

Practice and application of Network learning in college Japanese learning

Xinwang

Zhengzhou university of industrial technology.Henan.China

Corresponding E-mail:Wangxx@163.com

Keywords: Network learning; Online Japanese learning; traditional education

Abstract. Network learning is used to describe any type of learning environment that is computer enhanced. Network learning is essentially the computer and network enabled transfer of skills and knowledge. What kind of online Japanese learning platforms make Network learning successful? This question arises at the beginning of a large number of debates on the subject of development online Japanese learning platform. With the widespread use of personal computers and the Internet in modern society, computer-based education (CBE) has been received more and more attention in modern education. For improving the effectiveness of Network learning platform and further promoting the development of online Japanese education. Through compare the characteristics of Network learning with traditional classroom education, some of the advantages of traditional education has been analyzed and discussed in this paper. Based on the analyzed results, some suggestions from the perspective of traditional education will be presented for promoting the development of Network learning platform.

Introduction

As the development and widely use of Internet technology, the content of Network learning usually are delivered via the Internet or intranet as online Japanese learning platform. The great thing about the benefits of online Japanese learning and online Japanese education is that people can get an education according to their own schedule and can do it from the comfort of their own home. In fact, more and more students and working professionals have been able to increase their knowledge and jobs skills without having to enter the real classrooms thanks to online Japanese classes. However, in traditional classroom teaching, Network learning system usually works as assistant instruction method. Although online Japanese learning has many advantages, but still cannot replace traditional face to face teaching model. This means that the real classrooms teaching model is still very popular among learners. Based on this view of learners, the future online Japanese learning platform should be considered to simulate the real classrooms environment. It is the key to make Network learning successful.

CHARACTERISTICS OF TRADITIONAL EDUCATION

It is well known that the Network learning has many advantages compare with traditional education. However, the traditional education also has many special characteristics that the Network learning can not get. We can not tell what will happen in the future, but the current situation is that Network learning can not replace traditional education; the traditional education is still the most popular education model. Then what are the special characteristics of traditional education? The problem has been discussed by many researchers. They are:

A. *Environment of Social Interaction*

The students accepting traditional education have an environment of social interaction, the college environment which is very important to the growth of students. The college environment is thought of as offering students a wide range of opportunities for engagement with others and their ideas. As early as 1968[1], Astin presented his views in his book "The College Environment"; He postulated that individual achievement, behavior, self-esteem, and feelings of loneliness and

alienation are often the result of a mismatch between the student and the environment [2]. Live in campus, the students have opportunities to join student organizations according to their interests. Research has shown that students involved with their peers in a student organization were more cognizant of their responsibilities to their campus community, were less self-centered, and overall were more mature than students who were not involved [3].

B. Environment of Group Learning

It is different from the group learning of classroom, that Network learning is usually an individual behavior[4]. Research has shown that group members would achieve the same test performance with low complexity tasks, and higher test performance with high complexity tasks than individuals with a significant interaction between condition and task complexity. Furthermore, individual learning requires students have good time management skills and self-motivation. This is a challenge for many young learners. Take traditional education will be better to some students, they just follow the schedule to attend class and complete the assignments. At least, the learning time can be guaranteed in classroom education.

C. Classroom Discussion

Discussion is thought to be a useful teaching technique for developing higher order thinking skills that enable students to interpret, analyze, and manipulate information [5]. Classroom discussion is an important teaching strategy because of its relation to the development of participatory citizenship, critical thinking, and classroom community [6]. Classroom discussion is one of the key tools teachers can use to have students test their learning. When one student presents his/her ideas during the discussion, the teacher can see how the student has understood—how he/she has reached their answer.

TYPES, POTENTIAL AND CHALLENGES OF NETWORK LEARNING

A. Network learning Types

Network learning applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD- ROM. It can be self paced or instructor led and includes media in the form of text, image, animation, streaming video and audio. Developments in Internet and multimedia technologies are the basic enabler of Network learning, with consulting, content, technologies, services and support being identified as the five key sectors of the Network learning industry.

Let us observe two representative examples of Network learning applications. They are:

1) *StatNetwork Level High Quality Courses Construction Project of China*: In China, the Ministry of Education of China issued a document in 2003, The Notice of Ministry of Education on Launching Teaching Quality and Teaching Reform Project, High Quality Courses Construction, to promote quality of teaching and teaching reform, the project is usually called StatNetwork Level High Quality Courses Construction Project. All the StatNetwork Level High Quality Courses are required working as online Japanese learning platform for free visiting.

2) *Open CourseWare Project*: In 2008, an independent non-profit organization, Open CourseWare (OCW) Consortium incorporated. It is a worldwide community of hundreds of universities and associated organizations committed to advancing OCW and its impact on global education. They serve as a resource for starting and sustaining OCW projects, as a coordinating body for the movement on a global scale, and as a forum for exchange of ideas and future planning. Up to now, there are over 1,300 open online Japanese courses offered by OCW Consortium.

B. Potential of Network Learning

Network learning do not have opportunities of face to face group learning, class room discussions and social interaction such as extracurricular activities, college balls and club activities but getting knowledge without leaving home is a great benefit for students. Let us analyze some benefits of Network learning to against traditional education.

1) *Cost Effective*: Reducing traveling time and study cost is the most significant factors of

Network learning. Students can learn from anywhere in the world without expensive traveling cost. This is an especially important consideration for students who wish to study in a different country. Network learning institutes provide this facility at very low rates because it saves building rents, lodging and materials costs reduction and other miscellanies costs.

