs in the elderly industry. Invest in content resources related to lifelong education and old-age services as well as online and offline integrated service resources, continuously optimize the Golden Academy platform and product efficiency, lead the elegant quality lifestyle of middle-aged and elderly people with Chinese characteristics in the new era, and build a happy society where the elderly have some support, learn, enjoy, succeed and develop harmoniously.

(Written by Li Zhaofeng, Shang Yulan, and Yao Feifei)

Chapter Eight

Improvement Measures and Effects of Shanghai Elderly Education Teachers

Institute of Vocational & Adult Education,
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Abstract: In recent years, based on the existing of elderly education teacher, Shanghai has introduced construction standards for the elderly education teacher team, and policies related to the empowerment of digitization. It focuses on improving the structure of the elderly education teacher team, implementing a registration system for part-time teachers, promoting theoretical research on the construction of the team, continuing to carry out evaluation activities for elderly education teachers, improving the information management platform of elderly education teachers, and continuously optimizing the training mechanism for elderly education teachers. Through a series of guiding policies and improvement measures, certain achievements have been made in training mechanisms, training methods, the normative development of part-time teacher training and teacher resource support. To further promote the construction of elderly education teacher team, it is suggested to open up diversified channels for funding, continue to optimize the hierarchical and classified training system, develop diversified and cooperative training and strengthen theoretical research on teacher team construction.

Keywords: elderly education; teacher team construction; policy guidance; improvement measures; improvement effects

Population aging is an important trend in social development, which profoundly influences a country's economy, society, international competitiveness, and comprehensive strength of its cities. On July 29, 2010, the State Council of China issued the “National Medium — and Long-term Education Reform and Development Plan Outline (2010—2020)”, explicitly stating that “considering elderly education as an important task in developing elderly affairs”. Against the backdrop of population aging, elderly education plays an immeasurable role in the development of elderly human resources, socio-economic development, and social harmony. As teachers are a crucial resource in elderly education, they directly determine the quality of its development. The construction of the elderly education teacher team is an important measure to improve the elderly education service and strengthen its content development. During the 14th Five-Year Plan, Shanghai has been continuously exploring and practicing the construction and stabilization of the elderly education teacher team, aiming to further enhance the comprehensive qualities and professional abilities of elderly education teachers, and ensure high-quality development of elderly education.

Building a high-quality teacher team is the primary guarantee for promoting the high-quality development of elderly education. As of the end of 2021, there were 4 municipal-level elderly universities, 44 branch schools and affiliated schools, 18 district-level elderly universities, and 212 street-level elderly schools in Shanghai's elderly education system. There were 1,300 full-time teachers in elderly universities and schools, 8,562 part-time teachers (excluding community-based schools), and over 50,000 volunteers. Shanghai attaches great importance to the construction of the elderly education teacher team in the high-quality and content-oriented development of elderly education. Shanghai ensures the construction and development of the elderly education teacher team through policies and implements various measures to carry out the construction.

I. Policy Guidance

Teachers are the foundation and source of education. To implement the “Shanghai's Elderly Education Development Plan During the 14th Five-Year Plan” and further enhance the service capabilities of regional elderly education teachers, Shanghai has strengthened top-level design and issued a series of supportive documents for the

construction of elderly education teacher resources.

I) Standardizing the construction standards of elderly education teachers

Since the promulgation of the “Shanghai Lifelong Education Promotion Regulations” in 2011, Shanghai has included the development of elderly education teachers in legal protection, stating that “full-time teachers engaged in lifelong education have equal rights in terms of professional training and assessment as corresponding professional personnel”¹, providing legal guarantees for the development of the elderly education teachers. Currently, there are 194 full-time teachers in district-level elderly universities in Shanghai, accounting for 11%; 1,081 full-time teachers in Sub-district-level elderly universities, accounting for 16%. In order to further guarantee the scale of the full-time elderly education teacher and continuously promote the allocation of dedicated management personnel and full-time teachers in various levels of elderly universities and schools, Shanghai adheres to the combination of professional title evaluation and the employment system of public institutions, promoting full-time elderly education teachers to play a leading role in ethics, professional ability, and dedication, actively promoting their professional development. Attention is also given to strengthening the construction of part-time teachers in elderly education, encouraging elderly universities and schools to attract outstanding talents from society and universities through open recruitment, part-time employment, and re-employment of retirees.²

During 2021 – 2022, Shanghai further standardized the construction of the elderly education teacher team. In March 2021, the Shanghai Municipal Education Commission (SMEC) issued the “Key Points for Lifelong Education Work in Shanghai 2021”, which emphasized the need to “strengthen the construction of lifelong education teacher team” and strive to “establish a sound elderly education teacher resource pool in Shanghai, continuously improve the registration system for part-time teachers, carry out pilot operations, promote the teacher resources integration in the part-time teacher

¹ The Ministry of Education of the People’s Republic of China. Shanghai Promulgates and Implements *Regulations on the Promotion of Lifelong Education*. (in Chinese) [EB/OL]. [2022 – 12 – 20]. http://www.moe.gov.cn/jyb_xwfb/xw_zt/moe_357/s3582/s3922/s4568/201106/t20110620_120979.html.

² Shanghai Municipal Education Commission. Shanghai Strives to Strengthen the Construction of Elderly Education Teachers. (in Chinese) [EB/OL]. [2022 – 12 – 20]. http://www.moe.gov.cn/jyb_xwfb/s6192/s222/moe_1740/202201/t20220130_596945.html.

information pool, and improve the function of systematic services. Based on the Shanghai Lifelong Education Teacher Training Base and the Shanghai Elderly Education Teacher Training Center, strengthen the training of full-time and part-time teachers in community (elderly) education and carry out 2021 Shanghai specialized training for principals of community education institutions.¹ Continuously improve the continuing education workforce in universities, initiate projects to enhance the management capabilities of the administrative team, and projects to enhance the moral and political education capabilities of pivotal teachers”. The document emphasizes the strengthening of the teacher resource pool and the cultivation of a group of distinguished teachers and teaching teams. Besides, the document encouraged the implementation of specialized training for full-time teachers, relying on universities to enhance the cultivation of teachers and cultivating a group of professionals in elderly education; through collaboration between different elderly education institutions, carry out specialized training for full-time teachers to enhance teachers’ educational and teaching abilities.

II) Emphasizing the empowerment of digitization for elderly education teachers

To further promote the high-quality development of elderly education and provide elderly education services that citizens are satisfied with, Shanghai actively responds to the “National Medium — and Long-term Plan for Active Response to Population Aging”. Based on the needs of the era and seizing the development opportunities of city digital transformation, Shanghai vigorously promotes the digital development of elderly education, focusing on the urgent needs of the elderly population for intelligent learning in the Internet age and enabling the elderly to enjoy the achievements of digital development better. In order to prevent the elderly from being left behind, the SMEC has issued the “Opinions on Promoting the Digital Development of Elderly Education in the City” (2021), launching the “Double Hundred, Double Thousand” plan. By 2025, the city will establish 100 smart learning scenes for the elderly, create 100 smart learning brands for the elderly, conduct training for 1,000 pivotal elderly education

¹ Shanghai Municipal Education Commission. Notice on Issuing *the Key Points of Lifelong Education Work in Shanghai in 2021*. (in Chinese) [EB/OL]. [2022 - 12 - 20]. <https://edu.sh.gov.cn/cmsres/82/824a0d2e427c4fd792e1d289d444b7c4/394644b5ca2a873f02cf937bbc1510cc.pdf>.

teachers in smart learning, and promote the cultivation of 1,000 learning assistance teams. Specifically for the digital skills of elderly education teachers, the new requirement is to “enhance the information technology application ability of the elderly education teacher team”, and to ensure that “educational and administrative personnel at all levels and types of elderly education should fully recognize that information technology application ability is the core literacy of high-quality teachers in the new era. They should proactively enhance teaching abilities that adapt to future learning forms, incorporate the application of digital technology into personal career development plans, and become important participants and promoters in creating intelligent learning environments”. It also emphasizes “actively master intelligent teaching tools, utilizing intelligent tools and systems to solve teaching and management issues in elderly education, exploring the integration of new technologies such as artificial intelligence into daily teaching, advancing the research, development, and teaching application of AI teacher assistants, promoting the exploration of human-technology collaborative classrooms in the context of artificial intelligence, thus to achieve innovation in elderly education teaching”.¹ This document emphasizes the digital empowerment of elderly education teacher resources to enhance teachers’ digital teaching quality and capability, assisting elderly learners in improving their digital literacy and abilities. At the same time, the document provides guidelines on “establishing a support system”, “implementing differentiated training”, and “innovating new work models” to actively promote the construction of specialized and part-time elderly education teachers and volunteer teams and to improve the standardization, specialization, and professionalization of elderly education.²

II. Promotion Measures

In order to fulfill the requirements of implementing Shanghai’s comprehensive

¹ Shanghai Municipal Education Commission. Notice on Issuing *the Opinions on Promoting the Digital Development of Elderly Education in the City*. (in Chinese) [EB/OL]. [2022 - 12 - 20]. https://edu.sh.gov.cn/xxgk2_zdgg_zsjy_01/20210427/ef0ed98889e84f748a4682f60057ff3e.html.

² Shanghai Municipal Education Commission. Shanghai Strives to Strengthen the Construction of Elderly Education Teachers. (in Chinese) [EB/OL]. [2022 - 12 - 20]. http://www.moe.gov.cn/jyb_xwfb/s6192/s222/moe_1740/202201/t20220130_596945.html.

education reform, establish a high-quality lifelong education system, and enhance the professional capacity and curriculum development of community education and elderly education teachers, in 2020, the SMEC cooperated with the professionals of East China Normal University (ECNU) to establish the “Shanghai Lifelong Education Teacher Training Base”, which provides training and professional development services to lifelong education teachers in the city. In 2021—2022, further innovative work models for elderly education teachers were developed, and their management framework was improved. Through categorized training, the professional development of elderly education teachers was promoted.

I) Establishing a comprehensive structure for elderly education teacher team

Currently, China’s elderly education teacher team consists primarily of full-time and part-time teachers (including volunteers), with part-time teachers gradually becoming the main part of elderly education teaching staff.

Table 8 – 1 Faculty Information of Elderly Education Institutions in Shanghai

Institution	Total Teachers (persons)	Full-time Teachers		Part-time Teachers	
		Number	Percentage (%)	Number	Percentage (%)
Total	30,282	447	1	17,907	99
City-level Elderly University	330	2	1	328	99
Branches of City-level Elderly University	424	8	2	416	98
District-level Elderly University	637	76	12	561	88
Sub-district-level (including industrial park, district elderly learning center)	2,281	353	15	1,928	85
Community and Village Education Center	26,506	—	—	14,578	100
Various Social Elderly University	104	8	8	96	92

Note: “Full-time” refers to the number of dedicated teachers on the school’s payroll; “Part-time” refers to the number of teachers, retirees, and experts employed by the school.

Source: “2021 Shanghai Elderly Education Data Handbook”, Shanghai Elderly Education Working Group Office, Shanghai Elderly Education Information Center.

Shanghai is committed to creating a high-quality elderly education teacher team, ensuring high entry standards for full-time and part-time teachers, and attracting highly qualified talents to engage in elderly education. In September 2021, Jinshan District of Shanghai issued the “Implementation Opinions on Strengthening the Construction of External Teachers in Community (Elderly) Education” to develop a dedicated, passionate, and versatile team of outsourced community (elderly) teachers. The document provides explicit regulations on the basic requirements, management, and support measures for external teachers. “External Teachers” in the document refers to the teachers or individuals unofficially hired by community (elderly) schools to conduct community education, elderly education, and vocational training courses according to educational needs. The basic requirements for external teachers include being passionate about Jinshan’s lifelong education cause, having good moral character, physical and mental health, trustworthiness, and having good interpersonal communication and organizational management skills. In-service teachers should have teaching expertise and relevant teaching experience suitable for the curriculum needs of community (elderly) education. Unofficially hired individuals should have work experience or professional qualifications suitable for teaching positions or expertise in a specific field. For retired teachers, the general age limit is 70 years old.¹

II) Implementing part-time teacher registration system

Implementing the part-time teacher registration system in elderly education in Shanghai is a fundamental, innovative, constructive, and exploratory effort to build the city’s high-quality part-time teacher team. By regulating the teacher team and enhancing teaching quality, the system contributes to developing elderly education. In 2016, the Lifelong Education Department of the SMEC initiated the pilot implementation of the elderly education part-time teacher registration system, becoming a pioneer in national part-time teacher registration. In the first half of 2017, the Shanghai Elderly Education Working Group Office formulated and issued the “Implementation Plan for the Part-Time Teacher Registration System in Shanghai”. The plan provides detailed

¹ Shanghai Jinshan District Government. Implementation Opinions on Strengthening the Construction of External Teachers in Community (elderly) Education. (in Chinese) [EB/OL].[2022-12-20].<https://www.jinshan.gov.cn/jyj-zzjy/20210903/820227.html>.

guidelines and arrangements for the pilot implementation of the part-time teacher registration system, including basic rules, implementation methods and steps, aiming to establish a standardized framework for part-time teachers in elderly education. Community (elderly) schools across the city have actively embraced the implementation plan, taking significant steps towards the comprehensive implementation of the part-time teacher registration system. Currently, most community (elderly) schools have achieved 100% registration coverage for part-time teachers.

By implementing the registration system, multiple schools have adopted a “registration in one school, employable for multiple schools” approach, ensuring the stability of the elderly education teacher workforce and the flexibility of teacher resources. The system activates the resources of part-time teachers in elderly education, breaks regional barriers, leverages the benefits of open sharing of teaching resources, and promotes the standardization and professionalization of part-time teachers in elderly education.

III) Promoting theoretical research on elderly education teacher development

To promote the professionalization and high-quality development of elderly education teachers, Shanghai emphasizes the role of academic guidance in constructing the elderly education teacher team, providing theoretical guidance for their development.

To achieve the goals in *Shanghai Education Modernization 2035*, complete the tasks in the “Implementation Opinions on Deepening the Reform of Teacher Development in the New Era” proposed by the CPC Shanghai Municipal Committee and Shanghai Municipal People’s Government, implement the “Shanghai Community Education Teacher Professional Competency Guidelines”, cultivate a highly qualified, professional, and innovative community education teacher team that meets the requirements in the new era, on November 16, 2021, under the guidance of the Shanghai Learning Society Construction and Lifelong Education Promotion Committee Office and Shanghai Open University, Shanghai Service and Supervision Center for Learning Society Construction, Shanghai Adult Education Association’s Committee for Promoting Learning Community, Shanghai Lifelong Education Research Association’s Community Education Professional Committee, and Yangpu District Community College collaborated to organize the “Symposium on the Construction of the New Era Shanghai Community

Education Teacher Team” during the 6th Academic Activities Month of Shanghai Open University.¹

By forming research teams and conducting academic discussions on teacher development, the professional improvement of lifelong education teachers (including elderly education teachers) has gained more attention. Through academic guidance, Shanghai’s practice and research in promoting the development of community and elderly education teachers have contributed to the professional improvement of teachers and effectively served the lifelong learning needs of citizens.

IV) Continuous evaluation and selection activities of elderly education teacher team

To further promote the Shanghai elderly education teacher team development and leverage the exemplary and leading role of outstanding individuals, the Shanghai Elderly Education Association organized the “100 Outstanding Teachers” activity in 2022. Through applications from schools, recommendations from various districts/offices, and expert evaluations organized by the association, a list of “100 Outstanding Teachers” from the Shanghai elderly education system was released.² Case 1 and Case 2 are the reports on Pudong New Area community (elderly) education teachers being selected in the “100 Outstanding Teachers” list.³

By conducting outstanding teacher evaluation and selection activities, intrinsic motivation for the professional improvement and high-quality development of elderly education teachers is stimulated. Through this process, distinguished teachers can be radiating in mentoring and supporting others, gradually forming a reserve teacher resource pool led by experts, notable figures, and teachers. This provides a development platform for good elderly education teachers who are dedicated and willing to improve

1 Shanghai Open University Teaching Master Wechat Account Platform. The New Era Shanghai Community Education Teacher Team Construction Seminar Was Successfully Held. (in Chinese) [EB/OL].[2022-12-20].https://mp.weixin.qq.com/s/5E8rpfNRb_UfWhdYw8DPvA.

2 Shanghai Elderly Education Association. Announcement on the Results of the “100 Excellent Teachers” Selection in the City’s Elderly Education. [EB/OL].[2022-12-20].<https://e60.shlll.net/News/NewsDetail/DF4414BA4AD7B083>.

3 Shanghai Pudong New Area Community College. Good news! 10 Teachers from Pudong New Area Awarded “Top 100 Excellent Teachers” of Shanghai Elderly Education. (in Chinese) [EB/OL].[2022-12-20].<https://mp.weixin.qq.com/s/9bXY2mcmCPju2pezVa9xGw>.

themselves, and have long been engaged in teaching.

Case 1

Zhang Renqing

Tangzhen Community (Elderly) School

27 years of teaching

Zhang Renqing is skilled in teaching and adept at management. As the principal of the elderly school, he leads by example, upholding the principles of being down-to-earth and pursuing excellence in his work. He has personally received honors such as the Advanced Individual in the Learning Society Construction and Lifelong Education Work in Shanghai (2007—2011), 10-Year Contribution Award for Adult Education in Shanghai (2005—2014), Advanced Individual in Shanghai Elderly Education (2012—2015), and Second Prize in the Fourth Shanghai Suburban Adult School “Three Lessons” Demonstration. Under the efforts of Mr. Zhang and all community education workers, the school has been awarded titles such as the Advanced Collective in Shanghai Community Education, Excellent Award for Standardized Construction of Shanghai Elderly Schools (2013—2015), and 2021 Shanghai High-quality Sub-district/Town-level Community (Elderly) School. Tangzhen town has also received honors such as “National Community Education Demonstration Town”, “Shanghai Learning Community”, and “Shanghai Community Education Demonstration Town”.

Case 2

Qu Fengyi

Lujiazui Street Community (Elderly) School

12 years of teaching

After retirement, Qu Fengyi combined his interests and hobbies to devote himself to studying ancient Chinese literature and modern poetry for more than twenty years. Mr. Qu has been responsible for teaching the Appreciation of Classical Poetry class at Lujiazui Street Community (Elderly) School for over ten years. He has self-authored teaching materials to facilitate students' learning, including “Beautiful Poems, the Soul of the Nation”, “Reading Dream of the Red Chamber, Inheriting Excellent Chinese Culture”, “Reading

Strange Tales from a Chinese Studio”, and “Introduction to Chinese Poetry and Its Authors”. Through teacher-student mutual learning, the cultural confidence of teachers and students has been deepened. Mr. Qu actively participates in various on-site activities organized by the community and the school. In April, 2021, he hosted an ethics lecture titled “Reciting Classic Chapters, Understanding the Great People”. In 2020, he enthusiastically responded to online reading activities in Shanghai’s community, participated in online teaching for elderly education, and conducted cloud classes to provide guidance and services for the elderly’s online learning.

V) Improving the elderly education teacher information management platform

After the “Shanghai Implementation Plan for Registration System of Elderly Education Part-time Teachers” was established, phased progress has been made in the registration, training, certification, and registration system for part-time teachers, promoting standardized and professional development in elderly education. The entire process of part-time teacher registration is implemented through an information management platform, achieving unified real-name registration and certification of part-time teachers throughout the city. The Shanghai Elderly Education Information Management Platform consists of seven parts: educational management system, statistical management system, visualization system, learning team management system, teacher resource management system, file management system, and public database. It aims to enhance teacher management services. Currently, all levels of elderly education institutions in the city utilize the educational management system to comprehensively manage course reporting, teacher registration, classroom arrangements, and student enrollment and attendance, providing technical support for elderly education-related work and daily teacher management. Relying on the Shanghai Elderly Education Information Management Platform, a “Teacher Resource Database” is established to create a one-stop system that integrates “teacher registration, teacher circulation, resource distribution, and teacher training”, strengthening communication of work information between full-time and part-time teachers and education administrators. It provides a platform for aggregating and sharing high-quality teaching resources and actively promotes the development of elderly education.

For example, in the “Implementation Opinions on Strengthening the Construction of External Teachers in Community (Elderly) Education (Released by Jinshan District)”, it emphasizes “establishing an outsourced teacher resource information database. Based on the data provided by community (elderly) schools in each sub-district and industrial zone, the district community college is responsible for establishing a district-wide database of outsourced community (elderly) education teachers’ information and regularly publishing it, enhancing the sharing of high-quality teaching resources, complementing each other’s strengths, and optimizing efficiency within the region”. The document also noted the establishment of incentives for external teachers. Community (elderly) schools should include teacher resource funds for outsourced community (elderly) education teachers in special budgets to ensure financial support. Subsidies for in-service teachers concurrently serving in community (elderly) education should be incorporated into the district’s performance-based salary system. For external teachers who actively participate in community (elderly) education and contribute to it, commendation activities should be conducted to identify and recognize advanced individuals, establish models, promote the noble spirit of dedication and service to society, and foster a positive atmosphere.

VI) Continuous optimization of the elderly education teacher training mechanism

Elderly education teachers are not only educators of lifelong education but also lifelong learners. Training is an important avenue for lifelong learning. To further enhance the competence of elderly education teachers, Shanghai has been conducting specialized training programs for elderly education teachers. With the help of the Elderly Education Teacher Training Center located at Shanghai Normal University, the city has trained administrative cadres and teachers in elderly education, establishing a hierarchical training system for elderly education management, teaching, and research personnel. This system promotes the professional development and capacity building of full-time teachers, part-time teachers, and volunteer leaders. Efforts have been made to incorporate the training for elderly education teachers into the city’s teacher training system. Over the past year, various districts and elderly universities in Shanghai have conducted diverse training programs for elderly education teachers. In terms of training content, emphasis has been placed on integrating digital skills and overall competency

development.

In 2021, the Shanghai Elderly Education Teacher Training Center organized 25 training sessions, including principal and academic director training courses, benefiting more than 2,400 professional teachers. Training materials, such as “Elderly Education”, “Teaching Theory of Elderly Education”, and “Psychology of Elderly Education”, were compiled by the center. The center also facilitated the development of face-to-face and online learning materials and teaching slides by qualified professionals, along with a self-assessment question bank and testing standards for online student learning.

Regarding training content, the training center has diversified its training programs and tailored them to the needs of full-time and part-time teachers, aiming to enhance the professional skills of elderly education teachers. As shown in Table 8 – 2, the Shanghai Elderly Education Teacher Training Center has taken on responsibilities such as elderly education administrative cadres training, teacher training, training material development, and the establishment of a teacher resource database. Over the past two years, training programs have been conducted, covering topics such as health lectures, political lectures, theoretical lectures, and recreational lectures.

