

Rational Logic and Strategic Choices for Digital Transformation in Higher Continuing Education

Jiaqi Zhou, Kaili Zhao

Tianjin Binhai Automotive Engineering Vocational College, Tianjin 300352

Abstract: With the advent of the digital era, the digital transformation of higher continuing education can not only fully align with the overall pace of societal development but also bring new possibilities for enhancing the quality and efficiency of educational practices. To achieve this, it is essential to ground efforts in practical considerations, deepen the exploration of the rational logic behind digital transformation in higher continuing education, and strengthen research on strategic choices for digital transformation. This will provide robust theoretical and practical support for the digital transformation of higher continuing education, ultimately contributing to the realization of its high-quality development goals.

Keywords: higher continuing education; digital transformation; rational logic; strategic choice; technological convergence and innovation

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Introduction

According to the actual situation, the continuous development and in-depth application of modern information technology have brought about significant changes in various fields. In the field of education, higher continuing education itself is one of the main contents of China's education and teaching system, which has an important value in the improvement of national quality, social development and other aspects. In order to fully meet the needs of the times, we need to focus on the digital transformation of higher continuing education, and do a good job in the research of the rational logic and strategic choice of digital transformation. In order to meet people's diverse learning needs, at the same time, promote the improvement of the quality of education.

1.Rational Logic of Digital Transformation of Higher Continuing Education

1.1 Driven by technological innovation

Technology itself is the core force in the digital transformation of higher continuing education. With the continuous development of modern information technology, the application of emerging technologies such as big data and artificial intelligence in education and teaching is becoming more and more in-depth, and it can provide strong technical support for the deep transformation of higher continuing education. For example, the rational introduction and application of big data technology can realize the dynamic collection and analysis of data information such as learners' learning progress and learning interest, so as to promote the work of higher continuing education, which can provide more personalized learning for learners by taking into account the learning needs and interests of scholars. And achieve a good effect of improving the accuracy of pushing educational resources. During this period, relying on big data technology can further deepen the analysis level of learners' learning data, so as to accurately know their learning progress, at the same time, the personalized level of higher continuing education can be essentially improved^[1].

In the driving logic of technological innovation, besides big data technology, the scientific application of artificial intelligence technology can also achieve precise feedback and scientific guidance for students' actual learning situation by building an intelligent teaching system based on the simulation of teaching process. For example, the system of automatic homework correction and intelligent question answering based on artificial intelligence technology can effectively improve the quality and effectiveness of teaching practice, and at the same time, timely answer the doubts of learners in learning. In addition, the application of artificial intelligence technology can also build a virtual environment for higher continuing education, so that learners can get immersive learning

experience under the influence of virtual situations, thus effectively enhancing the interest and interaction of higher continuing education, and ultimately laying a solid technical and logical foundation for the digital transformation of higher continuing education.

Generally speaking, in the digital transformation of higher continuing education, the emergence and application of emerging technologies can give strong support to the digital transformation of higher continuing education from the technical level, and inject new impetus into the innovation and development of teaching modes and management means, so as to promote the digital transformation of higher continuing education. The realization of the development goals of digitalization, intellectualization and individualization of higher continuing education^[2].

1.2 Organizational change needs

During the digital transformation of higher continuing education, the demand for change at the organizational level is one of the core forces driving its digital transformation. As more attention is paid to the introduction and application of digital technology in the field of education, the deficiencies in the organizational structure and management mode of higher continuing education are gradually exposed. In order to fully meet the needs of the development of digital transformation, it is necessary to focus on the change at the organizational level, so as to further improve the logic of organizational change for the digital transformation of higher continuing education.

First of all, from the perspective of organizational structure, the hierarchical structure belongs to the core structure system of traditional higher continuing education. In the hierarchical structure, information transmission usually needs to go through multiple different levels, which makes it difficult to improve the efficiency of information transmission and decision-making, and can not fully meet the changes in the market and learners' learning needs in the digital age. Due to the process of digital transformation, higher continuing education needs to explore new organizational structures such as flattening and networking, so as to simplify the hierarchical structure of organizational management and reduce the level of information transmission, so as to promote more efficient information transmission within the organization and pave the way for the improvement of decision-making quality and effectiveness. During this period, the network organizational structure can also effectively improve the collaborative efficiency of various departments and external organizations in the organizational structure of higher continuing education, and combine with the scientific construction of information exchange and cooperation system to achieve a high degree of integration of educational resources, and ultimately ensure that the operation of higher continuing education organizations and their ability to respond to market changes can be significantly improved^[3].

