

The Method of Constructing Community Intelligence Education System with "Community College" as the Core

Jian Liu

Department of Culture&Art Management
Tianjin Art Vocational College
Tianjin, China 300180

Abstract—Community colleges are a new type of higher education organization in the western countries against the background of the popularization of higher education after the Second World War. In recent years, community colleges in China have also grown from nothing to more and more. However, today, the knowledge economy has become the mainstream economic form of society, and lifelong learning has become the need of every member of society. In this context, traditional community colleges have failed to meet the needs. Only by repositioning the functions of community colleges and establishing a community intelligence education system centered on community colleges can be a shortcut to effectively build a learning society.

Keywords—community college; lifelong learning; learning society

I. INTRODUCTION

Community colleges are a new type of higher education organization in the western countries against the background of the popularization of higher education after the Second World War. Often, community colleges offer associate degree (junior college) or equivalent higher education programs. After completing their studies at a community college, students can choose to work directly or enter a university to continue their studies.

In recent years, with the continuous advancement of China's modernization and urbanization process, similar community colleges or higher vocational colleges with the characteristics of community colleges have gradually increased. However, in the context of the information technology revolution and the "knowledge explosion", people's hunger for new knowledge will inevitably turn into expectations for the informationization and timeliness of education. However, the traditional education system itself has such problems as rigid content, outdated knowledge and long training period, which has made it unsuitable for the development requirements of the information age. The emergence of community colleges is simply a simple complement to this traditional education system and is not enough to solve fundamental problems.

To change this situation, it is necessary to deepen the education system innovation and establish a set of effective community education system that adapts to the information age lifestyle. Therefore, it is necessary to reposition the community college to make it become the "core of modern community intelligence education".

Previous studies of community colleges have focused on the traditional educational functions of community colleges themselves. For example, Kevin Dotty (1992) comprehensively analyzed the origins, development, and impact of American community colleges. [1] In the social function of community education, the emphasis is placed on the vocational education function of community colleges. Tang Ni and Shi Weiping (2015) pointed out that community colleges in developed countries have formed enterprise-oriented, voluntary alliance-type, and college-led "industry cooperation" model. [2] However, under the conditions of the information society, the research on the value, significance and methodological path of community colleges to construct a modern community intelligent education system is relatively rare.

II. RE-POSITIONING OF COMMUNITY COLLEGES UNDER THE COMMUNITY INTELLIGENT EDUCATION SYSTEM

A. Educational Functions of Community Colleges

Since the community college is the main body to realize the community education service, it is inevitable that the realization of the education function should be put in the first place. Compared with the concept of the traditional school involved in, the two are related and different, and the root cause of the connection and difference depends on the social attributes of the community itself.

1) The basic education functions of the community college:

Generally speaking, when investing in new community planning and construction, developers often need to make educational facilities (such as elementary and junior high schools) an important part of the overall planning.

But in fact, the usage rate of primary and secondary school buildings in most new communities is generally low.

This is because, with the acceleration of the aging society, the base of school-age children has gradually shrunk, and the relative surplus of teachers and settings in the general education system has emerged. In order to create good educational conditions for their children, parents would rather go outside the community to find "elite schools" with long time-building, strong teaching staff and excellent teaching environment for their children. And those short-lived community schools have been left out because of teachers, the environment and many other factors. In a sense, this has caused a great waste of social resources. At the same time, as the responsibility of the community itself, too much of social pooling will inevitably increase the overall burden of society and hinder the realization of the value of the community itself.

In the framework of community colleges, the educational function of the community can be achieved from kindergarten to high school, and even under certain conditions, it may include a complete "one-stop" model of higher education. With fiber-optic broadband and mobile Internet, famous teachers and elite schools outside the community can "walk into the community" to provide comprehensive, all-weather teaching (for students) and business (for teachers) guidance for basic education in the community, and therefore, to fundamentally improve the level of basic education in the community. Moreover, since community colleges provide full-program education services, this opens up the possibility of reducing the cost of college education. If you can work with community public funds, then the completely free community compulsory education will be possible. It can be expected that as the cost of education inside and outside the community changes, more community members will be able to select educational services within the community, thus enabling the community's basic education services to enter a virtuous cycle.

2) *The higher education complements functions of community college:*

Since the founding of the People's Republic of China, while vigorously developing ordinary higher education, combined with national conditions, China has established and developed a variety of adult higher education models such as night university, teaching by correspondence, vocational college, higher education examination program for the self-taught, and radio and television universities. In the new century, modern distance education based on Internet technology has rapidly emerged, including first-class research universities such as Peking University, Tsinghua University, and Tianjin University, all of which have established distance education colleges or opened distance education courses.