Table 8 – 2 Overview of Lectures at Shanghai Elderly Education Teacher Training Center (2021 – 2022)

No.	Main Training Topics 2021	Main Training Topics 2022
1	The 13th and 14th Five-Year Plans for the Development of Elderly Education	Interpretation of “Opinions on Improving Elderly-related Work in the New Era”
2	Approaching Antarctica, Understanding Antarctica, and Protecting the Earth	The Lifelong Development and Education for the Elderly
3	Appreciation of Works of Fudan University Famous Teachers (Part 1)	Creativity and Production of Stop Motion Animation
4	Appreciation of Works of Fudan University Famous Teachers (Part 2)	Research on Intergenerational Ethical Relationship in Aging Society — Traditional Filial Piety as the Analysis Base
5	Breath and Ensemble in Singing	Research Status and Development Trend of Fashion Technology and Smart Clothing for Middle-aged and Elderly People
6	Creative Conception and Stage Performance in the Creation of Dance	Aesthetic Implications of Traditional Chinese Dance

Continued

No.	Main Training Topics 2021	Main Training Topics 2022
7	Contemporary Value of the Spirit of Cursive	Etiquette Culture and Healthy Life (Fashion etiquette, catwalk show)
8	Techniques of Ink Painting	Spirit of Chinese Painting
9	Recitation Tutorial of Classic Revolutionary Articles for the Elderly; How to Use Voice and Language	2023 Popular Color Trends and Collocations
10	Appreciation of Costume Show Art	UAV Aerial Photography Teacher Training Course
11	Exploration of Chinese Traditional Physical Education Teaching	Elderly Dance Teacher Training Course; Intermediate
12	The Wellness Practices of Traditional Chinese Sports; Teaching Elderly Fitness Dance	Exercise Essentials Lecture on Psychological Counseling for the Elderly
13	Elderly Dance Teacher Training Course	New Developments in Elderly Education in the Context of Active Aging
14	Elderly Model Teacher Training Course	
Total	4,828 participants 61 sessions	3,033 participants 31 sessions

Source: Shanghai Elderly Education Training Center

Meanwhile, Shanghai actively responds to the requirements of city digital transformation and ideological work in the new era. Through teacher training, it aims to enhance the digital literacy and effectiveness of ideological education for the elderly. For example, to meet the digital development of elderly education and enhance the digital skills of elderly education teachers, in November, 2022, Jinshan District Elderly Education Office, in collaboration with the Jinshan Branch of the Shanghai Elderly Education Teacher Training Center, organized online lectures to improve the digital capabilities of elderly education practitioners. This initiative led to the promotion of smart elderly assistance. In the next step, Shanghai plans to provide training for 1,000 pivotal teachers in smart elderly learning. In Minhang District, Shanghai, to promote high-quality development of elderly education, enhance the awareness, abilities, and levels of “ideological and political education in curriculum” for elderly school teachers, and make good use of classroom teaching as the main channel for

elderly education, a teacher training program on ideological and political education in elderly education curriculum was held in November, 2021.¹

In terms of organizational forms, a combination of centralized and decentralized training is implemented. In December, 2021, Putuo District Elderly University organized a specialized training program for elderly education teachers. In January 2022, the Hongkou District Guidance Center for Learning Society Construction Services and the Hongkou District Community College held a professional development course for community (elderly) education practitioners, providing them with a platform for further education. As for the training methods, an approach combining offline and online training has gradually become the norm.

III. Progress and Achievements

The construction of the elderly education teacher team is a complex social system project. With the rapid development of the elderly education system, it has become urgent to cultivate professional talents that meet the needs of elderly education development and serve national strategic demands. In promoting the construction of the elderly education teacher team, Shanghai provides policy support for developing elderly education teachers, creating a favorable external environment for policy implementation. In the past two years, Shanghai has focused on the professional development needs of elderly education, innovated work models, and gained certain achievements in training and management mechanisms.

I) Strengthening the development of professional training institutions and establishing a multi-channel long-term training mechanism

Innovative training models are the foundation of elderly university teacher team

¹ Shanghai Minhang District Community College. Curriculum Ideological and Political Empowering High-quality Development of Quality Education for the Elderly — A Transcript of the Training of Ideological and Political Teachers for Elderly Education Courses in Minhang District, Shanghai in 2021. (in Chinese) [EB/OL]. [2022 - 12 - 25]. <https://mp.weixin.qq.com/s/Crg1Ah5hALeUYzwTrkmOQw>.

development. In an aging society, elderly education is receiving increasing attention, and the construction of professional elderly education teacher training institutions has become an urgent need. Due to the relatively short history of large elderly universities in China, there are no formally trained teachers specialized in elderly education. The elderly education teacher team has not received formal and systematic training. The specific unit and channels for providing systematic vocational training for elderly education teachers are still under exploration. Shanghai takes the elderly university as the frontline of elderly education, directly engaging with a large number of teachers, and exploring training methods, content, and platforms. Led by the administrative authorities, with the cooperation of elderly universities, professional training institutions for elderly education teachers have been established to gradually establish a multi-level, multi-channel, and diversified long-term training mechanism. After years of effort, both the city-level and district-level elderly universities, as well as sub-district-level elderly schools, have completed the registration of part-time teachers. A regular release of training lecture schedules has been conducted to enhance the self-discipline of full-time and part-time teachers. In actively promoting the establishment of elderly universities by multiple entities, the Shanghai Elderly Education Teacher Training Center actively collaborates with elderly universities organized by various social entities, fully leveraging its distinctive professional advantages, and implementing city-wide elderly education teacher training in a layered and classified manner to enhance the professional capabilities of full-time and part-time teachers.

II) Strengthening the construction of teacher training bases and implementing blended training methods

Utilizing existing teacher training bases to implement relevant training programs is a key focus. Efforts are made to develop corporate resources and improve the current situation of one-dimensional teacher development method. Emphasis is placed on school-based training and teacher professional development, encouraging and supporting elderly universities to invite experts to teach, or to collaborate with training institutions to provide on-the-job training. Traditional face-to-face training methods in elderly education are being improved by issuing training-related regulations and policies, establishing pre-and post-employment training systems for elderly university teachers, and ensuring effective implementation of training. Modern distance education technologies

are actively utilized, and training is conducted with overlapping time and space, actively expanding the training coverage and participation. The SMEC has entrusted ECNU to establish the Shanghai Lifelong Education Teacher Training Base, which provides favorable conditions for the learning and training of part-time teachers and volunteers in elderly education. In 2021, despite the challenges posed by the pandemic, the base organized three training sessions for principals and academic directors and conducted 25 sessions of professional teacher training, totaling 2,024 participants. Additionally, 15 teacher training sessions with 112 participants were held at two new training bases.

III) Optimizing diverse participation and management mechanisms and promoting the normalized development of part-time teacher training

In promoting the construction of elderly education teacher resources in Shanghai, emphasis is placed on government coordination and planning, as well as the active involvement of multiple institutions. Community-based elderly education resources are coordinated, and the educational functions of various institutions are explored and utilized. To improve the efficiency of service provision, the Shanghai Municipal Government has undergone a functional transformation, shifting from being a “rower” to a “steersman”, and from focusing on “government contracting” to emphasizing “social sharing”, focusing on policy formulation, resource allocation, coordination, and supervision. The Shanghai Elderly Education Teacher Training Center collaborates with newly established professional elderly universities by various social entities, establishing a fashion education training base at the “Huayang Elderly University”, and a dancing education training base at the “Xiao Baige Dancing Elderly University”. Delivery systems and practices for teacher training are actively explored, expanding the choices available to grassroots teachers. The registration system for part-time elderly education teachers emphasizes step-by-step implementation and accountability. The working group office, as the city’s organizing, guiding, and coordinating body for elderly education, bears overall responsibility for the registration system. The municipal training center and information center undertake their respective professional tasks, including training, supervising, and guidance. The district-level working groups are responsible for organizing and promoting the registration system at the street and town levels. All levels and types of elderly universities are not only responsible for their

institutions but also for organizing the registration system at related branch schools. Cooperation and communication between all levels and types of elderly education institutions and departments are ensured to overcome challenges and promote collaborative progress.¹

IV) Standardizing teacher admission and evaluation mechanisms, enhancing the support for teacher development

Currently, some issues in the construction of elderly education teacher teams in China are caused by institutional mechanisms. The lack of appropriate admission mechanisms has resulted in a small number of teachers in elderly education, with low qualifications and a lack of stability. The teacher resource composition is limited, and it is impossible to include all part-time teachers, industry elites, and socially renowned individuals in the elderly education teaching staff. Therefore, in recent years, Shanghai has focused on addressing the mechanism for talent recruitment. Led by the government, a basic framework covering comprehensive solutions has been developed, optimizing existing recruitment mechanisms and implementing long-term mechanisms, incentive measures, and overall frameworks to enhance the general level of elderly education teacher resource development. The overall framework includes the sources of part-time teachers, funding, management structure, and defining part-time teacher obligations and rights. Relevant departments will refine the basic framework into operational plans and supervise their implementation. The improvement of mechanisms is also reflected in the teacher evaluation and appointment system. Shanghai is gradually establishing a sound evaluation and appointment method of professional and technical titles for elderly university teachers, avoiding using regular teacher evaluation and appointment methods to evaluate elderly education teachers, and creating a positive mechanism to promote the professional development and construction of the elderly education teacher team.

¹ Li Xuehong, Zhang She. System Design for the Construction of Part-time Teachers in Elderly Education — Exploration of the Registration System of Part-time Teachers in Shanghai[J]. Lifelong Education, 2021(4):74–79. (in Chinese)

IV. Development Recommendations

Based on current achievements, it is recommended to analyze the issues and reasons that hinder the construction of the elderly education teacher team and propose targeted breakthrough paths to enhance the standardization, specialization, and distinctiveness of elderly education teacher development.

I) Increasing specialized funding support and establish diversified channels for financial investment

As a welfare service, the training of elderly university teachers will long rely on government funding. However, with limited government fund support, it is important to focus on improving the effectiveness of specialized funds. Particularly, as the aging population continues to grow rapidly, it is not sustainable to rely solely on national and government investments in expanding elderly education. Therefore, it is necessary to involve society and the market in the training of elderly university teachers. In terms of funding sources, in addition to specialized funding from the government, efforts should be made to seek support from enterprises, social organizations, and other sources. By raising educational funds through multiple channels and sources, a diversified investment pattern can be established to provide more standardized training for teachers of different types, sources, and levels. To achieve this, it is important to increase social awareness of the training of elderly university teachers through intensified publicity efforts. Direct promotion, as well as indirect promotion through media and newspapers, should be utilized to ensure that the effect and mechanism of elderly university teacher development are correctly understood by society.

II) Establishing a professional development concept and further optimize the hierarchical and classified training system

By establishing a professional development concept, the professional development of the elderly education teacher team can be implemented. Integrate the concept of professionalization into the construction planning of elderly universities (schools) to

guide the professional development of elderly education teachers. Continue to promote hierarchical and classified training methods for elderly education teachers, establish corresponding training procedures for teaching, management, and research personnel in elderly education, and promote the professional development and capacity enhancement of full-time teachers, part-time teachers, and volunteer teachers. Utilize the professional role of diverse social entities in teacher training to improve the professional capabilities of elderly education teachers. Many full-time elderly education teachers are retired and in-service party and government officials and civil servants. Additionally, there is a trend towards a younger and more highly educated workforce. Therefore, it is necessary to provide differentiated training to improve the professional capabilities of elderly education teachers, thus promoting their sustainable development. To better conduct voluntary services in elderly education, regular training should be provided for volunteer teams, and the number of volunteers should be expanded.

III) Developing diversified and cooperative training and establishing a flexible cultivation and training mechanism

To build an open elderly education teacher team, it is important to promote various forms of cooperative education, intensify institutional reforms, strengthen academic and cultural exchanges with domestic and international elderly education institutions, increase participation in domestic and international academic activities, and establish pathways for professional development. Based on the demand assessment for elderly education training, it is recommended to select advantageous elderly education services and utilize multiple channels and methods to consolidate and expand the elderly education service market. For the training of elderly education teachers, methods such as on-the-job training and inviting experts can be taken to enhance the development. Additionally, cooperation with enterprises and universities should be strengthened, actively promoting the high-quality development of the elderly education teacher team through joint training, hiring part-time instructors, and conducting seminars and exchanges. Further efforts are needed to establish a flexible and hierarchical cultivation mechanism for elderly education teacher development, such as enforcing strict admission systems for elderly education teachers, implementing the “certification for employment” system, and establishing the professional title and job system for elderly education.

IV) Strengthening theoretical research on teacher development and creating a conducive research and innovation environment

Practical activities cannot do without theoretical support, and the practice of improving the elderly education teacher team requires continuous theoretical development. Most teachers in elderly education are part-time teachers with limited time and energy to invest. In the future, it is necessary to encourage full-time and part-time teachers to engage more in research, actively apply for research projects, and establish academic research teams. Meanwhile, it is essential further to strengthen the research function of elderly education institutions and regard the development of elderly university teacher team as a research field, continuously improving the platform for theoretical research. Besides, it is recommended to collaborate with universities, elderly universities, and other institutions, form academic committees, establish talent pools for elderly education, regularly or irregularly conduct scientific research activities, organize research projects, and publish theoretical journals and specialized books. The social participation of the elderly is their own requirement and value expression. To stimulate voluntary participation in scientific research by elder learners, it is necessary to provide a conducive research environment within elderly universities, create a favorable research and innovation environment for elderly education teachers, establish theoretical think tanks for developing both full-time and part-time teachers, and fully mobilize their enthusiasm for participating in research activities.

(Written by Ma Lihua and Wang Shufang)

Chapter Nine

New Practices of Lifelong Learning Humanistic Walk Program for Shanghai Citizens

Office of Lifelong Learning Humanistic Walk Program
for Shanghai Citizens

Abstract: The lifelong learning Humanistic Walk program for Shanghai Citizens aims to explore the city's learning resources further, especially those available in their surroundings. It guides the general public to engage in a step-by-step progressive learning approach through walking or similar activities, allowing for more diversified learning and abundant resources. The goal is continuously building a learning society and lifelong education system where everyone can learn anywhere and anytime. In 2021—2022, the lifelong learning Humanistic Walk program for Shanghai citizens adopted innovative approaches, demonstrating the role of thematic activities and serving the central task. It mobilized the enthusiasm of various stakeholders and showcased regional cultural characteristics. Emphasis was placed on the effectiveness of learning and the role of guided instruction. Innovative approaches were explored and implemented in areas such as “Stop walking, never stop learning” during the pandemic, and valuable experiences gained.

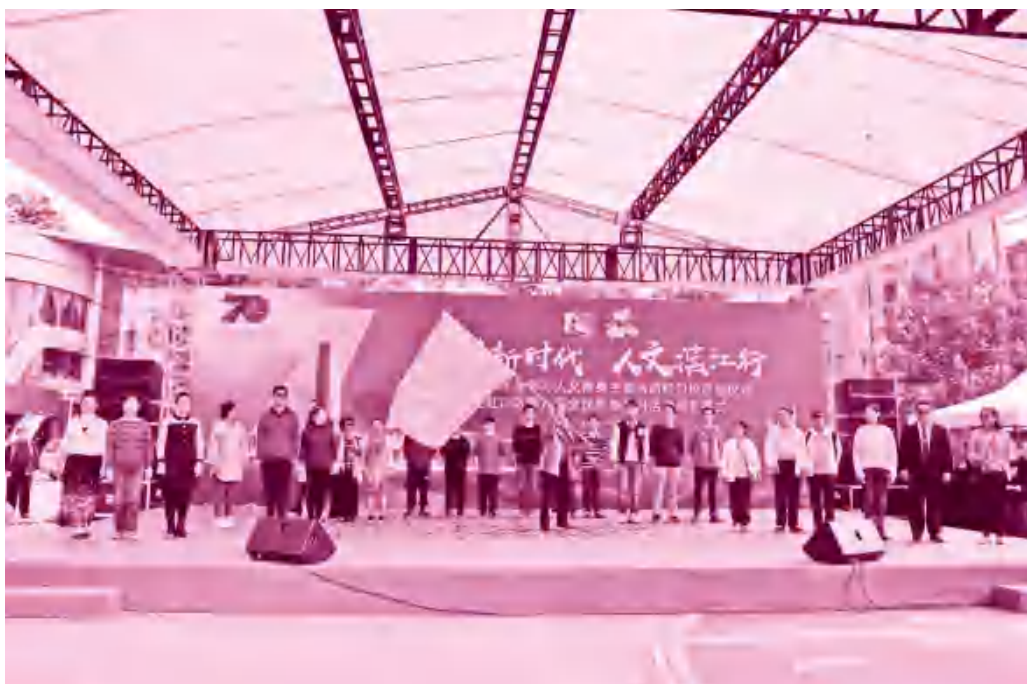
Keywords: lifelong learning; themed activities; regional characteristics; guided instruction; online walking

According to the “Overall Plan for Shanghai City (2017—2035)”, Shanghai aims to become an outstanding global city, an innovative city, a city rich in culture-enriched, and an ecological city, which is admired, furthermore to be a modernized international socialist metropolis with global influence. Using and activating Shanghai’s red culture, Shanghai-style culture, and Jiangnan cultural resources to let people enjoy a more fulfilling spiritual and cultural life is an effective carrier to enhance the happiness of the general public, build a beautiful urban area and create a happy life, and also an effective starting point to implement the important concept of “building a city by the people and for the people”.

In 2018, the Shanghai Municipal Education Commission (SMEC) and the Shanghai Municipal Government jointly issued the “Notice on Carrying out the Humanistic Walk for Shanghai Citizens”. Over the past five years, the Humanistic Walk program has been implemented with a scientific approach of “Try first and move on”. It has developed diverse learning resources and pathways, including “learning points — routes — regions — theme activities — series of activities — online routes”. Nowadays, an increasing number of Party members, students, employees, community residents, migrant workers, and foreign friends have joined the “Humanistic Walk” initiative. They walk through streets, alleys, and buildings, engaging in educational and practical activities with distinct themes, lively content, and diverse formats. It has become a beautiful landscape in the city. People are learning while walking, studying while moving, and applying knowledge through action. They appreciate urban architecture through walking, savor urban culture through reading, nurture their understanding of humanities through learning, and cultivate their virtues through self-improvement.

During 2021—2022, the Humanistic Walk program serve as a demonstration of thematic events, actively engaging volunteer guides to lead and facilitate the learning process. Simultaneously, in response to the pandemic, online learning resources on Humanistic Walk program were developed, the “online + offline” walking learning mode was innovated, and a series of explorations and practices were carried out, achieving new developments in the field of Humanistic Walk.

I. Demonstrating the Role of Theme Events



Since 2018, the lifelong learning Humanistic Walk program for Shanghai citizens has been effectively tapping into the city's culture-enriched learning resources, providing citizens with a more diverse and abundant learning opportunities.

Over five years, 73 culture-enriched learning routes with different themes and nearly 500 learning places have been launched. The Humanistic Walk program has always emphasized the planning and demonstration role of themed activities. It closely aligns with social hot topics and organizes themed activities around central work each year, catering to different groups. Under the overarching themes of “Red Culture”, “Jiangnan Culture”, and “Shanghai-style Culture”, a wide range of distinctive and content-rich themed activities have been organized, catering to the learning needs of different groups and creating an environment where everyone can learn, anywhere and anytime.

I) The development of theme activities in recent years

In 2019, in commemoration of the 70th anniversary of the founding of the People's Republic of China and the 70th anniversary of the liberation of Shanghai, the Humanistic Walk program specially organized the themed activity “Celebrating the New Era; Humanistic Riverside Travel”. The celebration was held on the Mid-Autumn Festival, where 70 people played the piano together along the Yangpu Riverside, creating a harmonious and melodious atmosphere. The activities spanned over two months and covered five districts: Yangpu, Hongkou, Huangpu, Xuhui, and Pudong, with the Huangpu River as the context, showing the vibrant scenes of the Humanistic Walk. Citizens, through various means, “walked” along the 45-kilometer waterfront on both sides of the Huangpu River in the five districts. This cross-regional Humanistic Walk collaborative model was further explored and enhanced.

In 2020, with the theme of “Jiangnan Culture”, the Humanistic Walk aimed to promote citizens' self-cultivation, moral integrity, and the integration of knowledge and action to facilitate the integration of urban spirit into the hearts of citizens and to become an integral part of the city's vitality. Citizens' footsteps cover Chongming, Baoshan, Jiading, Qingpu, Songjiang, Fengxian, Jinshan, Minhang, and Pudong New Area. These distinct urban and rural theme routes were interconnected, showing the characteristics of “Jiangnan Culture”.



II) The theme activities from 2021 to 2022 have effectively sung the main melody and boosted morale.

1. Theme activities in 2021 : Red Culture as the theme, presenting the centenary of the founding of the Communist Party of China

The year 2021 marks the 100th anniversary of the founding of the Communist Party of China. The Shanghai Municipal Propaganda Department, Shanghai Municipal Spiritual Civilization Office, Shanghai Municipal Party History Research Office, and SMEC jointly organized the “Red Culture” Humanistic Walk event to celebrate “Party’s Birthday”. Through the organization and design of red-themed locations, venues, and cultural elements, these initiatives aimed to guide citizens to learn from the Party’s history and explore it through Humanistic Walk, deepening their belief in Chinese socialism with distinctive characteristics, strengthening their confidence in realizing the great rejuvenation of the Chinese nation and establishing the “Red Culture” brand of Shanghai.

The activities featured the launch of ten red-themed routes and one hundred red-themed events at various locations. Additionally, the organizers provided support by deploying “One Thousand” red-themed instructional volunteer guides.

The Construction of “Ten” Red-themed Routes

In 2021, the Humanistic Walk program launched 10 red-themed routes for self-cultivation and civilized practices, a total of 64 learning places for culture-enriched self-improvement, and they were officially released at the former site of the Secretariat of the CPC Central Committee. The event received coverage from various media outlets and official platforms such as Xinhua Net, People’s Network, Shanghai Release, and Xinmin Evening News; also, a dedicated theme page was established on the official WeChat platform of the Humanistic Walk program, facilitating online learning for citizens. Red-themed Humanistic Walk handbooks and maps were designed and produced for the activities. Additionally, multimedia learning resources were created, including audio guides and venue exhibition videos. Citizens could access these resources through the Humanistic Walk mini-program for viewing and learning purposes.

In 2021, the Humanistic Walk program carried out the series of activities



Hundreds of walking-themed activities are organized.

based on patriotic education bases, citizen moral cultivation demonstration sites and bases, civilized practice centers (branches, stations), municipal-level volunteer service bases, and Humanistic Walk learning sites under the theme of “Red Culture”. The activities aimed to promote citizens’ self-improvement, moral character, and the unity of knowledge and practice. From



The red-themed guided learning volunteers are having a training.

Qingpu to Yangpu, and further to Chongming, Huangpu, Jiading, Hongkou, Minhang, Putuo, Jing'an, and Pudong, numerous vibrant red-themed Humanistic Walk activities have been organized. One hundred events have taken place, showcasing the rich diversity of these activities, big and small.

In June 2021, nearly 50 representatives of the red-themed Humanistic Walk volunteer tour guides participated in offline training. Additionally, more than 150 tour guides and learners from various districts participated in online synchronous training. Online training in all districts has incubated more than 1,000 citizens committed to the work of Red volunteer guides.