Secondly, from the perspective of management mode, the traditional organizational management mode with administrative orders as the core is gradually unable to meet the innovative and personalized requirements faced by the digital transformation of higher continuing education. Under the background of the digital age, only on the basis of fully implementing the people-oriented concept, can higher continuing education scientifically construct a new data-driven management model to meet the needs of the development of the times and accelerate the pace of transformation. Separately, the organizational management model based on the humanistic concept focuses on fully respecting the personality and creativity of employees, guiding them to actively participate in the digital transformation of education, and combining with the reasonable introduction of incentive mechanism, stimulating the enthusiasm of employees to explore the application of new technologies and concepts, so as to provide assistance for the digital transformation of organizational model. The data-driven organizational management model mainly relies on the scientific application of new technologies such as big data to realize the dynamic evaluation of the organizational teaching and management structure of higher continuing education, and to enhance the level of control of managers over the operational status of the organization, so as to identify the potential problems and development opportunities of the organization in a timely manner. Promote organizational change and digital transformation.

Thirdly, from the perspective of business process, under the traditional organizational structure, higher

continuing education involves many business processes such as enrollment, teaching, examination and so on, and there is a significant lag in information transmission between different business systems, and it is easy to produce many problems such as inefficiency due to the influence of information transmission factors. In the process of digital transformation, it is necessary to strictly implement the reconstruction and optimization of business processes according to the requirements of digital transformation, so as to realize the digitalization and integration of business processes in higher continuing education, and ultimately, with the help of the optimization and innovation of business processes, effectively deal with the shortcomings of traditional business processes in terms of work efficiency and quality. And then lay a solid rational and logical foundation for the enhancement of learners' learning experience and the improvement of the efficiency of digital transformation of higher continuing education^[4].

2.Strategic Choice of Digital Transformation of Higher Continuing Education

2.1 Rational application of technology integration and innovation strategy

Technology is an important driving force for the digital transformation of higher continuing education. Therefore, in terms of the strategic choice of digital transformation, it is necessary to give full play to the driving force of technology through the scientific construction of digital teaching platform and the rational use of technology integration and innovation strategies such as the co-construction and sharing of digital resources, so as to help achieve the goal of digital transformation of higher continuing education.

In terms of the construction of digital teaching platform, during the period of digital transformation, higher continuing education institutions need to speed up the implementation of the integration of educational and teaching resources, and through the scientific construction of the integrated digital teaching platform, on the basis of the integration of online learning, live teaching and other functional systems, fully meet the dynamic learning needs of learners, and then achieve the effective optimization of learning services. During this period, we need to pay close attention to the advancement and stability of technology application, and take cloud computing, big data and other emerging technologies as the basis for the construction of digital teaching platform, so as to enhance the comprehensive capabilities of user access, data processing and so on, and to ensure that the platform can be used with the existing education during the application period. Finally, through the digital teaching platform, it provides targeted guidance services for teachers' teaching decision-making and students' personalized learning.

In terms of co-construction and sharing of digital resources, in the process of digital transformation, digital resources are the key to drive the transformation of education. In order to effectively deal with the negative problems such as duplication and waste of resources, it is necessary to carry out in-depth cooperation with universities and enterprises to jointly implement the development and construction of digital resources, and to improve the efficiency of sharing and utilization of digital resources through the rational introduction of resource sharing mechanism. During this period, through in-depth cooperation with universities, higher continuing education institutions can provide high-quality digital curriculum and textbook resources for the digital transformation of higher continuing education on the basis of giving full play to the advantages of discipline resources and teachers in universities, and relying on the resource sharing mechanism, they can share digital curriculum resources efficiently. To bring more diversified digital education resources to learners. In addition, through in-depth cooperation with enterprises, we can accurately know the needs of enterprises and market development trends and other information, and develop more targeted digital continuing education resources, and ultimately lay a solid foundation for the improvement of the richness of digital resources and the realization of high-quality education and teaching objectives in the digital transformation.

2.2 Scientific implementation of the strategy of organizational collaborative restructuring

The strategy of organizational collaborative reconstruction in the digital transformation of higher continuing education mainly involves the optimization of organizational structure, the construction of organizational culture and the improvement of staff's digital literacy.