However, in actual operation, the development of modern distance education is also facing several unfavorable conditions. The two most prominent points are the students' teaching management problems and effective assessment questions. From the practical point of view, colleges and universities that offer distance education courses generally adopt a method of establishing regional counseling stations to solve these problems. The biggest drawback of this

method is the large scale of investment and the difficulty in layout coordination.

The functions of these counseling stations are integrated into the community colleges, that is, the relevant departments of the colleges and universities can directly authorize the community colleges and utilize the resources possessed by the community colleges to realize the systematization and regularization of distance education teaching management and assessment management. In this way, the school can timely grasp the learning status of the registered students and guide students' learning in a targeted manner, and the students can also obtain timely and effective information feedback through the professional channels provided by the community colleges, and the special sites and facilities of the community colleges can also provide students with a fair and standardized assessment environment to ensure the quality of graduates to the greatest extent possible.

In addition to the above, under the current education system, community colleges can also establish community-based vocational education and vocational training systems by establishing community virtual classrooms and VR training rooms with higher vocational education colleges. At the same time, it is also possible to adopt the method of mutual recognition of credits to be in line with the teaching of higher vocational education institutions. In the long run, community colleges will likely become an important part of national higher education and will be able to confer independent diplomas. This will be a major change in the education system and educational philosophy.

3) *The non-educational continuing education function:*

The lifelong education in the information age will be an inevitable trend of development. The most basic community of the most human settlements must also adapt to this trend and provide appropriate educational services to community members. This kind of function also needs to be undertaken by the community college.

The purpose of providing such education is not to give educators access to academic certificates. Rather, it is a kind of course which can be chosen independently according to the specific and practical needs of community residents. The purpose of its implementation is to meet the needs of community residents to acquire knowledge and master skills. This determines that this kind of education must be targeted, simple course setting, fast updating of knowledge content, teaching through lively activities and adapting to the characteristics of community culture. This is also an important difference between community college education and school education in the general sense.

Community non-academic education should generally include: skills training, such as computer, English, cooking, fashion design, etc. These courses are designed to help community residents master fresh skills and open up employment opportunities; the cultural and art courses, such as painting, calligraphy, music, dance, etc. are offered to enrich the cultural life of the residents of the community, improve the cultural and artistic taste of the residents; and leisure courses.

Of course, as a community college, the setting of these courses is only a small part of them. Many courses that should or may be set are always added or modified in the course of practice.

All in all, the educational functions of community colleges have different levels of division. However, fundamentally, it is always based on the overall planning of the community, highlighting the fundamental functions of serving the community. Therefore, in the specific operation, the "people-oriented" concept should always be reflected.

B. Community Service Functions

Community colleges are fundamentally "colleges of community". Therefore, the community function of the community college occupies a considerable proportion in the function scope of the whole college. And because the community college, as a unique role of community education service provider, makes its service functions more distinct than other community service departments.

Based on the age and needs of the community residents receiving the services, the different services of the community college are divided into the following levels:

1) Childcare services (for preschool children):

As a development idea of community colleges, the "one-stop" education method can be tried. Preschool education for preschool children will be an important part of this. However, the traditional kindergarten model has not adapted to the development requirements of community. Therefore, the introduction of a new concept of community child care is an inevitable choice.

The so-called community child care, on the one hand, includes some of the advantages of traditional kindergarten methods, and on the other hand, it also emphasizes universal community participation and the application of information technology. In terms of specific ways, there are roughly three levels:

- In the centralized mode of fixed places, community colleges employ full-time care workers to provide special childcare and education. The colleges set up special places and activities, which are similar to the traditional kindergarten mode. The difference is that with the help of network technology, children's couples can keep abreast of their children's living conditions through the Internet.
- Family care model, which refers to the service mode that community colleges select housewives from the community to volunteer for child care and entrust them to take care of the young children of multiple families within their own family scope after special training. It is characterized by the replacement of collectivized early childhood education with family-based early childhood education, which contributes to the development of young children's personality and the cultivation of young children's affinity for the family.

- The hourly work method, which is a temporary child care service provided for residents in the community. In principle, community residents can entrust their children to a fixed early childhood care department in a community college, or they can entrust a community college to select suitable candidates from volunteers for regular door-to-door services.