2. Theme activities in 2022: “Shanghai New Town” as a starting point, welcoming the 20th National Congress with people embracing learning

The 2022 Shanghai lifelong learning Humanistic Walk theme activity, titled “Celebrating the 20th National Congress by Promoting Learning among All Citizens, Continuing the New Glory through Shanghai Walking” was launched in Nanhui New Town. During the opening ceremony, five theme learning routes were officially announced, covering 27 learning places, including Yuanxiang Lake in Jiading New Town, the Oriental Oasis and Suburban Park in Qingpu, eight advanced enterprises in the fields of artificial intelligence, industrial Internet of Things, and new materials in Songjiang New Town as well as a few learning paths in Fengxian New Town and Nanhui New Town.

The route “Meeting Room by the Yuanxiang Lake” in Jiading, taking Yuanxiang Lake as its starting point, encompasses landmarks such as the Poly Grand Theater, Jiading Library, and “My Study Room”. It combines natural landscapes and artistic elements, integrating the city's core and cultural center and creating an immersive learning walking route that offers diverse experiences. In the future, it will continue to provide citizens with more high-quality activity space and venues, illuminating the horizon and skyline of Jiading New Town.

The route “Immersed in the Beauty of Jiangnan, Roaming the Greenery of Western Qingpu” includes four Humanistic Walk learning places: Finding-dream Source, Oriental Green Boat, Qingpu Western Suburb Park, and Lianhu Village. The route inherits the cultural heritage of Qingpu's water town and incorporates diverse culture-enriched themes. As citizens walk along this route, they can not only appreciate the

natural ecology and architectural style unique to the water town but also experience the rich agricultural and folk cultures, further more fully immerse themselves in the diverse charm and cultural atmosphere of Qingpu New Town.

The route “Innovation and Technology on Songjiang, Walking the Path of Culture-enriched” selects eight cutting-edge enterprises in the fields of artificial intelligence, industrial Internet, new materials, and more, located in Songjiang New Town, which allows citizens to learn about the development process from “Songjiang Manufacturing” to “Songjiang Creation” as they walk, to experience the transformative effects of high-quality development through the “butterfly effect” of scientific and technological innovation, the “fusion” of resources and elements, and the “splitting” of industries, and to gain insights into the spirit of the new era in Songjiang, which promotes the construction of a modern new city characterized by innovation, culture, and ecology.

The walking route “New Charms of Fengxian: Let’s Meet at the ‘Fish’ City” in Fengxian revolves around the core area of the new city, Jinhai Lake, known as the “Fish of Shanghai”. It includes learning places such as Nian Feng Park, Jiangnan Bookstore’s new reading space, and Fengxian Museum. This allows citizens to experience the unique ecological endowment and urban imagery of Fengxian New Town as they walk, to feel the combination of historical significance and contemporary aesthetics, creating a new city that is “independent, borderless, and encounters the unseen”.

The walking route “Exploring the Realm of the Starry Sky” in Nanhui New Town takes advantage of the abundant culture-enriched and ecological resources in the Lingang New Area. It combines technology, aerospace, starry skies, and beautiful scenery, including several humanistic learning points such as the Starlight Treasure Box, Starry Carpet, Extreme Nebula and Paper Plane. The Starlight Treasure Box shines like a comet in the dark universe, with its streamlined curves sparking the imagination. The playful “Paper Plane” architecture echoes the theme of the starry sky and aerospace dreams. The recently completed Starry Mirror Sponge Park, with its ecologically livable environment, contributes to the creation of a modern city that embodies the concept of people-oriented urban development.

The organization of themed activities focuses on current social issues and serves as a demonstration. It effectively utilizes existing Humanistic Walk routes and learning points, achieving significant results.



II. Mobilize Various Parties' Enthusiasm, Highlighting the Cultural Characteristics of Different Regions

The SMEC and the Shanghai Municipal Civilization Office have collaborated “The lifelong learning Humanistic Walk program for Shanghai introduced “Shanghai Citizens Lifelong Learning Humanistic Walk Regulations”, which consists of seven chapters and thirty-five articles, outlining the purposes, structures, and responsibilities of the Humanistic Walk. And standards and requirements have been set for “Humanistic Walk Volunteer Guides”, “Declaration and Requirements of Humanistic Walk Learning Routes”, and “Requirements for WeChat Public Account Contributions from Each District” to ensure the smooth implementation of the activities.

The office and secretariat hold various types of work meetings each year, including work progress meetings, expert mentor meetings, training sessions for guide volunteers, district liaison officer meetings, communication officer meetings, and so on, to facilitate the implementation of the activities. Considering each region's specific circumstances, these meetings effectively mobilize the enthusiasm of all parties involved and ensure the creation of diverse and regionally distinctive Humanistic Walk learning resources.

In 2020, the “Cultivation and Development of Culture, Ecological Chongming” Humanistic Walk learning route developed in Chongming focused on two distinct eras: the “educated youth” and the “agricultural farm” periods. This route includes four selected learning places: the Exhibition Hall of Xinhai Town, the New Era Civilization Practice Sub-center of Xinhai Town, the Educated Youth Park, and the Shanghai Educated Youth Memorial Hall.

During the walking experience, citizens can experience the pioneering spirit of the Xinhai people, who courageously embarked on challenging entrepreneurial ventures and took the lead in various fields. They can also immerse themselves in the culture of the educated youth, who embraced their youth with determination and resilience, leaving behind a legacy of unwavering dedication.

Minhang District has a vast geographical area stretching from Pudong to Puxi. It encompasses rich culture-enriched values, ranging from traditional agricultural civilization to the founding of the People’s Republic of China and the remnants of modern industrial development. In the activities of the Humanistic Walk, the district actively promotes its history and cultural knowledge, enabling residents to understand their regional characteristics and culture through culture-enriched exploration.

In Fengxian District the regional cultural characteristics of “virtue” and “beauty” are integrated. With the support of red revolutionary sites, cultural landmarks, and rural revitalization demonstration areas, the district presents a series of learning and educational points related to the “Four Histories”. Citizens can commemorate the martyr Shen Zhiang, who dedicated himself to pursuing the liberation and independence of the nation. They can also learn about the history of the Battle of Shanghai against the Japanese Aggression at Shen Family Garden and explore the social history and development achievements of Fengxian at the Fengxian District Archives and the Fengxian Planning and Resource Exhibition Hall.

Baoshan District leads citizens to retrace the “Xingzhi Road” together, learning his boundless love for education from Tao Xingzhi, a renowned educator and educational philosopher. They learn his educational ideals of “life as education” and “society as a school”, his teaching method of “integration of knowledge and practice” and “integration of teaching, learning and doing”, and his spirit of pursuing truth and daring to practice.

In Putuo District, the cultural and Humanistic Walk routes showcase distinctive regional characteristics. Citizens can visit the Zhenru Temple or the Zhenru Historical

and Cultural Exhibition Hall to gain a firsthand understanding of Zhenru's origin, historical evolution, significant events, local products, culture, and the future development vision as Shanghai's sub-center. They can pay respects at the 19th Route Army Headquarters site, reflecting on the history of the "January 28th" Songhu Anti-Japanese War. At the Juxiu Workshop, citizens can also appreciate the unique craftsmanship and exquisite works of Putuo District's intangible cultural heritage projects, such as Jie Embroidery and Zhu Family Rope Art.

In Jiading District, the "Riverside Promenade" takes the circular river trail in Jiading Town as its main walking route. The total length of the riverside trail is 6.5 kilometers, linking famous natural, historical, and cultural landmarks in Jiading, such as the Confucian Temple, Fahua Pagoda, West City Wall, and Xiaohekou Ginkgo Garden, bridging the past and the present. Strolling along the Riverside Promenade, visitors can enjoy the beauty and vitality of the new Jiading while experiencing the charm of the ancient city, shaped by 800 years of history. It's an opportunity to trace the historical changes of Jiading in Shanghai and witness 800 years in a day.

The "Shanghai-style Impression, Elegant Wuyi" Humanistic Walk route in Changning District leads citizens to experience the integration of Chinese and Western cultures through various architectural styles. In serene courtyards, they can immerse themselves in the ups and downs of life. Along peaceful paths, they can listen to thrilling and dramatic stories. Time-traveling, they can indulge in the classics of the past and reminisce about the extraordinary moments left behind by elites.

Yangpu District fully explores the culture-enriched essence of its waterfront area, employing the "3 + 4 + N" content model. From the three dimensions of history, present, and future, combined with the four positioning aspects of "historical sense, intelligence, ecological focus, and livability" of Yangpu's waterfront, customized courses and cultural activities are organized, such as "Photography Course in the Light and Shadows of the Waterfront", "Choir Course Singing the Beauty of the Waterfront", "Creative Cultural Course at Your Fingertips on the Waterfront", "Red Walking Tour of Yangpu Waterfront", "City Space Art Season Check-in Activities", and more. These initiatives aim to create a learning hub where citizens can experience the waterfront firsthand and wander through time and space. By engaging in lifelong learning, more citizens can appreciate the unique charm of Yangpu as a "demonstration zone for people-oriented urban development". Table 9 – 1 shows Humanistic Walk Theme Learning Routes from 2021 to 2022 (as of September 30, 2022)

Table 9 – 1 Humanistic Walk Theme Learning Routes from
2021 to 2022 (as of September 30, 2022)

Route One	Red Origins
Introduction	① Former Site of the Establishment of the Chinese Communist Party (Editorial Office of “New Youth”) Address: No. 2, Lane 100, Nanchang Road (No. 2, Laoyuyangli)
	② Place of Departure for the “Work-Study in France” Movement (Huishan Wharf Site) Address: Riverside Road of Gongping — Lintong Road, North Bund
	③ Memorial Hall of the Former Site of the Central Headquarters of the Communist Youth League of China (Yuyangli) Address: No. 6, Lane 567, Huaihai Middle Road
	④ Memorial Hall of the Site of the First National Congress of the Communist Party of China Address: 76 Xingye Road (formerly No. 106 Wangzhi Road)
	⑤ Former Site of the Chinese Labor Union Secretary Department Address: 893 Chengdu North Road, Shanghai
	⑥ Former Site of the Second National Congress of the Communist Party of China Address: No. 30, Lane 7, Old Chengdu North Road (formerly No. 625, Fude Lane)
	⑦ Museum of the Memorial of the Fourth National Congress of the Communist Party of China Address: 1468 Sichuan North Road, Hongkou District (inside the Sichuan North Road Greenbelt)
	⑧ Exhibition Hall of <i>The Communist Manifesto</i> (Former Residence of Chen Wangdao) Address: 51 Guofu Road
Route Two	Revolutionary Headquarters
Introduction	① Historical Memorial Hall of the Central Bureau of the Communist Party of China after the Third National Congress Address: 118 North Zhejiang Road
	② Former Site of the Central Political Bureau of the Communist Party of China (1928 – 1931) Address: 171 Yunnan Middle Road
	③ Site of the Central Organization Department of the Communist Party of China Address: No. 54, Lane 741, Chengdu North Road (inside Jing'an Sculpture Park)
	④ Former Site of the Central Secretariat of the Communist Party of China (Jiangning Road) Address: No. 10, Lane 673, Jiangning Road

Continued

Introduction	⑤ Former Site of the General Office of the Central Military Commission of the Communist Party of China Address: No. 12, Lane 613, Xinzha Road (formerly No. 1015, Xinzha Road)
	⑥ Former Site of the Office of the Chinese Communist Party Delegation in Shanghai (Zhou Mansion) Address: 73 Sinan Road
	⑦ Former Site of the Shanghai Office of the Central Committee of the Communist Party of China Address: No. 21, Lane 389, Jiangsu Road (Yongle Village)
Route Three	Trail of Pioneers
Introduction	① Former Residence of Mao Zedong in 1920 Address: No. 63 Anyi Road (formerly No. 29, Minkangnan Lane, Hatong Road)
	② Former Residence of Mao Zedong on Maoming Road, Shanghai Address: No. 7, Lane 120, Maoming North Road (formerly No. 318, Jiaxiuli, Mu'erming Road)
	③ Former Residence of Chen Yun Address: No. 95 Xiatang Street, Liantang Town
	④ Former Residence of Zhang Wentian Address: No. 4398 Chuannan Fenggong Road
	⑤ Shanghai Sun Yat-sen's Former Residence Memorial Hall Address: No. 7 Xiangshan Road
	⑥ Shanghai Soong Ching Ling's Former Residence Address: No. 1843 Huaihai Middle Road
	⑦ Liu Changsheng's Former Residence Address: No. 81 Yuyuan Road
	⑧ Lu Xun's Former Residence Address: No. 9, Lane 132, Shanyin Road
	⑨ Qu Qiubai's Former Residence Address: No. 12, Lane 133, Shanyin Road
Route Four	Red Songs Resound
Introduction	① Former Site of People's School for Commoners Address: No. 42, 44 Lane 7, Old Chengdu North Road (Formerly No. 632A Fude Li)
	② Former Site of Bolshevik Editorial Office Address: No. 34, Lane 1376, Yuyuan Road (formerly No. 418 Hengchang Li)

Continued

Introduction	③ Site of the Establishment of China Left-wing Writers' Alliance Address: No. 2, Lane 201, Duolun Road
	④ Shanghai Lu Xun Memorial Hall Address: No. 200 Tian'ai Road (inside Lu Xun Park)
	⑤ Bai Dai Xia Lou (Recording Site of the "March of the Volunteers") Address: No. 811 Hengshan Road
	⑥ National Anthem Exhibition Hall Address: 151 Jingzhou Road
Route Five	Monument to Revolutionary Martyrs
Introduction	① Longhua Martyrs Cemetery Address: No. 180 Longhua West Road
	② Li Bai Martyr's Former Residence Address: Lane 107, Huangdu Road, No. 15
	③ Gu Zhenghong Memorial Hall Address: No. 300 Macau Road
	④ Shanghai People's Heroes Memorial Tower Address: No. 500 East Zhongshan Road (inside Huangpu Park)
Route Six	Strive forward with courage
Introduction	① Site of the patriotic sacrifices during the May 30th Movement Address: No. 766 Nanjing East Road
	② Headquarters of the Workers' Patrol Team during the Third Armed Uprising of Shanghai Workers — Sanshan Meeting Hall Address: No. 1551 Zhongshan South Road
	③ Former Site of the Shanghai People's Security Headquarters Address: No. 13 Zhongshan East 1st Road, 4th floor of the Customs Building
	④ Qiyun Pavilion (the place where the first red flag was raised during the liberation of Shanghai on Nanjing Road) Address: No. 635 Nanjing East Road, Hualian Department Store
	⑤ Former site of the first encampment after the liberation of Shanghai (formerly the Friendship Hall of St. John's University) Address: No. 1575 Wanhangu Road (within East China University of Political Science and Law)

Continued

Route Seven	Shining City
Introduction	① Shanghai Museum Address: No. 201 Renmin Avenue
	② Shanghai History Museum (Shanghai Revolution Museum) Address: No. 325 Nanjing West Road
	③ Shanghai Archives Address: No. 9 Zhongshan East Second Road
	④ China Printing Museum Address: No. 889 Huijin Road
	⑤ Suzhou River Industrial Civilization Exhibition Hall Address: 2690 Guangfu West Road (Located within Changfeng Ecological Business District, Green Space No. 5)
Route Eight	Models of Excellence Leave a Lasting Legacy
Introduction	① Shanghai Liberation Memorial Hall Address: No. 599 Baoyang Road
	② Shanghai Academy of Sciences Exhibition Hall Address: No. 369 Guoshun East Road
	③ Shanghai Model Workers Exhibition Hall Address: No. 14 Zhongshan East Road, 1st floor of Shanghai Federation of Trade Unions Building
	④ Caoyang New Village Historical Exhibition Hall Address: No. 199 Huaxi Road
	⑤ Shanghai Postal Museum Address: No. 395 Tiantong Road
	⑥ Shanghai Textile Museum Address: No. 150 Macao Road
	⑦ Shanghai Film Museum Address: No. 595 Caoxi North Road
	⑧ Shanghai Meteorological Museum Address: No. 166 Puxi Road
Route Nine	Gathering the Excellence of Myriad Industries
Introduction	① Shanghai Pudong Exhibition Hall Address: No. 201 Hehuan Road

Continued

Introduction	② Shanghai Telecom Museum Address; No. 34 Yan'an East Road	
	③ Shanghai Automobile Museum Address; No. 7565 Boyuan Road	
	④ Shanghai Banking Museum Address; No. 301 Fuxing Middle Road	
	⑤ Shanghai Cohesion Engineering Museum Address; No. 878 Changning Road	
	⑥ Shanghai World Expo Museum Address; No. 818 Mengzi Road	
	⑦ Shanghai Tunnel Science Museum Address; No. 268 Zhonghua Road	
Route Ten	Urban Brilliance	
Introduction	① Shanghai Urban Planning Exhibition Center Address; No. 100 People's Avenue	
	② China Maritime Museum Address; No. 197 Shengang Avenue	
	③ Shanghai Metro Museum Address; No. 1799 – 7 Wuzhong Road	
	④ Shanghai Public Security Museum Address; No. 518 Ruijin South Road	
	⑤ Shanghai Science and Technology Museum Address; No. 2000 Century Avenue	
District	Names for Humanistic Walk Theme Routes	Points for Self-Cultivation and Learning
Jiading District	Meeting Room by the Tranquil Lake	1. Poly Theater—2. Jiading Library—3. Xiyunlou Pedestrian Street—4. Hongde Road “My Study”
Qingpu District	“Immersed in the Beauty of Jiangnan, Roaming the Greenery of Western Qingpu”	1. Dream Seekers—2. Oriental Green Boat—3. Qingxi Suburban Park—4. Lianhu Village

Continued

Songjiang District	“Innovation and Technology on Songjiang, Walking the Path of Culture-enriched”	Branch Line 1; 1. Yuancai Technology—2. Butler (Shanghai)— 3. Manheng Digital—4. Comar (Shanghai) Branch Line 2; 5. Zhongke Education Equipment—6. Haier Digital Technology—7. Xinnuo Communication—8. Aerospace Precision Machinery Research Institute
Fengxian District	“New Charms of Fengxian: Let’s Meet at the ‘Fish’ City”	1. Nianfeng Park—2. Bubble Park—3. Jiangnan Bookstore New Reading Space—4. Fengxian District Museum—5. Fengxian Planning and Resources Exhibition Hall
Pudong New Area	“Exploring the Realm of the Starry Sky”	1. Paper Plane—2. Starlight Treasure Box—3. Star Carpet—4. Extreme Nebula

Case: “Environmental Issues Observation” Humanistic Walk, Wujing

The main stream of the Huangpu River enters Shanghai from west to east and makes a 90-degree sharp turn in the middle of the city, flowing from south to north towards the East China Sea. This 90-degree turn is known as the famous “First Bend of the Huangpu River”. Located 2 kilometers west of the First Bend, the First Bend Park features landscape forests and wetlands, with a wide river channel and unique scenery. It has preserved the natural state of the Jiangnan water town and suburban rivers. Adjacent to the First Bend of the Huangpu River, Lanhua Lake is the closest artificial lake to the city center of Shanghai. It extends the continuity and openness of the ecological corridor along the waterfront of the First Bend of the Huangpu River.

In August 2022, to deepen the collaboration between the three districts and fully leverage the geographical advantages of Wujiang, the construction of the First Bend of the Huangpu River Civilization Practice Belt launched the “Environmental Issues Observation” Humanistic Walk activity. It led primary and secondary school students in Wujiang Town interested in observing and researching the “water environment” to explore the First Bend of the

Huangpu River and visit Lanhua Lake. They engaged in outdoor activities such as collecting water samples, monitoring water quality, learning about hydrology, water quality, and ship pollution, and understanding the concept of ecologically clean small watersheds and livable communities. Questions such as “What category of water is the Huangpu River?”, “What is the role of tidal flats?”, “Why hasn’t there been a flood in Wujiang in the past 10 years?”, and “Why do cities also need wilderness and wild grass?” were discussed during the walk in the First Bend Park. Teachers from East China Normal University presented on-site explanations about Huangpu River water resources, water quality, water safety, river health, ecological environment protection, ship pollution, and risks. More than 40 primary and secondary school students were divided into 9 groups to collect water samples from the Huangpu River. They used professional instruments to monitor and compare indicators such as water temperature, pH value, Dissolved Oxygen (DO), and conductivity.

Through the Humanistic Walk activity on that day, the children learned about the direction of flow, water quality classification, water depth conditions, and the concept of embankment construction of tidal-controlled rivers like the Huangpu River. They also had hands-on experience in collecting water samples and measuring physical and chemical indicators of the water, expressing that they gained a lot from the activity. Additionally, they received a 4-hour offline course certificate from the Chinese University MOOC for the course “Environmental Issue Observation”. Parents have also expressed that through on-site visits, observations, and hands-on activities, children can learn about environmental protection knowledge and understand local ecological resources. It has also helped cultivate their love for their hometown. This type of Humanistic Walk, which combines learning and play and involves outdoor practices, is highly suitable for the participation of primary and secondary school students.

III. Emphasizing Learning Effectiveness and Harnessing the Guiding Role of Volunteer Tour Guides

Volunteer tour guides are the best explorers and promoters of urban culture, connotation, quality, and characteristics. Their work is an important part of Humanistic Walk, directly influencing whether walking is for “tourism” or “learning”. The role of volunteer tour guides is to serve as a link between the work of Humanistic Walk and the general public, acting both as managers and organizers of citizens’ walks. The field of Humanistic Walk work has always emphasized the importance of volunteer guide work. Every year, city-wide training programs for volunteer tour guides are organized, and each district also holds training programs at the district level tailored to each district’s specific needs and characteristics. Within the field of culture exploration, professional volunteer service teams and educational research groups for Humanistic Walk courses have been established, aiming to improve training mechanisms and team development.

I) Improving the learning system

The volunteer teams and educational research groups have established a well-rounded learning system through activities such as specialized training, mutual exchange, and observational learning. They combine the unique cultural characteristics of different sub-districts to continuously explore the learning elements of culture-enriched studies and the distinctive features of volunteer service. This has resulted in developing a three-step process, consisting of learning first, visiting later, and summarizing afterward, along with forming a relatively comprehensive learning system.

By organizing activities such as “Young Presenters”, “Red Culture Seekers”, and “Silver-haired Narrators”, we engage people of different age groups, spanning three generations, in sharing the culture of the revolution. These activities aim to inspire individuals to reflect on their original aspirations and missions. Through these initiatives, learners are encouraged to effectively express and narrate the unique stories of the base area, thereby fostering a cadre of interpreters for culture-enriched exploration. This continuous effort enhances the volunteer guides’ professional interpretive and service capabilities, creating a favorable social atmosphere where everyone can contribute as

volunteers and can pose and showcase their soft power. This contributes to the overall enhancement of the city's soft power and influence.

II) Volunteer guides for red cultural exploration

To ensure the smooth implementation of the Red Cultural Exploration project, a team of “thousands” of Volunteer Guides for Red Cultural Exploration will be mobilized. These volunteers will primarily consist of guides for the red self-cultivation routes and interpreters for red cultural sites. The “Shanghai New Era Civilization Practice Comprehensive Service Platform” will be utilized to connect the supply and demand of volunteers. Leveraging community schools and the “Shanghai Volunteer Network” online training platform, both online and offline training programs for the backbone of Red Cultural Exploration volunteer guides will be conducted. This training will focus on standardizing the guiding process and content, exploring a curriculum system for studying Party history, and strengthening team experience exchange. These efforts will result in a relatively comprehensive supply of learning, research, and service for the Red Cultural Exploration project.