2) *Customized Courses and Customized Schedule*: Another challenging point of Network learning is that students can custom their own courses and learning schedule. Because Network learning provides access to learning materials at any time, students have the flexibility to schedule around families, jobs and other activities. In opposition to traditional education, students are not necessary to stick with the courses which university offers.

3) *Creating a Global Education System*: Network learning is a very powerful instrument for creating a global education system when delivered via the Internet as online Japanese learning platform. This is an especially important consideration for students who wish to study in a different country. In opposition to traditional education, the number of students will not be limited by classroom capacity. Hence every student has opportunities to access to the top quality education. It eliminates the hurdle to stick with the teachers, which college or university provides. To multinational companies, Network learning can effectively reduce the cost of staff training. As reference described that Web-based training is a powerful instrument for developing a global labor force. Web-based training can deliver custom, sophisticated instruction to employees all around the planet.

4) *Application of Simulation Technology*: Simulation technology based on computer is a powerful tool for complex systems analysis, design, and its application and impact has been across many scientific studies. Many kinds of virtual reality environments are wonderful practical platforms for professional training in some field.

Network learning still has many other advantages, we can not describe all.

C. Challenges

Many colleges and universities spend a lot of manpower and material resources to develop online Japanese courses, especially the StatNetwork Level High Quality Courses. However, due to many problems such as propaganda, ideas, concepts, systems and network technology, the StatNetwork Level High Quality Courses online Japanese platform did not achieve the desired results. In our opinion, the Network learning education method is not suitable for all courses and subjects. To some courses education, the teaching effectiveness of Network learning method maybe is better than traditional classroom education, but it still rely heavily on the quality of Network learning platform.

SUGGESTIONS FOR PROMOTING THE DEVELOPMENT OF NETWORK LEARNING PLATFORM

It well known that the potential of Network learning is tremendous based on previous description. But it still has many challenges in developing and using. Therefore to create a well-designed, effective, interactive, easily accessible, and distributed Network learning system, organizations need to consider some factors that influence the Network learning system before adopting such system. Here, we will propose several suggestions for developing Network learning platform in our opinion.

1) *Employ virtual reality technology to enhance Network learning interaction environment*. Virtual reality technology can make online Japanese learning platform has a good discussion environment as like as traditional classroom education. As shown as Fig.1, a symposium was holding in a famous virtual reality world, Second Life. Every participant plays an avatar to join discussion, they can see each other and if anyone discontinue using his keyboard or mouse for a few minutes then his avatar slumps forward asleep and everyone else in the virtual space can visibly see that he is not paying attention. It well to know this kind of feeling is hard to get from BBS and online Japanese chat room.

2) *Offer interactive multimedia courseware will attract more students visiting*. Numerous studies over the years have shown that interactive multimedia learning takes less time, is enjoyed more and increases learning. In Ref, a review of numerous meta-analysis studies found that "learning was higher when information was presented via computer-based multimedia systems than traditional

classroom lectures". Interactivity is mutual action between the learner, the learning system, and the learning material. Numerous studies have found that interactivity has a strong positive effect on learning. This is one of the reasons that the StatNetwork Level High Quality Courses online Japanese platform did not achieve the desired results.

3) *RSS and message subscription subsystem is a wonderful initiative method to send learning information to students.* RSS (most commonly expanded as Really Simple Syndication) is a family of web feed formats used to publish frequently updated works—such as blog entries, news headlines, audio, and video—in a standardized format . Furthermore, with the popularization of using 3G mobile phone, as a kind of tool for information, mobile phone has been used in many fields. The 3rd generation mobile communications technology supports wide area wireless voice telephone, mobile Internet access, video calls and mobile TV, all in a mobile environment. Not hard to imagine, the RSS plus 3G mobile phone system can change the mode of modern education.

Conclusion

Network learning has been adopted for many years in modern education. For better development of Network learning education in the future, we discussed and analyzed the advantages and challenges of Network learning education compare with traditional education in this paper. And then some suggestions for promoting the development of Network learning platform have been presented. In our future work, we will continue to focus on the research for further improving the effectiveness of Network learning.

REFERENCES

- [1] Wikipedia, Network learning. http://en.wikipedia.org/wiki/Network_learning, 2010.8
- [2] Astin, Alexander W. *Achieving educational excellence* / Alexander W. Astin JosseyBass, San Francisco : 1985.
- [3] Astin, A. *The college environment*. Washington, DC: American Council on Education /Oryx Press, January, 1968.
- [4] Williams, M. and Winston, R.B.Jr.. -Participation in organized student activities and work: Differences in developmental task achievement of traditional aged college students, NASPA Journal. 22(3), 1985, pp. 52-55.
- [5] Kirschner, F., Paas, F., & Kirschner, P. A. -Individual versus group learning as a function of task complexity: An exploration into the measurement of group cognitive load. In J. Zumbach, N. Schwartz, T. Seufert, & L. Kester (Eds.), Springer, 2008. Beyond knowledge: The legacy of competence pp. 21-28.
- [6] B. Larson, and T. A. Keiper, Classroom Discussion and Threaded Electronic Discussion: Learning in Two Arenas. Contemporary Issues in Technology and Teacher Education, 2(1), 2002, pp. 45-62
- [7] Engle, S., & Ochoa, A. *Education for democratic citizenship: Decision making in the social studies*, New York: Teachers College Press, 1988