2) Community public welfare education services (for students who are mainly adolescents):

Residents in the community do not necessarily have to receive school education within the community. However, as a community education service provider, it is still necessary for community colleges to conduct public morality education for "future community masters" from the perspective of community development and organize public welfare activities, so as to form a supplement to cultural knowledge education.

These activities mainly include conducting moral ethics and legal education for future citizens, organizing youth quality lectures, organizing community volunteers' public welfare labor, and organizing youth sports and entertainment activities. At the same time, through the appointment of full-time or part-time "social workers" personnel, help and save the "bad teenagers" in the community, so that they can start with a clean slate. The embodiment of these community functions is an important means to promote the improvement of the overall moral quality of the community in the form of education.

3) Vocational and family education services (for incumbents and housewives among community residents):

The incumbents in the community are the most social part of the community. Therefore, their dependence on community services is also the lowest. However, this cannot be used as a reason to exclude the needs of these people from the scope of the community college's services.

As for the specific situation, the incumbent usually needs some non-degree courses for the purpose of supplementing professional skills and professional knowledge and courses aimed at amateur leisure and entertainment. At the same time, community colleges should also provide targeted services such as mental health knowledge.

With the development of social economy, the number of housewives in the community will gradually increase. And they are the most active factor in the entire community. They are not only the main target of community college services, but also important participants in community colleges to achieve their functions. And from the perspective of service, community colleges must provide appropriate curriculum services according to the different needs of different communities and actual needs.

4) The elderly service function (for middle-aged and elderly residents of the community):

Middle-aged and elderly people in the community are groups that should be cared for and compassionated. In order to enable them to enjoy happiness and fulfilling their later years of life, community colleges are also obliged to provide them with appropriate services.

In this respect, the successful experience of older universities over the years is worth learning, and community colleges that have already been operational have achieved many successful experiences. However, how to systematically and theoretically translate these experiences and achievements, and how to introduce network concepts into related services, use new technologies to provide more humanization for the elderly, and adapt to the overall humanistic environment of the community, and with distinctive services, is an issue that managers and operators urgently need to solve.

In summary, the educational functions and community functions, as the basic functions of community colleges, are two self-contained and interconnected wholes. As a provider of community education services, community colleges must balance the relationship between the two functions according to the actual situation, especially considering the development of new technologies and new knowledge. Only in this way can the community residents be provided with the best services so as to promote the community's sustainable and benign development.

III. CONSTRUCTION, ORGANIZATION AND OPERATION OF MODERN COMMUNITY COLLEGES

A. Infrastructure Construction of Community Colleges

The function realization of modern community colleges depends on the construction of community-based broadband networks. If you break away from broadband technology, the cost of implementing the community college will increase, which will increase the business cost of the service provider and increase the "payment pressure" of the consumer. However, if the network hardware system is simply built and the deep content service is not provided, the first-come advantage of the content service of the community network will lose, which is not conducive to the profit of the later service of the developer and the operator.

In the configuration of technical equipment inside the community college, attention should be paid to the principle of simplification based on the function of community colleges. In addition to a few of the necessary equipment dedicated to teaching, equipment resources that can be shared with other community service agencies should in principle be shared. This is mainly due to the consideration of planning costs and the full use of existing resources, but also to reduce the cost of operation and maintenance.

B. Community Colleges Need a Combination of High-level Education Talents with Professional Competence

Community colleges are specialized institutions that provide educational services to the community. This also determines that the staffing of the community college must be keen-witted and capable. The so-called community colleges here are built on information network technology, so it is also necessary for practitioners to be able to use modern information technology (including skilled use of computer equipment, software programming, software and hardware system maintenance, etc.) and be creative. The

distinctive community service characteristics of community colleges require practitioners to be familiar with the basic theories of modern community construction and management. Considering the requirements of the above aspects and the possible problems in specific work, it is believed that practitioners should not only be interdisciplinary talents, but more importantly, specialized personnel trained in systematic disciplines. Only in this way can they adapt to the needs of the post.

C. Management Methods of Community Colleges That Meet the Requirements of Community Service

From the perspective of the functional requirements of the community college, the community college should be an independent legal entity. However, the public welfare of the community college function determines that its management model should not be merely corporate governance, but a management mechanism that can reflect the broad representation of the interests of various stakeholders. In practice, consideration should be given to establishing a school council composed of multiple representatives as the permanent governing body of the college, and the school council should appoint the management personnel of the community college and manage and supervise them.