III) Humanistic Walk study groups

To enhance the walking learning experience and promote the integration of

Humanistic Walk activities into communities, schools, and businesses, serving various groups and expanding its influence and coverage, in 2022, the Lifelong Learning Humanistic Walk program for Shanghai Citizens introduced the concept of Study Groups led by volunteer guides. The Humanistic Walk Study Groups adopt a “3+X” model, which offers a choice of “3” learning modes and combines “3” walking modes with “X” innovative learning formats. These modes can be flexibly combined and implemented based on different circumstances. The “3” learning modes are as follows:

1. Online learning mode

Offering live online classes on Humanistic Walk, volunteer guides provide historical explanations of the learning points using videos, images, historical materials, and other content. Through the comparison of old and new photos, participants gain an understanding of the development of Shanghai as a city. The telling of historical stories further enhances the citizens' learning interest. Additionally, interactive elements such as quizzes that allow participants to exchange correct answers for learning materials are included, encouraging citizen participation and improving the rate of knowledge translation.

2. Offline learning mode

The designated mode involves the organizer recommending specific routes (which can be chosen from the 57 routes or routes recommended by various districts) and the corresponding walking learning format. This mode includes collaborating with organizations, institutions, and groups that align with the area or theme of the route to promote the walking activities. These activities are carried out by the district authorities and volunteer guides associated with the specific route.

Autonomous mode; In the autonomous mode, the district authorities or volunteer guides initiate walking activities by submitting proposals. They are required to provide information such as the maximum number of participants, meeting location, meeting time, and a brief description of the walking activity. These details are published on the official public account of the Humanistic Walk program (similar to community group purchases). Citizens can freely sign up for the activities through the WeChat public account, participating in a group-based autonomous learning format.

3. Integrated online and offline modes

The Integrated Online and Offline Mode is a part of the curriculum exploration in

Humanistic Walk this year. The basic instructional content is delivered online by combining courses such as photography, short video production, traditional culture, and literary appreciation. Citizens participate in online live broadcasts to acquire foundational knowledge about the walking routes, learning points, and relevant course materials. They then engage in on-site walking activities to gain an in-depth understanding of the routes and learning points, practicing photography, creating short videos, and participating in on-site book reviews and recitations for literary appreciation. After the activities, participants engage in online discussions to share their works and reflections. This integrated mode creates a closed-loop learning process that combines online instruction, offline practice, and post-course live exchanges, all centered around the specific carriers of the walking routes and learning points.

In addition, the “3” types of “Walking +” learning formats are as follows: Walking + Courses (such as Party courses, photography courses, short video production courses, literary appreciation courses, etc.); Walking + Traditional Culture (intangible cultural heritage, folk customs, etc.); Walking + Reading (book reviews, recitations, etc.).

In 2022, integrating online and offline modes in the guidance of volunteer guides further enriches the activity platforms for lifelong learning and self-improvement for citizens. By leveraging the new features of online platforms, such as diversity, interactivity, mobility, and integration, and utilizing real-time data platforms and intelligent technologies (VR, AI, etc.) in Humanistic Walk, walking routes and



course recommendations tailored to different groups of people are provided, facilitating a deep integration of online and offline experiences.

Case: Experience in Cultivating Volunteer Guides for Humanistic Walk in Huangpu District

Huangpu District is the birthplace of the Communist Youth League, the site where the national anthem was first sung, and the location where the first red flag was raised during the liberation of Shanghai. The district is home to 127 sites of revolutionary significance and 30 patriotic education bases, making it the leader in terms of quantity in the entire city. Cultivating and establishing a team of volunteer guides for the Humanistic Walk is a crucial focus for Huangpu District in promoting the project's comprehensive and ecological development. The district is committed to this effort by integrating internal and external resources, combining "cultivating" and "leveraging" to build a team of volunteer guides for the Humanistic Walk project in Huangpu District.

The cultivation of volunteer guides for Humanistic Walk in Huangpu District is led by the Office of Learning Society Construction and Lifelong Education Promotion Committee in Huangpu District. The community college is responsible for the specific execution of volunteer training. The college coordinates with the Community Education Center (sub-district community schools), public schools serving as citizen learning bases, parent committees, and various Humanistic Walk sites to promote interdisciplinary collaboration centered around lifelong learning for citizens.

It is integrated with the improvement of the professional competence of part-time and full-time teachers in community education, curriculum development, social practice, and moral education curriculum development in primary and secondary schools. It is also combined with the expansion of service capabilities and self-development of citizen learning bases. By promoting the cultivation of volunteer guides through the development of various lines of work and leveraging the cultivation of volunteer guides to support the development of various lines of work, a multi-sector, multi-dimensional, and mutually beneficial volunteer cultivation mechanism is established.

First, integrating internal resources involves making full use of effective resources within the community education and lifelong education systems. This includes tapping into the community education teacher system to establish the volunteer guide team primarily through cultivation.

Second, harnessing external resources involves leveraging the synergy among different sectors. This entails collaborating with social and cultural institutions outside the community education system. In particular, the focus is on leveraging the established public primary and secondary schools serving as citizen learning bases in Huangpu District. The development of red education for minors in Huangpu District provides an opportunity to identify talented individuals from the teaching staff of primary and secondary schools to serve as volunteer guides. By utilizing external resources, the volunteer guide team is strengthened through a “leveraging” approach, guiding their involvement in lifelong education services.

Third, constructing a volunteer team that integrates “home-school-community” combines volunteers from different levels. This approach ensures the community-oriented nature of the team while facilitating the promotion of the Humanistic Walk program across various sectors. It enhances the project’s outreach and impact, promoting the ecological development of “Humanistic Walk in Huangpu”.

IV. Innovative Approaches to Ensure Continuous Learning in Humanistic Walk Work amidst the Pandemic, Even When Physical Walking Is Halted

Since 2020, “Cloud living” has become a new trend in response to the situation. To compensate for offline walking and learning limitations, the Office of Lifelong Learning and Humanistic Walk in Shanghai has leveraged digital platforms and multimedia technology to enrich online learning resources. They have actively conducted online walking activities, promoted digital services in Humanistic Walk, and introduced various online activities such as VR virtual experiences, audio guides, live classrooms, and check-ins through mini-programs. These online

activities provide citizens with comprehensive and multi-perspective walking and learning methods.

I) Enriching online resources and actively developing online thematic content

In 2021, the Humanistic Walk work was actively conducted online thematic learning and citizen learning showcase activities, attracting wide participation from numerous citizens. It has become an important avenue for lifelong learning among Shanghai residents. By the end of 2021, over 400,000 people had participated in online walking activities.

1. Online walking routes: In 2021, the official WeChat mini-application for Humanistic Walk introduced ten “Red Self-Cultivation and Civilized Practice” routes, comprising 64 cultural learning points for self-cultivation. These routes are accompanied by multimedia content, including images, texts, and videos, providing convenient online learning opportunities for citizens.

2. Online learning showcases: The official WeChat public account has published 17 walking guides and more than 50 event reports throughout the year. Online learning showcase activities such as the Humanistic Walk live classroom have been organized. In addition, photography and essay collection activities related to the Humanistic Walk have been conducted. Citizens have contributed over 900 sets of photography and essays, with individual works receiving nearly 30,000 likes and shares.

3. Real-time data service platform: In 2021, the Real-time Data Service Platform for Shanghai’s Lifelong Learning and Humanistic Walk was launched. This platform enables real-time statistics and displays of citizen participation in learning routes and learning points, user comments and insights, and citizen participation trends. It also provides distribution maps of citizen interest in themed routes. Through this platform, data integration and analysis can be conducted further to adjust learning routes and the selection of learning points, enhancing citizens’ walking and learning experience for citizens.

II) Interactive experience to create an immersive humanistic walk approach

In the first half of 2022, the Office of Humanistic Walk has created interactive and immersive approaches to Humanistic Walk. Through the use of VR, audio, and

other learning methods, citizens can virtually explore without leaving their homes. These innovative formats break through the traditional constraints of time and space, allowing participants to transcend time and approach the rich historical heritage of Shanghai. By doing so, they gain a deeper understanding of the city's past and develop confidence in its future.

As of June 30, 2022, the official WeChat public account of Shanghai's Lifelong Learning and Humanistic Walk has published over 60 articles on Humanistic Walk dynamics, including cultural information, knowledge, and special features for the summer season, serving over ten thousand individuals. These publications have met the needs and enthusiasm of citizens who have been staying at home, providing them with cultural experiences and satisfying their desire for cultural engagement.

1. VR panoramic immersive experience: Building upon the 10 red routes commemorating the centenary of the founding of the CPC in 2021, the "Humanistic Walk at Home" series was launched in March, 2022. Over eight installments, more than 2,600 individuals have engaged in online VR panoramic immersive experiences of various learning points.

2. Online audio-guided learning: Starting in June, the "Immersive Soundscapes" Humanistic Walk series was launched, featuring ten installments. With the guidance of specially invited experts and mentors, more than 2,500 individuals have embarked on online or offline walks to gain a deeper understanding of the revered, admired, and inspiring individuals and events throughout the history of the Party's founding.

3. "Cloud Walking" + "Cloud Classroom": In April, the Office of Lifelong Learning and Humanistic Walk in Shanghai, in collaboration with the Community College of Hongkou District, launched a new model called "Cloud Walking" + "Cloud Classroom". This initiative selected three learning points: Waibaidu Bridge, Shanghai Tower, and China Securities Museum. Over three consecutive months, 12 online cloud classroom sessions were conducted, attracting over ten thousand viewers through live broadcasts.

This online cloud classroom integrated architectural photography, fine arts, and short video production into the curriculum. A set of distinctive course resources, consisting of three modules and twelve units, were developed. Instead of focusing on a single knowledge point, the courses incorporated multiple knowledge points, providing citizens with a diverse learning experience. Through live online broadcasts, citizens could enjoy the high-quality Humanistic Walk resources of Hongkou District without

leaving their homes, immersing themselves in the worlds of photography, fine arts, and video blog (Vlog).

4. “Online Cloud Tour” integrating knowledge and practice: Through the online cloud tour of Humanistic Walk learning points, which includes text, audio, video, and other materials, citizens have been able to “feel”, “perceive”, and “comprehend” the cultural landscape and knowledge of Shanghai through activities such as searching, discovering, visiting, documenting, experiencing, and sharing. This has created an atmosphere of “learning everywhere” and “learning for everyone” in Humanistic Walk. As of June 30, in the first half of 2022, the Humanistic Walk mini-program gained over 2,300 new users, with nearly ten thousand people participating in online walking and quiz activities.



Case: Mobile Classroom “Walking in the Clouds”, Hongkou District

As the leading unit for Humanistic Walk in Hongkou District, the Community College of Hongkou District, in collaboration with the District

Committee, has integrated the comprehensive ideological and political education initiative, “Big Ideological and Political Class”, with the centennial celebration of the Party’s founding. Within the realm of Humanistic Walk, they have developed innovative approaches to Party history education, aligning with the strategic planning for the development of Hongkou’s “Two Axes, Multiple Circles”, “One River, One Canal”, and “World Reception Hall”. They have undertaken comprehensive planning for the district’s Humanistic Walk initiatives.

Since the outbreak of the COVID-19 pandemic, online learning has rapidly developed and become an effective supplement to mainstream education models. The Community College of Hongkou District has adapted to the times and exerted efforts to create the mobile classroom for Humanistic Walk in Hongkou’s “Three Cultural Sites”. It enables citizens to participate in Humanistic Walk activities and meet their learning needs during the stay-at-home period through online learning and virtual walking experiences. Among these initiatives, the online mobile classroom series resources for Hongkou’s “Three Cultural Sites”, such as “Jingwu Culture” “Jewish Culture” and “North Bund: A Shining Cultural Necklace”, as well as the “Three Cultural Sites” virtual classroom on Douyin, have significantly enriched the resources of Humanistic Walk courses. The teaching team of the Community College of Hongkou District has further expanded the “mobile classroom” and introduced the new model of “cloud walking” combined with “cloud classroom”.

In terms of course content, the culture-enriched learning points are selected from multiple walking routes in Hongkou District. Three learning points, namely Waibaidu Bridge, China Securities Museum, and Shanghai Tower, are chosen and integrated into the curriculum of architectural photography, fine arts, and short video production. A unique course titled “Three Modules, Twelve Units” has been developed. The teachers of the teaching team are dedicated to both teaching and research. They engage in pre-course discussions and post-course summaries. Leveraging digital platforms and multimedia technologies, they enable residents to enjoy high-quality Humanistic Walk resources in Hongkou District without leaving their homes.

Since the launch of the “Three Cultural Sites” Humanistic Walk program, it has developed three city-level routes, six red cultural routes, two celebrity cultural routes, three Haipai cultural routes, four themed routes with district characteristics, and a total of 38 culture-enriched learning points. It has formed diverse walking routes and methods, including red-themed walks, immersive multi-themed experiential walks, and study tours focusing on famous personalities. So far, 45 online and offline walking activities have been organized, with a cumulative participation of over 30,000 people, enhancing the regional narrative capability of the “Three Cultural Sites” Humanistic Walk program.

V. Results and Prospects

Since the initiation of the Shanghai Lifelong Learning Humanistic Walk program in 2017, it has been guided by President Xi Jinping’s thoughts on socialism with Chinese characteristics for a new era. It closely aligns with the core requirement of “lifelong education as ubiquitous and optional” and the goal of enabling “comprehensive and personalized development for every learner”. Through innovative practices, the program has established “Shanghai Lifelong Learning Humanistic Walk” brand, providing a new learning approach for citizens’ lifelong learning. It has played an active role in enhancing the core competitiveness of the city and accelerating the construction of a learning society.

On the occasion of the 20th National Congress of the CPC, implementing this program has helped further promote a culture of lifelong learning throughout Shanghai. It has ignited a new wave of lifelong learning among Shanghai citizens, fostering a strong reverence for learning and creating a culture-enriched environment characterized by a joyful pursuit of knowledge and moral excellence.

Humanistic Walk has enriched the avenues for citizens’ lifelong learning, enhanced their understanding of Shanghai’s culture, and expanded the provision of community education resources in Shanghai. It starts with meeting the diverse learning needs of individuals. It employs various learning methods to enable people to truly connect with the historical heritage of the city, fostering confidence and a sense of

happiness in their city. It infuses numerous cultural landmarks and urban memories with elements of learning, inspiring a love for Shanghai and a dedication to building a better home. By integrating a wealth of historical buildings, venues, and industrial relics, it expands the supply of community education resources in Shanghai, meeting citizens' demand for high-quality lifelong education.

The work of Shanghai's lifelong learning through Humanistic Walk is guided by the development concept of "cultural prosperity". It is committed to promoting the feedback and support of lifelong learning to the development of new urban areas, firmly establishing the strategic position of lifelong learning in urban development. It effectively taps into, develops, and utilizes the learning resources of the city through the Humanistic Walk, allowing citizens to understand further and envision the historical context and prospects of Shanghai's urban development. It nurtures cultural confidence among the general public and fosters a deep connection to their hometown, thus significantly enhancing the cultural soft power. This effort strongly promotes realizing Shanghai's urban development goals and contributes to the mutual growth and success of citizen learning, urban development, and rural revitalization.

The work of Lifelong Learning and Humanistic Walk in Shanghai will consider further expanding the digital construction of Humanistic Walk, strengthening the supporting service system, and enriching the integration of online and offline learning resources. Efforts will be made to enhance the training of guide volunteers, increase the supply of guide services, and enable reservations for Humanistic Walk activities. There will be a focus on the standardized development of the content of Humanistic Walk projects and the exploration of a curriculum-based learning model for Humanistic Walk. Furthermore, a collaborative mechanism for Humanistic Walk activities among citizens in the Yangtze River Delta Region will be explored, leading to the interconnectedness of routes and the sharing of resources in Humanistic Walk activities across the region.

Looking ahead, the successful convening of the 20th National Congress of the Communist Party of China has provided new guidance and set new goals for lifelong education. The comprehensive implementation of the 14th Five-Year Plan will create better learning conditions and establish a solid foundation for lifelong learning for Shanghai citizens. At this historical juncture of carrying forward the past and opening up the future, the work of lifelong learning through Humanistic Walk in Shanghai will uphold the people-oriented principle of "providing the best resources to the

people” and continue to explore and practice in the field of lifelong education in the new era.

(Written by Li Zejun, Yan Huifang, Cheng Yuanyuan,
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Chapter Ten

The New Path and Methods of Lifelong Learning for Shanghai Citizens in the New Era:

Innovative Practices of Lifelong Learning Experience Base for Citizens in Shanghai

Shanghai Service and Supervision Center for Learning Society Construction

Abstract: The lifelong learning experience bases for Shanghai citizens adapt to the requirements of the new era. The pioneering work has achieved remarkable results in areas such as sharing and integrating social resources, improving and enhancing branded projects, and innovating and upgrading learning pathways. These achievements have generated a wide-ranging social impact. The experience base has evolved into a significant innovative initiative for building an open lifelong learning resource system and promoting the development of lifelong education in Shanghai.

Keywords: lifelong learning; experience base; innovative practices

Lifelong Learning Experience Bases for Shanghai Citizens are innovative lifelong learning platforms that combine “practice-oriented, interactive, and experiential learning” into one. Since 2013, Shanghai has established 12 municipal lifelong learning experience bases for citizens, including red culture, popular science education, cultural arts, local Shanghai culture, smart living, ceramic art creation, clothing culture, creative crafts, ping pong culture, intangible cultural heritage inheritance, Nanhu Revolution tradition, chocolate culture, etc. These bases comprise 168 experience sites, offering more than 1,800 experiential projects and over 3,000 experiential courses. These experiential learning projects have been well received and embraced by the general public, with over 2 million people participating in experiential learning each year. Experiential learning has thus become an effective approach for Shanghai citizens in the new era to engage in lifelong learning.

I. Background and Basis of Construction

I) Diverse learning needs of citizens

The lifelong learning ability of citizens is not only highly related to individual well-being but also closely linked to the innovation capability and development potential of the entire city. With the accelerated pace of urban development, citizens' learning needs have increasingly diversified. Some traditional learning venues, platforms, content, and methods can no longer match the concept and citizens' lifelong learning demands. Promoting socialized lifelong learning among citizens, diversifying learning resources, making learning pathways convenient, and fostering self-directed learning have become a focal point of society.

II) Abundant potential educational resources in society

Openness, inclusiveness, and innovation define Shanghai's distinct urban character. Shanghai boasts rich humanistic and scientific resources, blending Eastern and Western cultures and gathering local Shanghai culture. Many high-quality educational resources remain “stored” or enjoyed by a small group. Integrating, utilizing, and developing

these social public resources into educational resources and finding points of convergence to serve citizens are crucial for advancing lifelong learning among citizens.

III) Introduction of the “experiential learning” concept

Experiential learning, one of the important learning methods of the 21st century, plays an irreplaceable role in innovating educational concepts and promoting learning transformation. In modern society, people are increasingly inclined towards self-directed, interactive, and practical learning, acknowledging that wisdom and growth come from interactive experiences. Exploring the essence of experiential learning and applying the experiential learning theory to diverse lifelong education practices among the general population requires further exploration and research.

IV) Changes in lifelong learning paths and methods

The “Outline of Shanghai Medium and Long Term Education Reform and Development Plan” emphasizes: “In an open lifelong education system, safeguard citizens’ lifelong learning rights, provide more learning opportunities for citizens, innovate learning methods and pathways ... help learners achieve sustainable individual development.” Creating a more open education and learning system is essential to benefit more citizens with lifelong learning.

II. Innovative Practices and Approaches

I) From integration to sharing, promoting platform construction through “Shared Development”

1. From integration to sharing: enhancing coordinated models

After exploration, the Lifelong Learning Experience Bases for Shanghai Citizens have gradually formed a cross-system, cross-regional cooperative mechanism and an organized structure that links various offices and entities. The Municipal Experience Base Office plays an executing, coordinating, guiding, and service role, connecting

the 12 city-level experience bases without administrative affiliation. The units responsible for the experience bases construct their respective experience sites, creating their own operational systems and network layouts, forming an integrated and interconnected organic whole. To promote standardized construction and optimized development of the experience base, a third-party evaluation mechanism has been introduced, along with research-driven evaluation indicators. This dynamic and guiding evaluation process advances the orderly entry and exit mechanism of the experience sites, optimizing the structure of the experience base.

2. From interaction to collaboration: innovating collaborative linkage models

Through regular work meetings and online information sharing, the experience base and sites integrate, expand, and redevelop various social education and cultural resources. Collaboration among bases, communication between sites, and cooperation between projects are continuously strengthened, breaking barriers and revitalizing experiential learning resources, creating new cooperative inspiration. For instance, the Creative Crafts Experience Base and Science Education Experience Base jointly created the “Journey of Nature, Science and Innovation”, pioneering a new base collaboration and resource sharing model. The Nanhu Revolution Tradition Experience Base, in collaboration with the Shanghai Site of the First National Congress of the Communist Party of China Memorial Hall, organized the “Red Boat Sets Sail — Journey to the Birthplace of the First National Congress Delegates”, infusing the CPC history study with “heart” and innovating the styles. The collaboration between the sites is also intensified, such as the successful case of resource collaboration and linkage between Youhuangli and six other experience sites, including the China Art Museum, Liu Haisu Art Museum, and K11 Art Mall, in the “Guqin in Ancient Paintings”.

3. From cross-district to cross-provincial: initiating shared development

In order to provide citizens with more convenient experiential learning venues, building on the experience of developing city-level experience bases, over 200 district-level experience bases were promoted, creating a network of experience bases covering the entire city and fostering a robust collaborative environment among districts, sub-districts, and towns. To better serve the integrated development strategy of the Yangtze River Delta, in accordance with the “Three-Year Action Plan (2019—2021) for Collaborative Development of Community Education and Senior Education in the

Yangtze River Delta Region”, Shanghai led the formulation of the “Guiding Standards for Creating Citizen Lifelong Learning Experience Bases in the Yangtze River Delta Region”. This effort organized the creation and recognition of citizen lifelong learning experience bases across the Yangtze River Delta Region. By the end of 2021, 106 “Citizen Lifelong Learning Experience Bases in the Yangtze River Delta Region” had been established. The construction of these bases has initiated a collaborative mode of sharing lifelong learning resources in the Yangtze River Delta Region, taking a solid step towards integrated lifelong education and the fusion development of experiential learning resources in the area.

II) Promoting project construction through “brand cultivation”

1. From practical to excellent: using evaluation to drive construction and enhance experience project quality

By initiating the “One Point, One Product” creation campaign and focusing on cultivating “brand projects and distinctive activities”, the experience base and sites are guided and encouraged to strive for excellence and innovation. This effort continuously advances the design of experiential projects, improves project management processes, and enhances project quality. Building on years of project cultivation, the experience base office innovatively organized the collection and selection of “Outstanding Citizen Lifelong Learning Experience Activity Design Proposals”. Award-winning proposals have undergone years of operation and refinement, demonstrating scientific design concepts, distinct content characteristics, and detailed implementation processes. For example, the activity “Meeting with Scientists in the ‘Escape Challenge’” at the Science Education Experience Base’s Shanghai Science and Technology Museum site combines different types and levels of exploration into a series of game projects, gradually deepening the learning experience and enabling audiences to engage in scientific learning through a novel form of “scientific gaming”. The series of activities titled “Shuiwen Stroll” at the Cultural Arts Experience Base’s Shanghai Contemporary Art Museum site interweaves water, urban spaces, and historical context through exhibitions, walks, and lectures, guiding citizens on a water-themed journey to rediscover and understand Shanghai. These award-winning proposals not only showcase the accumulation of outstanding experiential learning outcomes in recent years but also serve as exemplary references for enhancing project quality and innovating experiential

learning models across bases and sites.