Separately, in the optimization of organizational structure, higher continuing education institutions need to do a good job of scientific optimization and adjustment of existing organizational structure according to the requirements of digital transformation. During this period, it is necessary to effectively break through the departmental barriers existing in the traditional organizational structure with the help of the establishment of the cross-departmental collaborative group, and the collaborative group undertakes the overall planning and coordination work during the digital transformation period^[5]. Usually, the cross-departmental collaborative group should cover multi-disciplinary professionals such as teaching, technology and management, so as to lay a good foundation for the subsequent multi-disciplinary integration. At the same time, the optimization of organizational structure should be based on the requirements of digital transformation, scientifically simplify the level of organizational structure, rationally introduce new organizational structures such as flattening, improve the quality and effectiveness of information transmission and strategic decision-making, and ultimately ensure that higher continuing education can accurately adapt to the changes of market environment and learners' learning needs under the background of digitalization by optimizing the form of organizational structure.

In the construction of organizational culture, it is necessary to accelerate the construction of organizational culture based on digital transformation, and to build a good organizational culture atmosphere. In the construction work, we should focus on the digital awareness and innovative literacy of employees, fully stimulate the enthusiasm and initiative of employees to participate in the digital transformation, and dare to launch various attempts to provide assistance for the digital transformation. In this regard, it is necessary to integrate thematic training, lectures and other activities to expand the path of improving employees' digital technology awareness and application ability, so as to ensure that they can strengthen their research and exploration of digital transformation under the drive of good awareness. At the same time, we should also rely on the scientific introduction and application of innovation incentive mechanism, and give appropriate spiritual and material rewards to the departments that perform well in the digital transformation, so as to provide strong support for the construction of a good innovation culture atmosphere and the efficient promotion of organizational collaborative reconstruction strategy on the basis of improving the enthusiasm of departments to participate.

In the process of improving the digital literacy of employees, whether the employees of higher continuing education institutions have good digital literacy often has a direct impact on the subsequent digital transformation. In this regard, higher continuing education institutions need to correctly understand the value of improving employees' digital literacy, and through the development of systematic special training programs, so that employees can improve their comprehensive abilities such as digital technology application and digital teaching. For educational managers, the training should focus on the practical application of digital management tools, so that they can really use the effective application of digital tools to improve the scientific level of management decision-making and management services, and ultimately provide assistance for the digital transformation of education and the follow-up personnel training.

2.3 Effective formulation of ecological optimization and expansion strategy

According to the actual situation, the strategy of ecological optimization and expansion, as the core of the strategic system of digital transformation of higher continuing education, is to ensure the formulation and implementation of the strategy of ecological optimization and expansion, and to help achieve the goal of digital transformation of higher continuing education. Then it is necessary to focus on the in-depth implementation of strategic contents such as multi-subject cooperation mechanism and the expansion of digital education services.

During the construction of multi-subject cooperation mechanism, the digital transformation of higher continuing education needs to integrate the multi-subject forces of the government, universities and related enterprises, and accelerate the pace of digital transformation of higher continuing education through the joint participation of multiple subjects. In this process, government departments need to rely on their own policy guidance, support and

other roles to give full play, combined with the appropriate increase in capital investment, while improving the policy system of digital transformation of higher continuing education, to provide a good environment for its digital transformation construction, at the same time, colleges and universities as the digital transformation of higher continuing education. Higher continuing education institutions need to deepen the level of cooperation with relevant universities, and help to improve the quality of higher continuing education on the basis of integrating higher education resources. In addition, enterprises should actively participate in the construction of digital transformation of higher continuing education, and jointly carry out the development of continuing education curriculum and the construction of educational practice bases with educational institutions and universities, so as to provide multi-faceted support for higher continuing education and make the digital transformation of education fully meet their own needs. Finally, with the help of multiple subjects, a good ecological system of digital transformation of higher continuing education^[6]is gradually formed.

During the expansion of digital education services, higher continuing education institutions need to expand the coverage of education services scientifically according to the requirements of digital transformation, so as to fully meet the differentiated needs of different groups of people for continuing education. In this process, it is necessary to integrate educational activities such as continuing education for academic qualifications, community education and rural education, and expand the sharing path of digital education resources relying on the construction and application of digital education platform, so as to ensure the fairness of education in the digital transformation of higher continuing education.

3.Conclusion

To sum up, with the acceleration of the digital transformation of higher continuing education, in order to fully ensure the efficiency of the transformation, it is necessary to deepen the analysis of the relevant rational logic on the basis of defining the requirements of the digital transformation, and rely on the scientific choice of the transformation strategy, through technological integration and innovation, organizational collaborative reconstruction and ecology. To provide systematic theoretical and practical guidance for the digital transformation of higher continuing education, so as to improve the efficiency of the digital transformation of higher continuing education and ensure that the work of higher continuing education can better meet the development needs of the current era.

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