All in all, the construction, organization and operation of community colleges are the basis for the existence and development of community colleges. It is a systematic and specialized project. Only by using the scientific concept and the innovative spirit of practice as the foundation for the construction of community colleges can a first-class community college be built.

IV. PROBLEMS THAT THE CONSTRUCTION OF MODERN COMMUNITY COLLEGES MEET IN CURRENT CHINA

A. The Indifference of the Modern Community Concept

Traditionally, the traditional community concept of Chinese society is based on the blood family community. The basic concept of modern communities emphasizes the organization and management of public settlements. This is why it is difficult for China's "modern" community to establish a mutual trust mechanism. The lack of mutual trust among community members has directly led to the abolition of community public utilities. As a community education service community college, if it is not supported by the public service fund jointly funded by community residents, its establishment and operation will be difficult to maintain. After all, as a community college that undertakes a large number of public welfare services, the hematopoietic function of itself is poor. Not only community colleges, but other community service agencies have similar problems.

B. The Construction of Community Networking Is Seriously Lagging Behind

The most important public resources that modern community colleges rely on are high-speed broadband networks within the community and high-speed information exchange processing equipment connected to the entire

Internet. At present, the information construction of most existing communities and planning communities in China is quite lagging behind. Even in a few emerging communities with relatively good informatization construction, there is still a clear gap between the highly informatized "digital communities" that community colleges rely on. This also directly restricts the development and practice of the concept of community colleges.

C. *The Lack of Management Systems and Business Philosophy*

From the current community management system, the main problems that the current community development faces are branch and area division and multi-head management. This kind of management model runs counter to the development trend of communitization. Therefore, the focus of government departments should be changed from simply emphasizing administrative management to serving, supervising and regulating social functions, and functioning from within the community rather than from the outside, trying not to interfere too much with the natural development of the community.

For community colleges, from the current point of view, the management of its functions may come from multiple government departments. This is also likely to cause a "blind command" for the development of community colleges. From the perspective of the long-term development of community colleges, excessive involvement of government departments is not necessary. As long as the behavior of the community college meets the requirements of laws and regulations, and the corresponding rules and regulations of the education authorities are strictly implemented, there is no need for the government to give excessive administrative intervention.

In addition to the problems of the system, the business philosophy of the developer who is the main bearer of community construction also has an unsuitable side. The problem of "emphasizing early development and ignoring post-service" is widespread. In order to reduce costs and increase profits, in the new community and the reconstruction community, the necessary infrastructure construction is often neglected in the planning stage. This kind of planning flaw is difficult to supplement and revise afterwards. For community colleges, if it is not reflected in the initial planning, the cost of supplementary construction in the later period will become quite high.

D. *The Lack of Theoretical Research and Professionals*

As a new theoretical concept, community colleges must lack theoretical research. The proposition involves the integration of multiple disciplines such as education, sociology, information technology, real estate development and urban planning. Therefore, its theoretical difficulty is conceivable.

Correspondingly, the lack of professional theoretical research talents and qualified employees will restrict the development of community colleges in a long period of time.

V. CONCLUSION

The development of modern society is changing with each passing day, and the speed of updating knowledge and skills is unprecedented, thus posing a huge challenge to the way the community exists. From a macro perspective, a large number of "rust zones" have appeared in traditional industrialized countries and regions, and a large number of once prosperous communities have lost their vitality and energy like the albino corals in the ocean. From a micro point of view, the fluctuation of the economic value and social value of a community itself does not depend mainly on its hardware quality, but more on the changes in the income level and class attributes of most residents in the community. In the era of knowledge economy, the wealth and education level of community residents may shrink rapidly due to short-term technological changes. The best way to effectively offset this risk is lifelong learning. The community intelligence education system centered on the community college is an effective way to achieve this lifelong learning.

REFERENCES

- [1] Kevin. J. Doughty. *The Contradictory College: The Conflicting Origins, Impacts, and Futures of Community College* [M]. Jossey-Bass Publishers, 1992.
- [2] Tang Ni, Shi Weiping. Research on the Cooperation Model of Production and Education in American Community Colleges from the Perspective of New Professionalism [J]. *Foreign Education Research*. 2015(5). (in Chinese)
- [3] Shao Xiaofeng. Research on the Reform and Development of Contemporary Community Education in China: Summary, Reflection and Prospect [M]. *Vocational Education Forum*. 2018(1). (in Chinese)
- [4] Chen Xinwen, Zhou Zhiyan. Practical Characteristics and Practical Problems of the Integration of Vocational Education and Community Education [M]. *Adult Education*. 2018(10). (in Chinese)