2. From self-construction to introduction: cross-discipline inclusions to enrich experience project content

As the construction of experience bases deepens, citizens' demands for experiential learning content have become increasingly diverse. In recent years, the experience bases have actively sought and integrated social public education resources, effectively enhancing their capacity to provide lifelong learning services. In 2020, new bases were established, including the Intangible Cultural Heritage Inheritance Experience Base hosted by the Shanghai Arts and Crafts Vocational College and the Ceramic Art Creation Experience Base hosted by the Shanghai Ceramic Science and Technology Art Museum, making the layout of the experience base sites more rational. Bases have steadily and effectively expanded their sites and learning spaces; 10 new sites were added in 2020, and 15 new sites were added in 2021. Adding new sites injects fresh vitality into the construction of experience bases and enriches the variety of experiences. Meanwhile, bases and sites continue to absorb and transform high-quality social resources into learning resources, expanding the scope of experiential activities. For instance, the Creative Crafts Experience Base integrates traditional folk crafts into citizen learning resources, increasing the number of projects from 30 to over 200. The Yisu Workshop at the Cultural Arts Experience Base's Liu Haisu Art Museum site introduces over 40 social art teaching resources each year, enriching citizens' experiential learning content.

3. From cultivation to optimization: addressing demand and broadening experiential learning resources

Building on further alignment with demands, carefully cultivating and optimizing online premium experiential projects has led to an increasing variety of forms of experiential learning resources. These include simulation-based resources such as interactive experience apps for ceramic DIY experiences and WeChat mini-programs for intelligent gardening greenhouses. Exploration of experiential resources encompasses resources like virtual exhibition halls at the Qian Xuesen Library and VR cloud exhibition halls at the Shanghai Contemporary Art Museum. Specialized courseware resources feature interactive multimedia web pages for online ping pong knowledge learning and online courses for DIY remedies. By the end of 2022, there were 672 online experiential projects and 1,464 online courses.

III) Promoting learning transformation through “innovative development”

1. From activity experience to course experience: creating “guided” experiential methods

During practical work, a new concept was introduced, the idea of a secondary experience, multiple experiences, and in-depth experiences. It was proposed that multiple experiential activities can be transformed into experiential courses. Subsequently, the concept of “guided” experiential learning was further developed, encompassing scenario-based guidance, interest-based guidance, activity-based guidance, and travel-based guidance. “Guided” experiential learning serves as both a learning mode within the experience base and a highlight of the Lifelong Learning Experience Bases for Shanghai Citizens. Since 2020, the new team of “experience guides” has been growing, providing introduction, explanation, teaching, and guidance services for citizens’ learning experiences. They play an essential role in serving citizens’ learning, promoting experiential projects, and disseminating the concept of lifelong learning. Additionally, in 2021, a new form of guided experience was introduced, “Popular Experience Vlog”. Vlog anchors lead citizens to “virtually” visit and experience premium experiential projects and activities at various experience bases and sites from the perspective of visitors, attracting more citizens to engage in lifelong learning, experiencing happiness in learning, and finding joy in experiences.

2. From thematic experience to centralized showcase: introducing the “carnival” experience format

Building on the normalization of thematic experiential activities, the experience bases hold an annual “Carnival”, a large-scale experiential event lasting about 20 days. During this event, they concentrate on promoting premium experiential projects, showcasing innovative learning outcomes, and creating a positive social brand effect. In 2020, the experience base carnival creatively blended online and offline activities, with online activities as the main focus and offline events as supplementary. Ten city-level experience bases presented 402 online experiential activities with distinct themes and abundant amusement, attracting widespread participation and attention from citizens. In 2021, the experience base carnival once again broke the boundary between online and offline, presenting a new experiential model with both online and offline components. An online virtual experience exhibition hall allowed citizens to explore all

experience sites from the comfort of their homes, while offline activities featured over 200 multi-level, diverse experiential learning activities. On the opening day, a carefully designed experience exhibition area showcased 39 distinctive experiential projects, attracting the engagement of many citizens.

3. From offline experience to online experience: developing a “digital” experiential model

Leveraging the Shanghai Learning Network, the transition of offline experiential projects to online digital formats was promoted, advancing the construction of online experience bases with an “Internet+” approach. Today, the online experiential learning platform has been shaped, featuring six thematic spaces: “Faith and Mission — Learning through Insight”, “Heritage and Innovation — Learning through Creativity”, “Art and Life — Learning through Play”, “Science and Future — Learning through Popularization of Science”, “Sports and Health — Learning through Physical Activity”, and “Classics and Fashion — Learning through Taste”. These spaces extend to the branded experiential projects of various bases and sites, aggregating online experiential activity content. They provide section guidance, activity participation guidance, and other functions, achieving an initial integration of online and offline learning resources. Launching the online experiential learning platform based on the “digital” experiential model breaks time and geographic limitations. It transcends the limits of on-site experiences and physical observations, as well as the regional segmentation between experience bases. Moreover, it transcends the categorization boundaries of experiential projects, bringing together multi-level and diverse online experiential learning activities and allowing people to experience “cloud” learning from the comfort of staying at their homes.

III. Key Achievements and Experiences

I) Having expanded lifelong learning platforms: effectively stimulating learning enthusiasm

The establishment of the Citizens’ Lifelong Learning Experience Bases has created

a new school at the doorstep of citizens. It allows citizens to access their favorite experiential learning content at the most convenient times and nearest locations. In recent years, the experience bases have continuously optimized site layouts, refined experiential projects, bridged the gap between social demand and resource supply, and transformed social resources into educational resources and public spaces into learning venues. These efforts have led to the cultivation of various types of experiential projects, including guided, immersive, hands-on, and exploratory experiences. These bases have effectively extended and supplemented the platforms for citizens' lifelong learning. Additionally, the "Experience Cloud", launched in 2019, has further enhanced its functionality, creating a model that supports offline experiences with online content and empowers offline experiences with online resources. This approach has led to the creation of a multitude of popular high-quality online experiential projects and premium experiential courses, achieving positive results and enabling citizens to explore all experience sites from the comfort of their homes.

II) Having enriched experiential learning content: actively meeting learning needs

Through the integration, expansion, and optimization of various resources, the experience bases have delved deeper into their educational content. They provide high-quality and diverse experiential learning content for citizens of different groups, levels, and regions. In 2021, the experience bases launched 1,378 experiential projects, 2,393 experiential courses, and over 30,000 experiential activities. The content spans from 'red culture' and the popularization of science education to arts and humanities, covering various aspects of society, science, health, and daily life. The involvement of mature social institutions and organizations such as Ximalaya Technology Co., Ltd., the Long Museum, and Youhuangli has strengthened the interconnectivity, mutual communication, and interactive curriculum among experiential projects. This not only satisfies citizens' learning needs with abundant supply but also broadens their insights and cognitive structures through professional innovation. Citizens now enjoy learning resources through experience, actively contributing to developing the city's soft power.

III) Having established an integrated sharing platform; building an inclusive participation landscape

Building upon the three-level community education network, the Citizens' Lifelong Learning Experience Bases gradually constructed a citywide platform network by integrating social educational resources from industrial institutions, universities, cultural venues, and enterprises. This network has created a new platform accessible to all Shanghai citizens, anytime and anywhere. The exploration of lifelong learning experience bases in the Yangtze River Delta Region has established platforms for regional cooperation and coordination. The mutual benefits between the three provinces and one municipality have generated cross-sectoral innovative achievements and given rise to diverse experiential learning forms. This has also established a platform for joint participation from various sectors, such as culture, education, and technology in the Yangtze River Delta region. It contributes to the higher-level and higher-quality planning of integrated lifelong education, showcasing the innovative role of lifelong education within the new regional development pattern.

IV) Having expanded the experiential learning community; creating a vibrant learning atmosphere

All learning projects offered by the experience bases are open to citizens of all ages, occupations, educational backgrounds, and social statuses. The innovation of online experiential learning further breaks through the limitations of time and space, enabling all citizens with an interest in learning and a curiosity for new experiences to participate in activities for free. Furthermore, to increase awareness and engagement in experiential learning, the experience bases consistently promote their offerings through various channels, utilizing online and offline resources. Online platforms frequently release experiential learning information, audio, and video content. Offline efforts include using cultural venues, tourist spots, residential communities, and airports to hold promotional activities. By showcasing distinctive and appealing experiential learning content to different audiences, the bases encourage citizens to participate in experiential learning and cultivate lifelong learning habits, creating a thriving lifelong learning atmosphere within the city.

IV. Challenges and Prospects

I) challenges

As urban development and citizens' learning demands continue to grow, the experience bases in the “experiential learning” era also encounter several challenges. These challenges manifest in various aspects:

1. Optimization and expansion of spatial layout to be fulfilled

In Shanghai, although the total amount of learning resources is abundant, there are significant imbalances and discontinuities in their distribution. Most experience bases and sites are concentrated in the central urban areas, while the suburban areas have fewer. Some sites are either far from densely populated areas or hidden within the courtyards of institutions, making them inconvenient for citizens to access. The existing experience bases have integrated social institutions and organizations from fields such as culture, popular science, universities, and community education. While this has achieved a degree of cross-regional and cross-industry resource integration and expansion, the sources of learning resources in Experiences Bases remain singular, and the integration efforts are still relatively weak. Private and social organizations possessing richer resources, especially large private enterprises, are not fully participating in the construction of experience bases. As a result, resources hidden in alleys are enjoyed by a niche group rather than being accessible to the general public. It is worth further exploration and consideration on how to integrate the construction of experience bases into the “15-minute community learning circle”, making high-quality community learning opportunities easily accessible and inclusive.

2. In-depth development and promotion of experiential projects to be conducted

Currently, the content of projects offered by experience bases still needs further enrichment. Some project designs do not effectively reflect the concepts of experiential learning, and the experiential processes are not clear. Static venue exhibitions or artwork displays remain the main forms of project activities, while practical and interactive projects are relatively scarce. Experiential learning requires in-depth design.

The distinction from conventional visits lies in how experiential projects can be transformed into experiential courses. This area requires further research and implementation in future development. Notably, concerning the participants in experience bases, people of all ages are involved, with middle-aged and elderly individuals as the primary learning resource users. Other demographics, especially youth and children, participate less frequently. As citizens' enthusiasm for learning and their perspectives expand, learners' needs will become increasingly diverse. Citizens' lifelong learning experience bases need to create an effective learning platform, which necessitates meticulous project design and cultivation. This means satisfying general experiential needs while providing distinctive learning content for different demographics.

3. Effectiveness of online experiential learning to be upgraded

With the rapid development of “Internet+” and the widespread use of mobile devices as daily learning tools, the construction of online experience bases in the Yangtze River Delta Region will inevitably transit from physical venues to virtual spaces. Establishing online experience bases as soon as possible is crucial for advocating experiential learning. However, compared to the development of offline experiential projects and the organization of experiential activities, constructing online experience bases is more challenging, requiring higher information technology requirements and involving greater uncertainties in maintaining control over the outcomes. Particularly, determining how to create virtual environments that are similar to real-life settings, guiding learners into immersive and interactive virtual learning spaces for contextual experiences, and utilizing big data processing and analysis techniques to deeply understand learners' experiential needs, enhance the alignment between learning resources and learners, and provide scientific data support for the creation of diverse and profound online and offline experiential projects desired by citizens. All of these areas require further research and exploration by experts, scholars, and practitioners.

II) Future prospects

Experience has demonstrated that citizens' lifelong learning experience bases have played a significant role in building Shanghai into a learning-oriented city. Experiential learning proves to be an effective path for citizens' lifelong learning in the new era.

The support from all sectors of society is a valuable resource for the innovative development of Shanghai citizens' lifelong learning experience bases. Looking ahead to the 14th Five-Year Plan, experience bases will embark on a new journey, focusing on the following tasks:

1. To expand collaboration platforms and optimize management mechanisms

Accelerate the establishment of effective management mechanisms. Based on changes in societal conditions and citizens' demands, continually improve the working mechanisms while exploring innovative service methods to achieve intrinsic development. Firstly, establish an access and exit mechanism. The access mechanism ensures the necessary threshold for the quality of base construction, while the exit mechanism serves as an important way to invigorate base construction vitality. Uphold quality standards and not simply pursuing quantity increases, dynamically adjust underperforming and less enthusiastic sites. Secondly, refine various routine work mechanisms. According to the new situation, tasks, and objectives, further enhance top-down mechanisms for coordination, work exchange, work meetings, project advancement, service guidance, and more, forming a smooth, efficient, and comprehensive mechanism and operating model for experience bases (sites). Expand and deepen cooperation platforms, foster consensus on integrated development, swiftly form a powerful collaborative force throughout society, actively contribute strengths, achieve complementarity, devise new initiatives and paths, break down administrative barriers, and intensify exploration in concept exchange, team learning, resource sharing, mutual benefits, and research interactions.

2. To infuse learning resources and create popular learning projects

The development of experience bases relies on the innovative integration of learning resources. Through resources from various sectors, such as industries, education, universities, communities, and extracurricular education, experience bases can create more high-quality, citizen-oriented, and demand-driven learning projects. Innovate the format of experiences based on the content and target audience, enhance the effects of experiences, establish layered experience models, and meet the diverse learning needs of different demographics like youth, professionals, and seniors. In designing experiential projects, consider the characteristics of experiential learning. Pay careful attention to selecting project forms and configuring experience segments for a better

experiential outcome and learning gains. To enhance service capacity, form a learner-centered and experiential learning-oriented learning brand, and deepen the brand through innovation, unique characteristics, enriched content, and expanded channels. Further explore and solidify existing brands and projects through research, experience summarization, quality improvement, and demonstrative outcomes. During the creation of subsequent brands, deeply study the characteristics of the served population, identify your position, fully leverage your advantages, strengthen unique features, and gradually develop a coherent and robust branding strategy. Persist in classified guidance, incremental progress, and exemplary leadership. Cultivate and incubate brand projects to enhance the quality of experiential projects, expand citizens' participation and experiences, and establish a pervasive, optional, and new ecosystem for lifelong learning.

3. To revitalize learning approaches and construct a hybrid online-offline model

The digital era offers endless possibilities for changing learning approaches and provides a broader space for developing experience bases. Specifically, address the following aspects:

Firstly, further optimize interactive online visits. Utilize the Internet multimedia technologies and methods to transform static venue exhibitions into dynamic online interactive visits through graphic-text interactions, situational interactions, map navigation interactions, 3D modeling, and more.

Secondly, develop refined online experiential courses. The online courses of online experience bases will follow the design concept of “Study-Learn-Test”, emphasizing interest and interactive engagement. Present knowledge points in forms like micro-videos and animations, practice knowledge points with graphics and text, and provide online tests and immediate feedback to help learners consolidate knowledge, enticing participants to further experience offline base visits for continued learning.

Thirdly, conduct data-driven representation and analysis of citizens' experiential needs. For online experience bases, extract relevant data from online platforms. This not only facilitates personalized online and offline learning resource recommendations and guidance for learners, increasing the utilization of base resources but also enables the in-depth exploration of experiential demands by analyzing user learning behaviors. This provides scientific data support for creating online and offline experiential projects that meet citizens' diverse, rich, and profound needs. Around the changing learning

behaviors of citizens, employ digital technology and internet advantages to offer rich, engaging, bookable, and interactive learning experiences with flexibility, diversity, personalization, and choice. Present a new experiential learning model characterized by citizens' autonomous learning.

4. To intensify promotion efforts to boost citizens' awareness and participation

Experience bases should fully utilize platforms such as newspapers, WeChat, online platforms, and promotional materials to release experience information and organize special experiential activities promptly. Develop experiential courses in senior and community schools, integrating experiential and immersive learning into various courses. During weekend family activities, design more learning projects that citizens will enjoy and increase public participation and social awareness of experience bases. Consequently, more people will participate in experiential learning, experiencing joy and growth. Through cross-industry, cross-organization, cross-system, and cross-regional cooperation, gradually build a citywide network of experience bases, providing citizens with diverse and convenient experiential learning services. Regularly organize workshops or forums on citizens' lifelong learning experience base work, both online and offline. Exchange and share advanced practices from various bases and sites, promptly summarize exemplary experiences and practical achievements, collaborate on research topics related to experience base construction, form joint research teams, explore replicable and scalable work models, and better fulfill the roles of scientific research guidance and demonstration radiation, fostering more high-quality experiential learning projects and activities.

In conclusion, establishing citizens' lifelong learning experience bases stands as a vibrant practice in advancing the development of lifelong education in Shanghai. It embodies the wisdom and dedication of experts, reflects the attention and participation of citizens, and contains the support and encouragement of various sectors of society. Over several years, it has effectively integrated a wealth of cultural, educational, and technological resources, establishing a collaborative platform for participation and promotion of lifelong learning across industries and sectors. Through innovative learning approaches, it has highlighted the learning functions of various resources, effectively integrating and sharing resources with the learning participation of citizens, resulting in remarkable achievements and widespread societal impact. As the practice continues to deepen, the future development of experience bases necessitates bold

innovation in mechanisms, broadening work perspectives, expanding development space, deepening learning content, enhancing quality management, and continuously improving the developmental quality of experience bases.

(Written by Peng Haihong, Wang Yifan, and Yan Mengjie)

Chapter Eleven

Exploration of the Dual System Model in Open Education

Shanghai Open University

Abstract: With the support of relevant policies, Shanghai Open University actively learns from and tries to explore the Dual System model of open education. Through the process of joint enrollment, training of talents, management of teaching and construction of resources, Shanghai Open University stimulates the enthusiasm of enterprise subjects to participate, promotes the integration of teaching and practice, accelerates the promotion of education information technology, and gradually establishes a dual cultivation linkage mechanism. The practice results continuously promote the innovation of the Dual System model of open education, and promote the innovation of post-technology and the development of post-service education. The effect of this model is obvious: First, the organic combination of vocational education and continuing education has opened up a new territory of post-vocational education; second, they have optimized the talent cultivation system and form a “four-type” talent training model; third, the government takes the initiative to meet the needs of enterprises and promotes the transformation of service functions; fourth, the quality of the staff has been improved, and the enterprise has more vitality; fifth, the reconstruction of the school’s talent training model promotes the transformation of the Open University; sixth, the demonstration effect is obvious, and the “Zijiang Model” constantly spreads; seventh, the social influence has been continuously enhanced, and the driving role has gradually emerged. Through continuous in-depth exploration and practice, the “Dual System” model can make more new achievements in open education, and become the benchmark of national open education personnel training.

Keywords: open education; Dual System; post-employment education

In recent years, Shanghai Open University (SOU) has actively explored the Dual System talent training model, consolidated the theoretical foundation, and applied it to practice scientifically and cautiously. From the perspective of practical effects, not only has the quality of talent cultivation improved significantly, but enterprises, as partners, have also gained significant benefits. A good situation has been initially formed where the government has effectively coordinated, the school has unique characteristics, students have gained a lot from learning, enterprise participation is valuable, and multiple parties have benefited.

I. Background Introduction

The Dual System originated in the field of vocational education in Germany and has been widely referenced around the world. Based on the deep cooperation between schools and enterprises, the quality of talent cultivation is guaranteed, an important advantage widely recognized and applied worldwide. The Dual System in the field of continuing education or open education follows the connotation of the Dual System in vocational education, which is the entire process of education where schools and enterprises jointly participate in talent cultivation.

I) Policy support

In recent years, government departments at all levels in China have attached great importance to the development of continuing education. From the perspective of national and local policy advancement, the development of the Dual System in continuing education has also received much attention and support.

In 2016, the “Notice on the Action Plan for Improving the Educational Qualifications and Abilities of Migrant Workers-study to Realize Your Dream”, issued by the Ministry of Education and the All-China Federation of Trade Unions (ACFTU), proposes such overall goals: By establishing a new model of continuing education for migrant workers that emphasizes both academic and non-academic education, integrates industry with education, promotes cooperation between schools and enterprises, and combines theoretical learning with practical application, we aim to fulfill the dreams of

migrant workers through education, improve their educational level and technical skills, help them achieve decent work and happy life, and effectively serve economic and social development and industrial structure transformation and upgrading. It also puts forward the work requirements, “We will promote the collaborative training model between schools and enterprises, as well as the blended learning model based on information technology. Participating institutions should deepen the integration of industry and education, cooperate with enterprises, and develop talent cultivation plans that combine theoretical learning with practical application, taking into account the growth patterns of migrant workers and the actual needs of their job positions. We will establish a dual-mentor system and flexible education system to truly integrate education and industry.”

In 2022, the Ministry of Education issued the “Implementation Opinions on Promoting the Reform of Continuing Education for Academic Degrees in Ordinary Higher Education Institutions in the New Era”, which provides a series of guidelines.

In 2021, the Shanghai People’s Municipal Government issued the “Notice of Seven Departments Including the Shanghai Municipal Education Commission on Issuing Opinions on Promoting Innovative Development of Continuing Education for Employees in the New Era”, which proposes many specific guidance and suggestions. For example, the Shanghai government requires to “explore the Dual System of employee continuing education model with Shanghai’s unique characteristics” and “focus on the industrial development of the ‘Five New Towns’ and the vocational education and skill requirements of Shanghai’s development, integrating advantageous resources from various regions, enterprises, schools, etc.”. The Notice also stipulates that school-enterprise cooperation in teaching should widely promote the “5 + 2” learning mode, adopt the alternating teaching mode of work and study for teaching, support on-the-job practical learning on weekdays, provide online and offline professional learning on weekends, and carry out education and teaching without affecting the employment of enterprises; promote the integrated teaching design and implementation of “classroom plus enterprise plus online classroom”, provide course menu, list services, door-to-door teaching, E-learning, on-site centralized learning and other teaching methods, flexibly set teaching and assessment methods for different types of courses, and actively provide strong support for continuing education of vocational workers.

In addition, the notice also requires that the university should set the management

model of learning and achievement and operational process for Shanghai's characteristic Dual System in the employee continuing education; school learning achievements should be recognized according to the credits specified in the professional teaching plan; workplace learning achievements recognized by supervisors based on practical course credits, and other relevant skill certificates, work experiences, etc. can also be applied to the credit bank for conversion to corresponding course credits. The guarantee measures section proposes to develop a learning outcomes management model and operational process for Shanghai's characteristic Dual System employee continuing education.

The “Key Points for Lifelong Education Work in Shanghai in 2021” proposed to “initiate the pilot work of the Dual System of continuing education for employees. Relying on Shanghai Open University, College of Continuing Education, District-owned Amateur University, and other academic units, we should explore the Dual System of continuing education for employees with Shanghai characteristics, carry out continuing education for on-the-job employees with a combination of enterprise training and school education, and improve the educational level and professional ability of on-the-job employees in the way of school enterprise interaction and mutual promotion of work and learning. Take the lead in five tasks of carrying out pilot projects in the new city.”

In addition, the “Guiding Opinions on Deepening the Construction and Reform of the Industrial Workers Team in Shanghai and Promoting the Cooperation Between Schools and Enterprises” propose to “establish a model worker and craftsman college and a technician college, and explore new models for improving the skills of industrial workers”. The details are as follows: Actively explore the educational models of labor model and craftsman colleges and technician colleges, and targeting students (mainly on-the-job industrial workers), explore the Dual System continuing education model, and break through traditional professional and learning time limitations; through adopting the “credit bank” method of accumulating credits, and combining skill training with academic education, the obtained credits can be generalized on the school-enterprise cooperation platform, and if relevant conditions are met, one can obtain “1 + X” certificates, namely “1” undergraduate academic certificate and “X” vocational skill level certificate.

In 2022, the “14th Five-Year Plan for the Development of Lifelong Education in Shanghai” proposed to “improve the staff's continuing education system and establish

a diversified supply mode of staff's continuing education relying on open education and with the participation of continuing education in colleges, vocational colleges, adult higher education and vocational skills training. We should explore smooth channels for employee learning and growth, establish a Shanghai characteristic Dual System model, and form a new era employee continuing education system that basically meets the diverse learning needs of employees. Relying on a team of experts, we will research and develop employee continuing education projects, develop guiding catalogs and guidelines, and build a batch of small and medium-sized enterprise employee continuing education and training service bases.

II) Practical exploration

In recent years, due to global economic recession, it is crucial for China, the world's second largest economy, to maintain stable and sustainable economic development. We should fully implement the new development concept, adhere to the general policy of seeking progress while maintaining stability, strictly prevent the epidemic, stabilize the economy, develop safely, firmly implement various policies to stabilize the overall economic market, and adhere to development as the foundation and key to solving all problems in China. Therefore, we need to vigorously promote reform and opening up, consolidate the foundation of economic recovery, maintain economic operation within a reasonable range, and strive to achieve various economic and social development goals.

At present, multi-polarization, new globalization, digitization, and greening of the world economy are still the general trend. We must strive to overcome various difficulties and seek economic recovery and development. At this time, education is more needed to provide strong support. Based on this, Shanghai Open University will further explore the Dual System of open education, hoping to find the path of transformation and development of higher continuing education through studying the Dual System and better serve the steady development of regional economy.

China's economic and social development has entered a stage of comprehensive structural adjustment and industrial upgrading, so the demand for highly skilled talents for enterprises is constantly increasing. Enterprises urgently need to integrate the demand for job talents into school teaching to improve the efficiency of talent cultivation and human resource efficiency. In this new era, Shanghai has made every effort to

implement major national strategies and accelerate the construction of “Five Centers”, spreading of “Four Major Brands”, the improvement of urban levels and core competitiveness. In response to the new round of technological and industrial revolutions against the backdrop of the urgent demand for talent, we are vigorously promoting the modernization of education. In this process, the influx of foreign population has injected a strong impetus into Shanghai, but how can on-the-job personnel become knowledge workers so as to better integrate into Shanghai’s urban development, which is the weak link in the construction of lifelong education in Shanghai? Therefore, it is urgent to address the following teaching issues in current open education.

Firstly, the contradiction between students’ work and learning is prominent, and their learning motivation is insufficient. Adult students focus on their work, and their individual self-learning needs are often limited by work arrangements. Moreover, their learning outcomes are difficult to be recognized by enterprises promptly, leading to in-service adult students giving up halfway or having poor learning outcomes.

Secondly, the teaching content is disconnected from the technical requirements of industry and enterprise positions. Traditional university teaching is carried out based on educational laws and limited to the internal campus, often disconnected from the technical needs of enterprise positions. The learning content can hardly be directly applied to work practice, and the problem of disconnection between learning and application is quite significant.

Thirdly, the lack of enthusiasm for enterprises to participate in the integration of industry and education makes it difficult to sustain school-enterprise cooperation projects. Traditional university teaching rarely involves enterprises in the entire process of talent cultivation, and teaching content and management are carried out in accordance with the basic requirements of the school, making it difficult for enterprises to truly obtain the required job talents and sustain the cooperation between school and enterprise.

1. Initial attempt: customized courses

In recent years, Shanghai Open University has experienced the practice exploration from “customized curriculum” to Dual System model, gradually forming a new type of job talent training model that fits the characteristics of on-the-job learning and meets the requirements of enterprise development. The so-called customized courses refer to modifying some courses and adding some customized curriculum modules based on the future development of enterprises. In 2015, Shanghai Open University began to

cooperate with Otis and other enterprises to carry out teaching exploration of customized talent training programs based on job needs. Our school has carried out curriculum reform on the training program of the major “Mechatronics Integration Technology”, and for the first time, we have added customized course modules to meet the enterprises’ requirements, including “Corporate Culture” and “Engineering Mathematics”, with a total of 8 credits, accounting for 9% of the total graduation credits. The initial exploration of this training model has achieved the customization of talent cultivation plans without changing the major settings, main courses, learning progress, and learning mode.

The enterprise has fully recognized the customized course modules, as the trained employees are more in line with the actual needs of their enterprise. Afterwards, Otis Company not only expanded the scale of cooperative education, but also the cooperation majors from “mechatronics integration technology” to “computer information management”, “urban public safety management” and other majors. The professional level has been upgraded from specialized majors to customized courses for undergraduate majors, and the initial exploration of the training model has also achieved certain results.

However, there is still some distance between professional teaching and the actual situation of the enterprise; the integration effect of teaching and enterprise has not been fully reflected; students’ sense of learning achievement is still relatively weak, and “learning is learning; doing is doing” is still the intuitive feeling for many students. Therefore, the training mode of open education still needs greater innovation.

2. Further Exploration: the Dual System

Through continuous exploration and practice, Shanghai Open University has begun to apply the Dual System to reform the talent training model like the use of dual enrollment, dual training, dual management, and dual faculty cooperation between schools and enterprises so as to achieve diversified results, promote the integration of industry and education, and the “dual” education between schools and enterprises. This is an important part of China’s current talent rejuvenation strategy.

In order to meet the needs of the industry, give full play to the advantages of human resources, stabilize the workforce of enterprises in the industry, and better promote the improvement of production practice ability, Shanghai Open University, as a new type of university with adult higher and continuing education as its responsibility,

tries to cooperate with Shanghai Zijiang Enterprise Group Co., Ltd., a private enterprise mainly engaged in traditional manufacturing so as to promote the practical exploration of school-enterprise-government cooperation, and to carry out the practical exploration of open education Dual System talent training mode with schools and enterprises as the dual main body, gradually forming a distinctive “Zijiang model” of open education cooperation between school and enterprise.

This practice of school-enterprise cooperation adheres to the unity of knowledge and action, and the combination of engineering and learning, and solves the disconnect between higher education and enterprise production, which is a positive exploration of implementing the “20 Articles of Vocational Education” and “Running Continuing Education Well”. Shanghai Open University, through the development of distance open education, cultivates skilled, managerial and application-oriented talents to meet the needs of production, management and service front-line, and deepens the reform of talent training model in line with market demand. It also has changed the relatively closed form of running a school and teaching management by carrying out dual talent training with enterprises. From admission to assessment, it has opened certain permissions for enterprises to attend. On the one hand, enterprises have changed the passive state of traditional acceptance of college graduates and become participants in the talent cultivation process, thus constructing a new talent cultivation model of “dual enrollment, dual cultivation, dual management, and dual teaching staff”. This has greatly promoted the development of human resources in enterprises and the reform of school education and teaching, achieving a “dual effect”.

II. Promotion Measures

The whole innovation practice of “enrollment training graduation” jointly explored by Shanghai Open University, Zijiang Group and other enterprises has gradually formed a new joint training model represented by the “Zijiang Model”, and created a university “running in enterprises”. This model has a dual characteristic and also incorporates the core elements of customized courses. The main methods are as follows.

I) Joint participation of schools and enterprises in enrollment selection

Registering for enrollment is an important measure of the country's reform in open education, which solves the bottleneck problem of on-the-job personnel continuing to learn, effectively stimulates employees' learning enthusiasm, and opens up channels for school-enterprise cooperation and joint training. In the Dual System talent cultivation model, the recruitment and selection process of students is jointly completed by the school and the enterprise. Students need to undergo dual selection by the enterprise and the university. The human resources management department of the enterprise supports the improvement of employee education and makes selection recommendations to stimulate employee enthusiasm and loyalty to the enterprise. The school conducts qualification examinations and entrance tests for the students selected by the enterprise according to the pre-qualification requirements, and the employees who meet the application qualification register as students of Shanghai Open University and form separate classes for them. Employees apply for corresponding majors based on their job positioning, such as frontline operation employees applying for mechatronics integration majors and management employees applying for business enterprise management majors. Through dual enrollment, we will organically combine the improvement of employee education with the employment needs of the enterprise.

II) Joint participation of schools and enterprises in talent cultivation

In the new talent cultivation model of the Dual System, schools and enterprises jointly participate in the entire process of talent cultivation. The talent cultivation plan is jointly formulated by the school and the enterprise, and the curriculum is closely tailored to the needs of the enterprise on the basis of meeting professional quality standards. The professional training objectives are clearly aligned with the requirements of industrial workers in the new era, and the training requirements are adapted to the quality and ability improvement of front-line workers in the context of production intelligence. Customized related courses combine practicality and personalization.

The school and enterprise jointly establish a school-enterprise cooperation curriculum module group, jointly determined and developed by the enterprise and the school. Taking the 2019 level (Autumn Term) electromechanical integration professional teaching programme (Zijiang) as an example (see Table 11 – 1), the curriculum is

jointly developed by the school and the enterprise. It can be seen that the curriculum not only includes basic courses but also professional courses set by enterprise needs, as well as personalized and customized related courses.

Table 11 – 1 Teaching Plan for Mechatronics Integration Technology in 2019 (Autumn Term) (Zijiang)

Module Name	Number	Course Name	Credit	Semester	Notes
General education courses	1	Open Learning Guide	1	1	
	2	Xi Jinping Thought of Socialism with Chinese Characteristics in the New Era	2	1	
	3	Ideological and Moral Cultivation and Fundamentals of Law	3	1	
	4	Introduction to Maoism and Socialism with Chinese Characteristics	4	2	
	5	College English (1)	4	2	
	6	College English (2)	4	3	
	7	Office Automation	3	2	
Basic courses of major categories	8	Fundamentals of Engineering Drawing	3	1	
	9	Fundamentals of Electrical Technology	3	2	
	10	Fundamentals of Mechanical Manufacturing	4	2	
	11	Fundamentals of Electronic Technology	3	3	
	12	Fundamentals of Mechanical Technology	4	3	
Specialized courses	13	Business performance Management	4	2	Customized courses
	14	Engineering Mathematics	4	2	
	15	Corporate Culture	4	3	
	16	Principle of Management	4	3	
	17	Employee Professional Ethics Training	4	4	
	18	Sensor Principles and Applications	3	4	
	19	Hydraulic and Pneumatic Technology	4	4	
	20	Electrical Transmission Technology and Application	4	5	

Continued

Module Name	Number	Course Name	Credit	Semester	Notes
Specialized courses	21	Cognitive Internship	2	1	Customized content
	22	Comprehensive Mechanical Training	3	3	
	23	Graduation Assignment (Major in Mechanical and Electrical Maintenance)	6	5	
	24	Principles of Metal Cutting and Cutting Tools	4	4	
Expansion courses	25	Cutting-edge Technologies in Digital Manufacturing	4	4	
	26	Electronic Design Automation	3	4	

1. Ensure the quality of basic courses. In the talent cultivation plan, ideological and political courses, general education courses, basic courses of major categories, and some compulsory courses of certain majors are fully implemented in accordance with professional quality standards to ensure professional talent cultivation specifications.

2. Co-construct customized courses. Set up a school-enterprise cooperation customized course group, jointly determined and constructed by the enterprise and the school. For example, the mechatronics technology major, has 5 customized courses, including business performance management, engineering mathematics, corporate culture, introduction to management, and employee professional ethics, accounting for 26% of the total credits. Fully leverage the role of credit banks, and job skill certificates can be applied for credit conversion.

3. Integrate professional course characteristics. The professional courses in the talent cultivation plan are created by school teachers by fully understanding the operational characteristics and ability needs of the enterprise, which is then integrated into the professional courses. For example, the quality management course in the major of business enterprise management takes the lean management concept and practice of Zijiang Group as a teaching case, and students' learning content, homework exercises, and even exam questions are related to this.

4. Associate teaching with positions. In the practical teaching process, the enterprises design a practical teaching plan based on the students' positions, submit it to the school for review and filing, and finally, the enterprise engineers and

professional teachers are jointly responsible for the teaching and assessment of students' practical training. For example, in the comprehensive practical process of mechatronics integration, the training project closely revolves around various aspects of employees' production positions, such as bottle cap production, ensuring that professional learning is closely aligned with job requirements (see Fig. 11 – 1).

Content

Practical Training Project 1: Pulse beverage bottle blowing machine	1
Practical Training Project 2: Preparation before starting the dry copier	3
Practical Training Project 3: Maintenance operation of the winding and unwinding parts of the dry copying machine	4
Practical Training Project 4: Operation of cutting process	7
Practical Training Project 5: Identification of molybdenum plastic film defects	8
Practical Training Project 6: Startup process and abnormal sorting handling method	10
Practical Training Project 7: Quick replacement of forming molds	13
Practical Training Project 8: Motor start-stop control circuit	14
Practical Training Project 9: Three-phase motor forward and reverse control circuit	15
Practical Training Project 10: Lighting dual control switch circuit	16
Practical Training Project 11: Inspection and replacement of power capacitors in the compensation cabinet of the distribution room	17
Practical Training Project 12: Application of thermal imaging only in preventive maintenance of equipment	19

Fig. 11 – 1 List of training projects for the implementation plan of the comprehensive practice link of the Mechatronics Integration Technology major (Zijiang)

5. Solve the difficult problems through the graduation thesis. The topic selection of the graduation thesis is closely related to the problems encountered in the job position (see Table 11 – 2). The topic is jointly determined by students, corporate mentors, and professional teachers, to promote the improvement and optimization of processes or technologies and conducting job-based thinking research. It can be said that completing a graduation thesis is also a practice of job reform and innovation process.

Table 11 – 2 Selected Thesis Topics of Mechanical Electronic Engineering in 2018

Number	Working Department	Name	Thesis Title
11	Ziyan Mold	Yang Jiangang	Improvement of Matching Inspection Tool for ES6 Front Bumper Assembly
22	Container Package Division	Wu Chun	Process Design of PS Material Injection Molding

Continued

Number	Working Department	Name	Thesis Title
33	Container Package Division	Lü Xiaofeng	Renovation of Bottle Preform Refrigeration Water Supply System
44	Zihua Enterprise	Chen Hui	Improvement of the Handling Process for Sanitary Products
55	Container Package Division	Chen Junjie	Optimization of the Production Process for Injection Molding Machines
66	Beverage OEM Division	Jing Hongliang	CIP Cleaning Design for Batch Sterilization Machine Equipment

6. Make innovations in projects and increase efficiency. In the sixth innovation research project activity of Shanghai Open University, Zijiang Group specialized in customized design (see Table 11 – 3). Through research on technical innovation projects for posts, students' innovation enthusiasm was stimulated. The project involves multiple branches and business units of the enterprise, and the research content covers more than ten fields of the enterprise. Through a series of measures, the learning content is closely linked to the actual production of enterprises, which not only enhances students' innovative and practical abilities but also helps enterprises solve practical problems. According to statistics, all the achievements of student innovation practice projects have been used in production practice, creating nearly 5 million benefits for enterprises.

Table 11 – 3 List of the 6th Shanghai Open University Undergraduate Innovation Research Project (Zijiang Group)

NNumber	Department	Project Name	Project Team Leader
1	Shanghai Zidan Printing	Intelligent Control of Connecting Line Tile Mounting and Tile Making Department	Ma Jun
2	Beverage OEM Division	Installing a Welding Film Mechanism on a Sterile Second Line Film Winding Machine	Jing Hongliang
3	Container Package Division	Energy Saving Renovation of Injection Molding machines	Lu Zhongwei
4	Bottle Cap Label Division	Improving Ink Consumption in Plate Making Process	He Xiaolin

Continued

NNumber	Department	Project Name	Project Team Leader
5	Container Package Division	Heating Structure of a Crystallization Furnace for Injection Molding Bottle Preforms	Chen Yulong
6	Bottle Cap Label Division	Online Grinding of Cutting Blades for Molding Machines	Zhu Qing
7	Shenyang Container Package Division	Light Bottle Detector for Detecting the Red and Black Connectors of Labeling Machine Labels	Zhang Haoxiong
8	Xi'an Container Package Division	Improvement of Knocking Equipment for the Embryo Mouth of Guangkou Pulsating Blue Bottle Blank	Wang Chaogang
9	Zhengzhou Container Package Division	22.28g Eco-base Bottle Preform Piston Type Preform Cylinder Bottom Support Renovation Project	Yan Pengfei
10	Tangshan Container Package Division	Automatic Input of Thickness Gauge Data	Ma Mujun
11	Meishan Container Package Division	Improvement of the Core Shaft Head to Solve the Squeezing Damage on the Inner Wall of 32mm Bottle Mouth	Liu Yun
12	Bottle Cap Label Division	Improvement of the Air Expansion Shaft of the Plate Roller in UTECO Flexo Printing Machine	Guo Mingxin
13	Wuhan Container Package Division	Improving the Cleanliness of Hydraulic Oil for Bottle Preform Machines	Zhou Feng
14	Shanghai Zidan Printing	Printing Waste Liquid Centralized Recycling and Reuse Project	Tu Sibe

III) Joint participation of schools and enterprises in teaching management

1. Organize in-depth researches and accurately align with enterprises' needs. In order to deeply understand the job requirements of enterprises and adjust the school's majors and curriculum content adaptively, the school and enterprises jointly strengthen the adaptability of teaching content, and enhance the pertinence through comprehensive and in-depth enterprise research and other means. For example, Minhang No.1 Branch conducted a large-scale survey on the learning needs of millions of employees in the

industrial zone of the region, and conducted a survey on enterprise employees and students; at the same time, a joint meeting system for school-enterprise cooperation should be established, and regular school-enterprise cooperation promotion meetings and seminars should be held. Through demand survey and experience summary and sharing, the needs of talent cultivation and employee learning should be accurately aligned.

2. Utilize information technology to promote the reform of teaching organizational forms. Taking educational information technology as the support is the characteristics and advantages of Shanghai Open University, and the traditional classroom teaching mode can no longer meet the demand under the new joint training mode. Since the students are distributed in different factory areas, under the joint research of Shanghai Open University and enterprises, the traditional classroom teaching routine has already been broken, and a new type of classroom integrating “school classroom plus online cloud classroom plus enterprise post classroom” has been set up, with 14 centralized viewing points across the country. Teachers carry out live teaching through two-way video systems to ensure that students share the same high-quality teachers and teaching content. At the same time, the school will record the entire live class so that students can watch and listen back. Theoretical teaching is carried out through a two-way video system for live teaching, and interactive teaching is communicated and shared in corporate classrooms, enabling immediate practice in the workplace. Schools and enterprises can conduct remote real-time monitoring and management through bidirectional video systems, truly achieving the goal of running universities within the enterprise. In the examination process, educational information technology is also fully utilized, and examination halls are set up in various learning centers. After signing a responsibility letter with the school, HRs from different enterprises are responsible for on-site invigilation. The school conducts remote real-time monitoring through a two-way video system to ensure the order of the examination hall and the quality of the assessment.

3. Fully consider the actual production situation of the enterprise and flexibly arrange course time. The new joint training model breaks traditional learning arrangements and enhances flexibility in curriculum and teaching management. Schools and enterprises jointly discuss curriculum and teaching management method, utilize the off-season of enterprise production to centrally arrange learning, reduce or suspend teaching during busy production seasons, and continuously adjust and optimize the teaching based on actual situations. For example, every spring is the off-season for

the container packaging business unit of Zijiang Group, and the teaching work in the first half of the year is concentrated on completing teaching and assessment before May. In course teaching, numerous enterprises are invited to design practical teaching plans according to students' positions, then submit them to the school for review and filing, and the enterprise engineers are responsible for teaching and assessment of students' practical training.

4. Effectively pay attention to multiple needs and innovate the organizational form of exams. In order to ensure the teaching quality and facilitate foreign candidates to take the final examination, the school will try the web-based exam for foreign candidates in Zijiang in the autumn semester of 2018. Based on the exam data issued by the Academic Affairs Office, our school organizes technical personnels in the computer room to arrange the exam venue before the exam, and organize candidates to participate in the simulated exam to familiarize themselves with the exam process. During the examination period, Minhang No. 1 Branch serves as a centralized examination center and is staffed with 5 examination venue managers to manage the examination process of various examination venues throughout the country. There are 123 temporary examination halls that provide candidates with the necessary network and power supply for the exam, and students will be organized to bring laptops to participate in the on-site exam. HRs from various enterprises are responsible for the on-site exam. The school conducts remote invigilation through the internal high-definition monitoring system of the enterprise, ensuring the order of the examination venue and the quality of the assessment. During this process, the school provides comprehensive exam support and services, ensuring the smooth and efficient completion of exams for students from Zijiang Group across the country.

Joint participation on schools and enterprises in teaching and learning. According to the overall design of the talent cultivation model, in professional construction and curriculum teaching, schools and enterprises work together to form a teacher team that includes both professional teachers and enterprise technical personnel and managers. Schools and enterprises jointly participate in the construction, improvement, and optimization of the teacher team (see Table 11-4). The course teaching is coordinated and arranged by the school and the enterprise. The teaching staff constructed by the new joint training model includes both professional teachers from universities and enterprise technical personnel and managers. Among them, professional general courses, subject foundation courses, and some professional courses are the responsibility

of the school's professional teachers, and skill courses and practical courses are taught by technical personnel with rich job experience in enterprises, and the courses on corporate culture and employee professional ethics in school-enterprise cooperation courses are personally taught by enterprise managers, so that each course can maximize the effectiveness of talent cultivation and truly cultivate the talents required for enterprise positions.

Table 11 – 4 List of Enterprise Mentors of Zijiang Group

Number	Department	Mentor
1	Group Human Resources Department	Wu Bihai
2	Group Human Resources Department	Yu Yan
3	Group Human Resources Department	Chen Jie
4	Group Human Resources Department	Ji Chunyun
5	Zidan Printing	Wang Haiping
6	Zidan Printing	He Hongjian
7	Beverage OEM Division	Wang Bin
8	Container Package Division	Xu Zhihuang
9	Bottle Cap Label Division	Wang Benyu
10	Bottle Cap Label Division	Gao Renjian
11	Bottle Cap Label Division	Huang Shi
12	Bottle Cap Label Division	Du Jü
13	Bottle Cap Label Division	Wu Jing
14	Bottle Cap Label Division	Li Zhongfang
15	Bottle Cap Label Division	Dong Tianbo
16	Bottle Cap Label Division	Yang Jian
17	Bottle Cap Label Division	Li Wenhua
18	Zidan Printing	He Congyou
19	Zidan Printing	Xue Weiyue

The tutors of students' graduation are also jointly participated by the school and the enterprise, namely the double mentorship. The focus of the new joint training

model of open universities is to cultivate applied talents that meet the needs of enterprises. Therefore, in the graduation process, students are encouraged to research based on their positions. After determining the topic of the graduation thesis, we will provide students with dual mentors: One is the school supervisor, focusing on theoretical guidance; the other is a corporate technology (management) mentor, focusing on technology application and innovation. Guiding students to conduct problem research with dual mentors is beneficial for expanding their horizons and ideas, finding more adaptable solutions, and the graduation results are also more practical.

Join participation of schools and enterprises in school-enterprise culture cultivation. In the process of running the school, Minhang No. 1 Branch actively promotes various educational and teaching activities, allowing campus culture to enter the enterprise and corporate culture to the campus. The opening and graduation ceremonies of each school-enterprise collaboration showcase the learning atmosphere of “home culture” through various forms of leadership speeches with strong corporate culture, “learner oath” reading ceremonies, and class opening ceremonies and so on, leading every on-the-job employee to enter open education. By conducting good book sharing activities, schools and enterprises jointly recommend good books, and study groups jointly read and express their opinions, such that the school enterprise culture can be activated in the collision of thinking. At the same time, using school enterprise cooperation as a medium, the cultural docking platform is established through the “going out and inviting in” approach. On the one hand, invite teachers to visit enterprises and learn about their culture and management concepts; on the other hand, invite corporate executives to give lectures to all teachers at the school, so that they can experience the essence of lean management. The school’s “home culture” and Zijiang’s “lean culture” are constantly deeply integrated, adding vitality and motivation to the cultivation of talents for school-enterprise cooperation.

III. Experience Extraction

The Dual System talent training model built by Shanghai Open University and Zijiang Group has not only initially established a dual training mechanism, but also improved the enthusiasm of enterprises, promoted the integration of production and

education, and improved the efficiency of technological innovation.

I) Gradually establish a dual cultivation linkage mechanism and innovate the talent cultivation system

The Dual System talent training model highlights the remarkable characteristics of Dual System promotion, gradually builds a training system for adult students' innovative ability, and builds a dual training mechanism combining "classroom plus extracurricular" and "school plus enterprise", with ability training as the core. Through the joint participation of both schools and enterprises in enrollment, talent cultivation, teaching management, and faculty building, a linkage mechanism for dual talent cultivation between schools and enterprises has been established. Both parties share risks and achievements, effectively improving the quality of talent cultivation.

II) Stimulate the participation awareness and enthusiasm of enterprise, and strengthen the construction of human resource

In this new talent cultivation model, the dominant position of enterprises has been enhanced, and the awareness of participation has significantly increased. In this situation, the enterprise is no longer the passive recipient in the process of human resource construction. They can participate in talent cultivation throughout the process, integrate into development needs, and obtain more suitable talents and technological achievements to promote the technological development of enterprises.

III) Promote the deep integration of teaching and practice, and enhance the effectiveness of teaching practice

The integration of industry and education is the fundamental path for cultivating technical and skilled talents. In the Dual System talent training mode in Shanghai Open University, the integration of industry and education has been successfully practiced. The job technical requirements from enterprises can be well integrated into actual teaching, and the school's teaching design will really integrate with the actual needs from industry enterprises, making teaching practice more targeted and narrowing the distance between the classroom and the job.

IV) Push the promotion and application of practical achievements, and empower enterprises to improve quality and efficiency

Due to the close cooperation between schools and enterprises in this model, students' teaching and training projects can closely meet job requirements and revolve around various aspects of production positions; the graduation projects of students are based on the thinking and research of their positions, and the process of completing their graduation thesis is also a practical process of job reform and innovation; the school's new project activities incorporate technological innovation project research, and thus these results can be applied to practice, creating real benefits for the enterprise. This not only optimizes the investment structure, but also enables students to participate in frontline practice earlier and enhance their adaptability to professional positions.

V) Effectively promote educational informatization and break through the limitations of teaching time and space

As the traditional advantage in Shanghai Open University, the strong promotion of educational informatization makes the Dual System talent training model more contemporary and effective. The pressure of adult students' daily work and learning, the urgent need for a balance in reality, as well as the impact of social environmental factors such as the epidemic in recent years, make practical teaching and learning more difficult. With the wide application of educational technology in Shanghai Open University, these problems have been well solved. By establishing viewership points nationwide and conducting live teaching, not only does it make teaching more convenient, but it also solves the time and space limitations of students' learning, truly achieving that learning can be done anytime and anywhere.

VI) Innovate application of the Dual System in open education to promote technological innovation in positions

The dual talent cultivation between schools and enterprises has long been applied in middle and vocational colleges, but there is not much practice in continuing education and open education. The reform and exploration of Shanghai Open University's school

enterprise dual talent training has given play to the natural advantages of students as on-the-job personnel, changed the previously relatively closed school running form and teaching management, and opened certain permissions from admission to assessment to allow enterprises to participate. At the same time, enterprises have transformed their traditional passive state of accepting graduates from universities into participants in the talent cultivation process, truly enabling students to grow in the enterprise and in their positions. This is more in line with the core requirements of the Dual System and helps to build a new talent cultivation model and cultivate talents suitable for their positions.

VII) Connect with the construction requirements of the new industry worker team and create a model for post employment education

For a long time, post-employment education has often been ignored in the education system. In the context of accelerating industrial upgrading, lifelong learning, as the driving force for social development, is an area that needs more attention. This practice is an active exploration of the construction of the current vocational education system, and is also an important part of benchmarking China's educational modernization goals, increasing the number of years of education for the working population, and helping industrial workers improve their academic qualifications and their abilities. By integrating the resources and technological advantages of both parties, we can achieve value consensus, shared responsibility, win-win development, and shared benefits between schools and enterprises, ultimately meeting the needs of the construction and development of the industrial worker team in the new era.

IV. Achievements

The cooperation between Shanghai Open University and Zijiang Group has enrolled 390 students since 2015, with more than 180 graduates. Through a new attempt at school-enterprise cooperation and bold reforms, a new platform for industry-education integration of “government plus enterprises plus schools” has been established, achieving a win-win situation for society, schools, enterprises, and students. A new path has also been explored to build a community with a shared future for schools and

enterprises, achieving significant results.

I) The organic combination of vocational education and continuing education has opened up a new territory for post employment education

Benchmarking China's educational modernization goals, increasing the number of years of education for the working population, and assisting industrial workers in improving their academic qualifications and developing their abilities are important aspects of education development in the new era. The school-enterprise is not only the practice of continuing education, but also the innovation of vocational education. It builds a growth ladder for the development of lifelong learning for the majority of on-the-job workers, makes positive contributions to education reform, and promotes the construction of a learning city.

II) Optimizing the talent cultivation system and forming the "Four Types" talent cultivation model

After the promotion of this model in recent years, the school has gradually formed "Four Types" talent cultivation model as follows: co-construction plus education type, such as Otis Enterprise, Minhang No. 1 Branch delivers education and learning resources to enterprises and students through delivering teaching to their doorstep and school-enterprise co-construction of courses; network plus education oriented type, such as Zijiang Group. It expands multiple education teaching points such as Zhengpu Port in Ma'an Shan, Zidan Printing, and Zijiang Commerce, and forms online and offline classes through on-site delivery and online two-way live streaming classes to carry out education teaching; project plus educational type, such as the Siyuan Craftsman Class, where the enterprise creates teaching content based on actual work projects, and the school provides teaching facilities and teachers. Students can participate in practical research projects while studying for their education; training plus educational programs type, such as construction engineering classes, which utilizes the off-season of enterprise production to centrally arrange learning. And the learning methods include training, reports, and multimedia resources to carry out educational programs.

III) The government actively approaches the needs of enterprises and promotes the transformation of service functions

The successful implementation of the Zijiang model is not only due to the efforts of schools and enterprises, but also the government sectors. The local industrial park builds platforms, encourages and supports enterprises to cooperate with Shanghai Open University in running schools, and reaches 100% coverage of the publicity and service guidance of the local education surtax policy. The practice of this project is welcomed by enterprises, promoting the government agencies to help enterprises develop better.

IV) The quality of the employee team has been improved, and the vitality of enterprise development has significantly increased

For enterprises, the Dual System can stabilize the team and create benefits. Under the new joint training mode, enterprises actively participate in school-enterprise cooperation, incorporate employee education into enterprise strategic development, and constantly shape the enterprise culture of “lean management” in cooperation with schools, which has strongly promoted the development of enterprise human resources. Through this cooperation project, the stability of the employee team of Zijiang Group has greatly improved. According to statistics, the turnover rate of employees participating in learning is less than 4%, far lower than the annual average turnover rate of 10 – 15% in enterprises. At the same time, the continuous improvement of employee job skills has also improved the overall production efficiency of the enterprise. Students have a greater sense of ownership in the enterprise, actively providing advice and suggestions for the enterprise, while also accelerating their own development. 22% of the students were rated as excellent employees of the enterprise, and 17% were promoted. Obtaining an education can also apply for points on a Shanghai residence permit, which is beneficial for employees from other places to establish a foothold in Shanghai.

V) The reconstruction of the talent cultivation model in schools has promoted the transformation of open universities

Entering an enterprise is a challenge for Open Universities, but it also brings development opportunities. Direct integration with enterprise production maximizes the

supplement of enterprise's cutting-edge content to professional education, greatly promotes Shanghai Open University to strengthen professional construction, deepens curriculum reform, enhances practical training content, improves the quality of teachers, comprehensively improves the quality of education and teaching, and truly cultivates the "on-duty personnel" required for the post. More importantly, in the pilot program, the future development path of the university has gradually been clarified, with school-enterprise cooperation as the development pivot, serving the industry, and opening up education.

VI) The radiation demonstration effect is evident, and the "Zijiang Model" is constantly being replicated

After the successful pilot of the "Zijiang Model", numerous enterprises have been actively cooperating with Shanghai Open University to cultivate customized talents, including Oaks Group, Kingfa Technology, Sieyuan Electric, KFC, Shanghai Airport Authority and many other enterprises. At present, there are more than 1,000 students, and the number of cooperative majors has expanded from 1 to 5, and the level from the junior college level to the undergraduate level.

Cooperative enterprises have expanded from manufacturing enterprises to high-tech enterprises, from private enterprises to large state-owned enterprises, truly integrating universities into enterprises. On the basis of the previous practical experience of the project, Shanghai Open University, in cooperation with the Shanghai Federation of Trade Unions, has set up a special craftsmanship college for the development of industrial workers, non-academic training for craftsmen, such as craftsmanship workshops, and "Ingenuity College" for the public. It has also established a communication mechanism between academic education and non academic education, which opens a new chapter of open education to serve talent training and industrial development.

VII) The social influence is constantly increasing, and the driving effect is gradually becoming apparent

After several years of practice, the Dual System talent training model of Shanghai Open University and Zijiang Group has gradually gained social recognition and social

influence continues to expand. Many schools, such as Jiangxi Open University, Jiangsu Open University, and Beijing Open University, have come to Shanghai Open University to investigate and exchange studies, investigate and understand the dual talent training model of open education between schools and enterprises, bring back good experience, integrate it into local open education, and promote open education practice in other provinces and cities. Shanghai Open University will also submit the case of cooperation with the Zijiang Group to the relevant functional departments of the Ministry of Education, hoping to further enhance its impact, set a model for other provinces and cities, promote the nationwide open education to draw on the strengths of others, and achieve distinctive levels of development.

V. Future Expectations

The exploration of the Dual System talent training model carried out by Shanghai Open University, Zijiang Group and other enterprises has achieved initial results. Next, Shanghai Open University will further expand the scale of cooperation and deepen the field of cooperation in running schools, and enrich the connotation and achievements of the Dual System training model on the basis of the new joint training model through re-learning, re-thinking, re-mining and re-integration.

I) Stone from other hills

Nationwide, other places have also begun to explore and practice the Dual System talent training model of open education, such as Guangxi and Fujian Province, and have made initial achievements. From the perspective of the future development of the Dual System in Shanghai's open education, in-depth research and reference to practical experience from other places can help Shanghai's open education develop its characteristics and benefits. In July 2018, the Education Department of Guangxi Zhuang Autonomous Region and the Guangxi Zhuang Autonomous Region Federation of Trade Unions jointly issued the "Action Plan for Improving the Education and Ability of Guangxi Migrant Workers — Implementation Plan for the Learning and Realizing Dreams Action". According to the plan, Guangxi will implement the plan

through the Dual System talent training mode of adult higher education. They have established an education and trade union system and implemented a unit linkage mechanism, fully integrating government departments, trade union systems, higher education institutions, industry associations, enterprises and institutions, and other resources to jointly provide financial support for the completion of the action plan.

In 2018, Guangxi Open University responded to the call of the country and the autonomous region for the “Learning and Realizing Dreams Action” and, as a pilot unit, took the lead in organizing the implementation of the “Learning and Realizing Dreams Action” plan. It took the lead in implementing the “dual system” model reform of adult higher education in the autonomous region, which includes the dual main body of universities and industries (enterprises), and the joint training of talents by schools and enterprises. It covers 14 cities in the region and migrant workers in industries such as construction, chemical industry, manufacturing, service, and education.

According to the “Reply of the Education Department of Fujian Province on Agreeing to the Pilot Work of the ‘Open Education Dual System’ Talent Training Model Reform in Higher Education Universities for the Elderly”, since 2017, Fujian Radio and Television University has carried out the pilot work of the “Open Education Dual System” talent training model reform, adopting a combined examination method of “cultural comprehensive knowledge examination plus professional foundation examination and job skills test”, organizing separate examinations and admissions, recruiting in-service employees who have signed labor contracts with enterprises, and carrying out vocational education for continuing education. In 2017, 8 majors were piloted, recruiting 1100 migrant workers, and in 2018, 10 majors were piloted. At the same time, in line with the needs and professional standards of industries (enterprises), Fujian Radio and Television University and a group of industries and enterprises such as Southeast (Fujian) Automobile Industry Co., Ltd. jointly develop talent training plans to explore the online and offline “binary” hybrid learning mode. The teaching method of “school-enterprise dual entity, engineering learning integration” is adopted to meet the requirements of skill positions and jointly cultivate migrant workers’ students.

II) Striving direction

In order to further expand the field of cooperation, from April 2021, Shanghai

Open University and the trade union of Shanghai Airport Authority jointly held a cooperative education class named “Ascending University”. Shanghai Open University and KFC also jointly held the first academic education cooperation class “K Star Dream University”. In the future, Shanghai Kaigu University will continue to implement the Dual System in multiple fields and industries, deepen the connotation of the model, optimize operating mechanisms, and extend service functions, and focus on strengthening work in the following areas.

1. Consolidate talent cultivation plans. We should create more flexible course modules targeting job competency groups, conduct practical research on job issues in social practice and graduation thesis, and gradually achieve “one enterprise one plan, one position one plan”, and highlight the suitability of talent cultivation.

2. Optimize educational and teaching models. We need to further strengthen the exploration of job requirements, refine technical requirements, fully integrate job requirements into teaching content, and optimize teaching methods to make the teaching process and methods more flexible and convenient, and the assessment methods more targeted and effective.

3. Improve the construction of the teaching staff. We should continuously optimize the structure of the teaching staff, gradually build a teaching team with excellent professional skills, teaching abilities, and professional level, fully leverage the advantages and strengths of school professional teachers, enterprise technical personnel, and management personnel.

4. Open up channels for employee promotion. We need to explore more effective channels for educational advancement, with smooth horizontal and vertical connections, and further explore more effective paths for employee job experience, work performance, honor certificates, and other conversion and recognition.

5. Establish a distinctive industrial college. Shanghai Open University will give full play to its running advantages of “openness, platform plus system”, target the in-service population, deepen the integration of industry and education and build a Dual System featured industrial college. Taking career needs as the guide, focusing on capacity training, combining its running advantages, and taking the leading enterprises, platform enterprises and park enterprises that play a key role in the regional industrial cluster as the main cooperative objects, Shanghai Open University will focus on the modern service industry to explore a deep integration mechanism between enterprise training and academic education, establish standards for enterprise training courses,

and radiate to small and medium-sized enterprises so as to achieve a “dual improvement” of the overall education and ability level of industrial workers in Shanghai.

Through the exploration and practice of the Dual System of open education, it is hoped that experience can be continuously summarized in practice, and this model can be further improved and gradually extended to other industries, enterprises, and other regions, becoming a beneficial attempt in the process of open education. Meanwhile, by enhancing the adaptability and effectiveness of the Dual System in talent cultivation model, the quality of open education can be gradually improved in the future, and the continuous optimization of regional human resource structure can also be promoted.

(Written by Xu Hongzhuo)

Chapter Twelve

The Exploration of Constructing the Elderly Education Curriculum System in Shanghai

Shanghai Elderly Education Curriculum Research and
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Abstract: To further implement the task of “developing a series of brand-name courses with distinctive features, forming an elderly education curriculum system that meets the needs of the elderly and adapts to the development of new technology” in promoting the connotation of elderly education in the 14th Five-Year Plan of lifelong education development in Shanghai, the Shanghai Elderly Education Curriculum Research and Evaluation of Guidance Center has synthesized various types and levels of elderly educational institution feedback. Through three rounds of expert discussion, the “Shanghai Elderly Education Curriculum Classification System (Trial)” was finally formed. This system divides Shanghai’s elderly education curriculum into 3 major categories, more than 10 subcategories, and over 270 minor categories, striving for the completeness of the system and the rationality of the classification while highlighting the characteristics of the Shanghai elderly education curriculum.

Keywords: elderly education; curriculum system; course innovation; course management; educational synergy

The 14th Five-Year Plan for Lifelong Education Development in Shanghai proposes to “develop a series of brand-name courses with distinctive features, forming an elderly education curriculum system that meets the needs of the elderly and adapts to the development of new technology”. The construction of an elderly education curriculum system has multiple practical implications.

Firstly, the elderly education curriculum system is key to enhancing the governance capacity of elderly education. Elderly education is a form of non-formal education with educational and public welfare attributes. It requires continuous promotion of supply-side quality while enhancing demand-side accessibility and choice. The elderly education curriculum system acts as a barometer for the supply-demand relationship in elderly education and as a display of the development of the meaning and content of elderly education. Through this system, elderly education management organizations can effectively regulate the supply and demand relationship of elderly education curriculum, promoting a deeper development of elderly education.

Secondly, the elderly education curriculum system is an important means to promote the high-quality development of the elderly education curriculum. As it serves as a significant basis for course development, evaluation, certification, and distribution in elderly education, course providers can utilize this system to standardize and guide these processes.

Lastly, the elderly education curriculum system can guide the elderly towards understanding their learning needs for a better life. The elderly education curriculum is inextricably linked with the requirements for a better life in elderly education. The system acts as a spectrum of what the elderly need for a better life. Establishing an elderly education curriculum system can guide and enrich the learning choices and paths of the elderly.

I. Research Purposes and Process

The purposes of this study are: Firstly, to grasp the actual state of the construction of the elderly education curriculum system in Shanghai through questionnaire surveys. Secondly, to uncover typical experiences in building the elderly education curriculum system in Shanghai through case analysis. Thirdly, to construct a basic framework for

developing an elderly education curriculum system in Shanghai through theoretical research. Lastly, to form strategies to advance the development of an elderly education curriculum system in Shanghai through policy research.

The research lasted about a year and a half. The specific research process went through six stages: First, during the research initiation phase (January—February 2021), the research team was formed, literature research was carried out, research plans were drafted, and a research proposal was formed. Second, during the regional research phase (March—April 2021), considering both the central urban areas and new city development, the research team successively visited institutions such as the Community College in Pudong New Area, the Open University in Songjiang District, and the University for the Elderly in Shanghai for field research. Third, during the research refinement stage (May—September 2021), typical cases and related research special reports were formed based on the preliminary research. Fourth, during the questionnaire survey stage (October—November 2021), the Shanghai Elderly Education Curriculum Research and Evaluation Guidance Center issued a “Notice on the Collection of Data on the Shanghai Elderly Education Course Schedule”. Fifth, during the system construction phase (November—December 2021), the initial construction of the Shanghai Elderly Education Curriculum System was done. Finally, in the system revision stage (December 2021—July 2022), three rounds of expert consultation meetings were held successively on December 16, 2021, May 26, 2022, and July 9, 2022, to revise and improve the curriculum system gradually.

II. Main Research Findings

Based on the previous literature research and a series of surveys, there are main findings in the following two aspects.

I) Existing schemes for the construction of an elderly education curriculum system in Shanghai

The elderly education system in Shanghai consists of different levels such as the city level, district level, sub-district/town level, and village/community level, among

which the city and district levels are elderly (community) colleges, the sub-district/town level is elderly (community) schools, and the village/community level is elderly education (community education) related schools or learning points. There is a significant overlap between the elderly education system and the community education system, which often interact in the course system.

1. Characteristics of the existing program of the elderly education curriculum system in Shanghai.

In terms of the construction of the curriculum system of education for the elderly, Shanghai has formed two sets of plans, namely, the Curriculum of Shanghai University (School) for the Elderly (CSUE), which is used by Shanghai University for the Elderly, and the Shanghai Community Education Curriculum Classification System (2020 edition) (SCECCS [2020]), which is developed by the Office of Shanghai Learning Society Construction Guidance and Service Center. The CSUE comprises two indicators: category and course name, totaling 15 categories and 121 course names. The 15 categories are Social Sciences, History and Geography, Agronomy, Language, Literature, Calligraphy, Fine Arts, Medicine, Fitness, Dance, Vocal Music, Instrumental Music, Drama, Information Technology, and Lifestyle Arts.

The SCECCS (2020) is an achievement in implementing the tasks related to vigorously developing community education and a building community education curriculum system mentioned in the “Shanghai Lifelong Education Development 13th Five-Year Plan”. Based on the early version of the system, this new system was revised due to the feedback from schools and the argumentation of experts. This system includes 6 series, 45 categories, and 405 courses. It has been improved in terms of system integrity and reasonable classification, and it also reflects the new highlights and features of Shanghai’s community education course development in recent years. This new system will be the basis for the construction, selection, distribution of community education course resources, as well as the entry of courses into the Shanghai Community Learning Map in the future. The brief details and comparison with the course setting of Shanghai University for the Elderly are shown in the following table (see Table 12-1).

Table 12 – 1 Overview of “Shanghai Community Education Course Classification System” (2020 Edition)

Series	Category	Related Categories in the Curriculum of Shanghai University (school) for the Elderly
Social sciences	Ideological and political education, rule of law education, science education, environmental protection education, safety education, family education	Social sciences
Health education	Health management, traditional Chinese medicine, mental health	Medical
Cultural Literacy	Literature appreciation, Sinology and history, folk culture, local education, collection appreciation, etiquette	History and geography, literature
Artistic culture	Instrumental music, vocal music, drama, folk art, dance, performance, calligraphy and seal cutting, painting, craft painting, handicraft, architecture, film, photography, art design, image design	Calligraphy, art, dance, vocal music, instrumental music, drama, life art
Practical skill	Cultivation technology, breeding technology, life skills, language learning, investment and finance, information technology, thinking training, Chinese and Western cooking, maintenance and maintenance, employment and entrepreneurship	Agriculture, language, information technology
Physical fitness	Chess and card skills, boxing and fitness, ball games, leisure sports, leisure tourism	Fitness

Combining the above two course systems, it can be found that the construction of the existing elderly education course system in Shanghai has the following characteristics.

First, the course system is a classification system related to the course content. Whether it's CSUE or SCECCS (2020), their classification objects are course names or themes, and the dimension of classification is course content. The difference is that the former only has a single level of division, while the latter has two levels of division.

Second, the course classification is based on logical and operational conditions. The SCECCS (2020) was revised based on feedback from universities and experts, considering both the logical conditions, i. e., the rules of classification, and the operational conditions, namely the uniqueness of community education and the application scenarios of the course system. Because the basis of classification is comprehensive, and some courses have interdisciplinary or cross-disciplinary features, it is challenging

to divide between different categories clearly, and there are intersections and overlaps.

Third, different course systems are compatible. As shown in Table 12 – 1, the 15 categories in the “CSUE” can all fit into the relevant series of the SCECCS (2020), and some overlap with the latter’s series or category names.

2. Challenges faced by the construction of the elderly education course system in Shanghai

In constructing the elderly education course system in Shanghai, a course classification system represented by the SCECCS (2020) has emerged. This kind of classification system is rare domestically and internationally, reflecting the advanced nature and representativeness of Shanghai’s elderly education course system. At the same time, the construction of the elderly education course system in Shanghai also faces the following challenges.

1) Conflict between the diversity of elderly education courses and the one-dimensionality of the elderly education course system

Currently, the elderly education course system is a classification system based on the dimension of course content, and the classification objects are course content or themes. In fact, elderly education courses not only have a content dimension but also a form dimension. To better understand the diversity of the form of elderly education courses, we can borrow the views of scholars from China’s Taiwan, Tsai Pei-Tsun and Wu Wenying, who divided the broader concept of courses into four narrow forms of courses based on the vertical axis of “education-learning” and the horizontal axis of “individual-group”. These include curriculum, program, activity, and self-directed learning. The curriculum refers to a rigorous arrangement built according to logical theories or doctrines, leaning towards institutional regulations, often used in individual formal education, as well as practical enterprise training and university extension, emphasizing summative evaluation. A program is a carefully designed set of activities, often providing non-credit or noncomplete learning projects, more flexible and persistent, often used in non-formal education, adult education, community education, and social service fields, emphasizing formative evaluation. Activity refers to group learning; self-directed learning refers to individual learning.¹ The diversity of elderly education courses

¹ Cai Peicun, Wu Wenying. *Adult Pedagogy*[M]. Kaohsiung: Liwen Culture Co., LTD., 2010:199. (in Chinese)

is reflected in the diversity of the course content and form, as well as the combination of the two. Considering the diversity of elderly education courses, we need to build a more inclusive course system that takes into account both course content and form.

2) Conflict between the one-dimensionality of the elderly education course system and the diversity of elderly education course management strategies

The one-dimensionality of the elderly education course system makes it difficult to carry out differentiated management in constructing elderly education courses, with little room for maneuvering management strategies. However, looking back on the experiences of elderly education course buildings abroad, the diversity of elderly education course management strategies stands out. In management strategies, the key is distinguishing between self-funded and government-funded courses. As the American scholars A. M. Cohen and F. B. Brawer pointed out, we have the most legitimate reasons to ask for government-funded community education courses of the following three types: ① Courses that are intended to be beneficial to society rather than to individuals, such as public issue discussion meetings, are not self-help courses; ② Proven educationally meaningful courses, these courses are opposed to primarily recreational courses, the latter's provision of academic credentials giving off an illusion of learning; ③ Community services courses that residents can't get elsewhere, for example, well-organized companies will conduct training courses for their staff, community colleges provide services for these less well-organized units, such as conducting health and hygiene course training for local restaurant workers.¹ The multi-dimensional construction of the curriculum system can lay the foundation for diversifying curriculum management strategies.

3) The conflict between the isolation of the construction of the elderly education curriculum system and the informality of the elderly education system

For elderly education institutions and students, although the curriculum system is composed of specific courses, it is not a specific course first and foremost but a three-tiered system composed of dominant programs, course categories, and specific courses. The dominant program is the focus and main force of curriculum development, reflecting the concept and goals of curriculum development. Course categories are clusters of courses with inherent connections. On the contrary, the construction of the

¹ Wan Xiulan. *The Reform and Development of American Community Colleges*[M]. Beijing: People's Education Press, 2003:195. (in Chinese)

elderly education curriculum in Shanghai reflects fragmented thinking and a focus on individual-specific courses. There is a lack of systematic and integrative thought.

II) The current status of the construction of the elderly education curriculum system in Shanghai

The regional research and questionnaire survey covers 10 municipal universities for the elderly in Shanghai, their branches, and universities for the elderly, schools for the elderly, and related learning points in 11 districts, involving 101 streets and towns. During the research process, 54 universities for the elderly's class schedules were collected, with 4,078 course names and 109 category names. After eliminating overlapping data, 4,063 course names and 50 category names were obtained. Additionally, 207 class schedules from schools for the elderly were collected, with 2,913 course names. After eliminating overlapping data and adding data from learning points, a total of 3,067 course names were obtained. The specifics are shown in the table below.

Table 12-2 Collection Status of the Elderly Education Curriculum Schedules

	University for the Elderly		School for the Elderly		Remarks
	Schedule quantity	Number of course titles	Schedule quantity	Number of course titles	
Putuo District	2	172	24	469	10 sub-districts/towns
Jing'an District	2	82	25	327	14 sub-districts/towns
Huangpu District	5	183	22	212	10 sub-districts/towns
Xuhui District	4	237	/	/	
Changning District	4	115	17	162	9 sub-districts/towns
Yangpu District	1	36	18	182	11 sub-districts/towns
Baoshan District	4	97	23	428	The school for the elderly includes 54 courses in a district-level live curriculum; 10 sub-districts/towns
Fengxian District	4	388	18	295	8 sub-districts/towns

Continued

	University for the Elderly		School for the Elderly		Remarks
	Schedule quantity	Number of course titles	Schedule quantity	Number of course titles	
Jiading District	2	144	19	255	10 sub-districts/towns
Qingpu District	2	43	15	191	8 sub-districts/towns
Jinshan District	4	136	26	392	11 sub-districts/towns
Shanghai Municipal University for the Elderly and its branch schools	20	2,445	/	/	
	54	4,078	207	2,913	

1. Shanghai University for the Elderly and its branch colleges' courses and classifications

This research has conducted a statistical analysis of the courses of the Shanghai University for the Elderly and its branch schools (including district-level elderly universities). After removing the original repetitive data among the 109 category names, there are 50 types of courses in total. They are as follows: Health Care, Health, Health Education, Electronic Organ, Erhu, Piano, Musical Instruments, Quyi (a form of traditional Chinese performing arts), Instrumental Music, Calligraphy, Painting, Calligraphy and Painting, Culture, Cultural Education, Cultural Art, Cultural Literacy, Literature & History, Literature, Fitness, Sports, Aerobics, Dance, Physical Exercise, Senior-friendly Sports, Crafts, Computer, Skills, Home Economics, Appreciation Skills, Finance, Tourism Culture, Parent-child, Humanities, Photography, Photography and Videography, Life, Life Arts, Singing, Practical skills, Handmade Crafts, Foreign Languages, Drama, Opera, Information Technology, Medical, Arts, Artistic Accomplishment, Study Tour, Language, Language and Literature. However, there are still overlaps and repetitions in the course categories after cleaning. Accordingly, after being processed and re-categorized by the research team, it was found that there are 27 types and 569 kinds of courses offered at Shanghai University for the Elderly, including Health Care, Medicine, Health Education, Painting, Calligraphy, Opera, Drama, Singing, Dance, Photography and Videography, Language, Tourism Culture, Appreciation Skills, Fitness, Life, Life arts, Parent-child Education, Instrumental

Music, Handicraft, Computer, Mobile Phone, Literature & History, Cultural Literacy, Handicrafts, Housekeeping, Finance.

In the “Health Care” category, there are 27 courses including Traditional Chinese Medicine Health Care and Meridian Health Care; in the “Health Education” category, 26 kinds of health courses such as Senior Health and Chronic Disease Health Management are set; in the “Calligraphy” category, there are 7 courses such as Brush writing and Regular Script; in the “Painting” category, there are 44 kinds of courses such as Figure Painting and Gouache Painting; in the “Opera” category, there are 10 courses such as Shanghai Opera and Yue Opera; in the “Drama” category, there is only one course, which is Opera; in the “Singing” category, there are 26 kinds of courses such as Singing and Chorus; in the “Dance” category, there are 30 kinds of courses such as Latin Dance and Ethnic Dance; in the “Photography and Videography” category, there are 16 courses such as Digital Photography and Audio-Visual Editing; in the “Language” category, there are 36 courses like Photography, Image Processing and Video Production; in the “Tourism Culture” category, there are 13 courses such as World Tour and Cultural Tourism; in the “Appreciation Skills” category, there are 8 courses like Ceramics and Jewelry; in the “Fitness” category, there are 28 courses like Tai Chi and Aerobics; in the “Life” category, there are 18 courses such as Daily Skin Care and Makeup, Low Carbon Life; in the “Life Art” category, there are 15 courses such as Fashion and Bridge; in the “Parent-child” category, there are 2 courses such as Intergenerational Education; in the “Instrumental Music” category, there have 36 courses like Piano and Erhu; in the “Crafts” category, there are 6 courses like Seal Carving and Bamboo Carving; in the “Computer” category, there are 21 courses such as Computer and Multimedia Technology; in the “Mobile Phone” category, there are 8 courses like Smart Applications and Mobile Phone Microfilm; in the “Literature & History” category, there are 46 courses like Intergenerational Education; in the “Cultural Literacy” category, there are 55 courses like Song Lyrics and Chu Lyrics; in the “Medical” category, there are 29 courses like Safe Medication, Traditional Chinese Medicine Treatment; in the “Handmade Crafts” category, there have 76 courses like Flower Vase Making, Crocheting; in the “Home Economics” category, there are 29 courses like Cooking and Chinese Pastries; in the “Finance” category, there are 2 courses like Safeguarding Wealth and Practical Securities Trading.

Based on the 4,078 collected course names, the research team cleaned and removed the repeated data from the original data and reclassified them, obtaining

4,063 course names. By with the use of natural language processing technology, the course name texts were input into the BERT Chinese pre-trained language model to obtain word vectors containing semantic information. Afterward, through cluster operations in high-dimensional vector space, the courses of elderly universities were divided into seven relatively balanced categories, including Academic Culture, Fitness, Instrumental Music, Song and Dance, Calligraphy and Painting, Handicraft, and Skills.

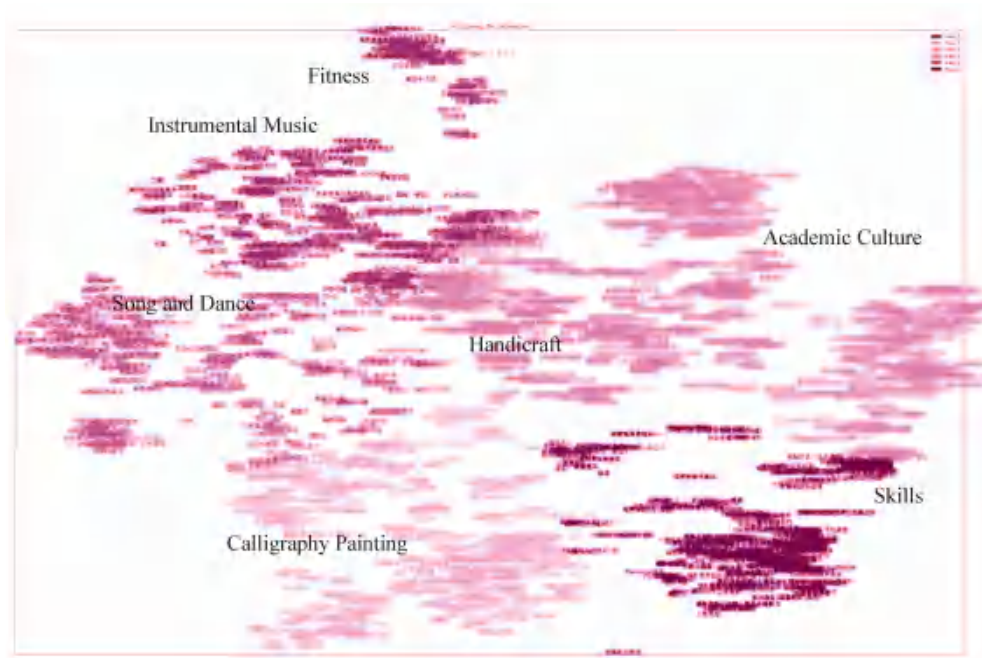


Fig. 12 – 1 The Categorization of Curriculum Content for Senior Colleges in Shanghai and Their Affiliated Institutions

2. Community elderly education courses and their categories at the sub-districts and town levels in Shanghai

There were 2,913 course names from elderly schools at the sub-districts and town levels. After eliminating overlapping data and adding data from study points at the village level, 3,067 course names were obtained. Based on the collected 3,067 course names, the research team reclassified them. These 3,067 courses seem to be of a “considerable scale”, but careful analysis reveals that many courses are the same, such as yoga courses are one type of course, in the course setting of community schools, yoga courses for different basic levels of learners such as introductory, intermediate,

advanced and basic, and improvement are also repeatedly counted. Therefore, after cleaning and reclassification by the research team, it was found that the community school's elderly education courses are divided into 27 major categories and 454 types of courses, including health care, medicine, health education, dance, fitness, sports, crafts, handicraft, vocal music, instrumental music, life art, housekeeping, language, parent-child education, life, teenage education, computer, mobile phone, appraisal skills, photography and videography, psychology, travel culture, opera, cultural literacy, literature and history, painting, calligraphy categories.

In the category of "Health Care" courses, there are 13 kinds of courses such as health Gua Sha and foot therapy; in the "Medical" category, there are 5 types of courses like natural therapy of traditional Chinese medicine and medical health care; in the "Health Education" category, there are 27 types of health courses such as popular science, science and health maintenance, and Four Seasons health care; in the "Dance" category, there are 41 types of dance courses such as Latin dance, classical dance, and umbrella dance; In the "Fitness" category, there are 21 courses such as fitness exercises, yoga exercises, Tai Chi, dance exercises; in the "Sports" category, there are 7 types of courses including curling and Diabolo; in the "Crafts" category, there are 3 types of courses such as seal carving, bamboo carving, and maker crafts; in the "Painting" category, there are 27 types of courses such as traditional Chinese painting, porcelain painting, and straw painting; In the "Instrumental Music" category, there are 26 types of courses including piano, electronic organ, digital piano, erhu; in the "Life Art" category, there are 23 types of courses such as fashion performance, artistic illustration, tea ceremony, etiquette; in the "Life" category, there are 18 courses closely related to various aspects of life for the elderly; in the "Housekeeping" category, there are 23 types of courses including Chinese and Western pastry production, cooking; In the "Language" category, there are 16 types of courses including Chinese pinyin, Japanese, English; in the "Parent-Child" category, there are 5 types of courses such as generation gap education, parent-child reading, parent-child education; in the "Computer" category, there are 8 types of courses such as PLC, introduction to computer, tablet computer use; in the "Mobile Phone" category, there are 7 types of courses on daily application of mobile phones; in the "Cultural Literacy" category, there are 28 types of courses including party courses, Marxism; in the "Literature and History" category, there are 13 types of courses such as appreciation of ancient poetry, literary appreciation, recitation; in the

“Appraisal Skills” category, there are 8 types of courses including art appreciation, Western art appreciation; in the “Photography and Videography” category, there are 12 types of courses like photography, image processing, video production; in the “Handicraft” category, there are 64 types of courses including embroidery, knitting, crochet; in the “Tourism Culture” category, there are recreational tourism courses, including courses like tourism culture, tour of world’s famous cities, and so on; in the “Vocal Music” category, there are 31 types of courses such as music theory, vocal performance, chorus; in the “Drama and Opera” category, there are 11 types of courses including Beijing Opera, Yue Opera, and Shanghai Opera; In the “Calligraphy” category, there are 11 types of courses such as running script, regular script, and hard-pen calligraphy; in the “Psychology” category, there are courses on psychological protection during the epidemic.

Based on the collected 3,067 original course data, by using the clustering method in computer natural language processing, it was discovered that the courses in elderly schools can be divided into six relatively balanced categories, including fitness, song



Fig. 12 – 2 The Categorization of Curriculum Content for elderly education at the street and town levels in Shanghai

and dance, instrumental music, calligraphy and painting, handicraft, and skills.

3. Main issues in elderly education courses and its classification in Shanghai

Through the research and analysis of elderly education courses in Shanghai, it was found that health care, medicine, health education, dance, painting, calligraphy, instrumental music, housekeeping, life, mobile phones, computers, and other courses are popular in the system of elderly education. At the same time, the curriculum for elderly education should meet the needs of the times, such as “psychological protection from epidemic” becoming a new type of course in the elderly school curriculum. Under the conditions of epidemic prevention and control, innovative course forms such as online courses (including live courses, recorded courses, micro-courses, MOOCs, etc.), and blended online and offline courses have appeared. However, currently, the arrangement of elderly education courses also presents many problems:

First, the course name is unclear and difficult to understand intuitively. When setting courses, educators for the elderly pursue unique and meaningful course names, which can promote the diversification of education courses for the elderly to some extent, but whether students can intuitively understand the course when choosing it should be the fundamental starting point of course naming. For example, the courses such as “Beautiful Life” and “Fragrant Candlestick” that appear in the curriculum system of the school for the elderly in Jiezhen are named with unclear directions.

Second, the curriculum name is not standardized, and the curriculum construction lacks a unified standard. Through the investigation, it is found that the names of some courses for the elderly education are complex and changeable, and lack of norms, such as some courses called “body dance” or “body and dance”, some courses called “sketch” or “pure heart depiction”, and some courses called “brush calligraphy” or “brush”. These situations need to be regulated by naming convention design.

Third, the curriculum structure is unreasonable, emphasizing individual needs and undervaluing social needs. The curriculum system design of education for the elderly pays more attention to meeting the needs of health care, recreation, and social interaction for the elderly and accordingly sets up routine courses such as calligraphy, painting, health care, medicine, fitness, dance, handicrafts, mobile phones, and computers. At the psychological level, Jiezhen School for the Elderly only sets up a course of “epidemic psychological protection”. In addition, many courses only stay at the level of knowledge and skills, and it is difficult to meet the multi-faceted and

multi-level needs of the elderly group. In curriculum development and setting, more attention should be paid to the emotional level of elderly learners, and the content and activities related to psychological education and life education should be designed. At the same time, there are few courses related to cultural literacy, cultural inheritance, political literacy, and community participation of the elderly, which is not conducive to promoting the social participation of the elderly to a certain extent.

Fourth, the homogeneity of curriculum construction is substantial, ignoring the difference of elderly groups. The huge difference between the elderly learners determines that the curriculum should be stratified and classified. However, through this survey, it is found that only a few skills courses in the education curriculum for the elderly are divided into levels, such as piano, erhu, calligraphy and painting, which are divided into “basic, primary, intermediate, advanced”, and other levels. In addition, at the psychological level, the Jiezhen School for the elderly only sets a course of “epidemic psychological protection”, and the elderly education lacks attention to the elderly psychological education as a whole.

The fifth is the general curriculum, regional characteristics of the curriculum is not enough. Through this investigation, it is found that the universal curriculum is quite prominent in the curriculum system of the school for the elderly. On the contrary, the lack of reflection of the regional curriculum is not conducive to improving the elderly’s sense of belonging, participation and identity in the community to a certain extent.

In addition, many course names appear as class names or study team names, leading to a fixed phenomenon like “choosing a course means joining a class”, and “joining a class means joining a team”. As a result, elderly students’ sense of identity and belonging to a class or team is higher than their sense of identity and belonging to the elderly education institution.

III. Research Suggestions

I) Construct a more inclusive curriculum system for elderly education and advocate the innovation of curriculum form.

Drawing upon the existing experiences in setting up the elderly education

curriculum system in Shanghai, it is suggested that a multidimensional and more inclusive elderly education curriculum system be built. This will allow creative course themes and forms to be prominent in the new curriculum system. This system should highlight the diversity of forms and contents in elderly education courses, thereby encouraging elderly education institutions to innovate their course offerings.

Based on a bottom-up course table data analysis and top-down expert consultation, it is recommended to divide Shanghai's elderly education courses into 3 major categories, more than 10 subcategories, and over 270 minor categories. In this three-tier elderly education curriculum system, the first tier is based on course form differentiation, which are academic culture, life arts capability, and team activities; the second tier is based on course content or activity theme differentiation, e.g., academic culture is divided into ideology, humanities and social sciences, and natural sciences, while life arts capability is divided into musical instruments, song and dance, painting and calligraphy, handcrafts, fitness, and skills, team activities refer to academic culture and life arts capability courses and additional types such as community services are added; the third tier further differentiates based on course content or activity themes, each of the subcategories is further divided into the corresponding minor categories. The specific classification is shown in the following table.

II) Form diversified strategies for managing senior education courses to assist government development planning.

The senior education system is informal and unstructured, requiring proactive intervention. Through diversified strategies for managing senior education courses, some courses should adopt a “relax but not laissez-faire” strategy, while others should receive varying degrees of support. It is suggested that municipal level senior education management agencies should fully support courses that align with national and municipal government development plans and provide varying degrees of support to courses that align with regional development characteristics, thereby helping to implement development plans at all levels.

The diversified curriculum management strategy of education for the elderly is not to make the curriculum system of education for the elderly a closed system but to encourage the supply side and demand side of education resources for the elderly to actively respond to the major concerns of social and community development, and to

assume the mission and responsibility of social and community development. At the same time, in terms of the three major curriculum types, universities for the elderly should be encouraged to focus on academic and cultural courses, taking into account life, art and team activities; Encourage schools for the elderly to focus on life and art courses, taking into account academic culture and team activities; Encourage senior learning centers to focus on team activities, taking into account life, art and academic culture.

III) Guiding senior education institutions to develop senior education programs to promote coordinated course teaching

While the issues of “demand exceeding supply” and “no graduation” in senior education coexist, on the one hand, institutions should be encouraged to develop senior education programs to guide seniors in systematic learning. These programs should be the focus and mainstay of specific senior education institutions’ curriculum development. They not only reflect the philosophy and goals of the institution’s curriculum development but also unearth the characteristics and problems of the community, thus demonstrating the community’s self-awareness and self-understanding.¹ Senior education programs should encompass three types of courses: academic culture, life skills, and team activities. By developing senior education programs, coordinated teaching or curriculum integration will gradually become an important issue in the discussion of senior education.

On the other hand, students are encouraged to take courses in academic culture, life skills, and team activities, and they can apply for graduation after obtaining a certain number of credits. To promote graduation application rates, senior education institutions should make full use of credit banks to carry out course certifications, including both offline, online, and blended learning courses within the scope of certification, and design relevant incentives and rules.

(Written by Zhang Yong)

¹ Zhang Yong. On the Connotation Development of Community Education [M]. Shanghai: Shanghai Education Press, 2018:88. (in Chinese)

