

# Study of Distance Education based on Its National Conditions

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**ABSTRACT:** In recent years, the development of modern distance education can be said to have experienced the leap, it was also called "extraordinary development". Both achievements and shortcomings of the distance education pilot, or the orientation of China's distance education problems, quality assurance, resource and support service system issues such as, academic fields in recent years has continued to explore, which is also the current outstanding problems in modern distance education pilot project in China, we need to carry out distance education policies, regulations and institutional research. Based on actual situation of distance education in China, and on China's policies on distance education, principles and management systems were analyzed, defined the positioning of remote education, service objects, as well as educational resources and other issues.

**KEYWORD:** Distance education; positioning principles of management system

## 1 CURRENT PROBLEMS OF DEVELOPING DISTANCE EDUCATION IN CHINA

In recent years China remote education for with "across type" of development, remote education of national and place regulations, and policy of developed, and remote education of management system and run mechanism of formed and running, are in this a process in the played important of role, and these also is at this stage China modern remote education pilot engineering in the of highlight problem, we needs carried out on remote education policy, and regulations and system of research. In response to this situation, our analysis of the actual situation of distance education in China. Summed up the problems of distance education in China.

### 1.1 *Guiding ideology is not clear enough, or not correctly.*

General is relying on distance education development Institute of adult education in ordinary universities or further education College, which themselves are not strong teaching force, some on the guiding ideology for running a straight enough, do not understand the law of distance education and lack of experience in distance education. Some countries given preferential policies, they only think of enrollment, results become disguised network education college enrollment method. Chase also has a utilitarian, more admissions may revenues; to be

sure of the cost-benefit of companies and enterprises, and cooperation between schools and enterprises and if handled properly, problems can also occur. This way, it appears not to consider the phenomenon of students' admission, quality is hardly guaranteed.

### 1.2 *Positioning area have a one-sided, biased*

For whom the key issues is the first distance education service, anyone? Some experts have pointed out, the majority of network education in colleges and universities primarily in high, junior, and high. Students enrolled in cultural foundations uneven, self-learning ability and relatively weak, and the enormous contrast to the students of this school. It appears a very sharp contradiction: how to carry out education for these people? university has an advantage because of the high level of teaching and research staff, new knowledge and technology updates more quickly. Current e-learning in school level did not reflect its own advantages, instead of using a weakness. Due to the preferential selection without enrolling students who don't know and it took great effort, students are not satisfied. This reflects a positioning problem. I believe that colleges and universities should play to our strengths, first non-diploma education of higher, especially against incumbents, open, capable of autonomous learning, can provide new knowledge and skills education.

### 1.3 *Neglect of teaching support service*

Some colleges and universities that care select teachers, teacher's class and indeed she spoke well. However, this lecture will not solve all the problems around it. These teachers are faced with in the past at the school level students, and not enough understanding of distance learners; they are familiar with the previous face-to-face teaching, teaching was not used to the media; they assume school is a very heavy task of teaching and research, there is no effort to understand, research into the needs of distance learners. Despite some instructional design according to the experience of these teachers, teaching strategy has been accumulated for a number of teaching methods reform and students' needs are obvious gaps. Consequently, students learn process exposed many unpredictable questions not resolved in a timely manner, namely support services did not keep up with. The students failed to respond, reflect not understand, harvesting is small, does not meet your needs, you cannot learn what they really want to learn.

### 1.4 *Effective resource supply*

Teaching resources are not yet, has made a lot, all kinds of media on the Internet. But what's really suitable for students, targeted little resources, lack of students' needs through integrated, design of instructional design and integration across different media. Students are college textbooks, CDs, and online classroom. Lack of specificity of these resources, a lack of understanding of students' real needs, not the study guide provides a number of dynamic content. In this way, students feel that they are useful to too many things, many don't understand, it also becomes more scarce resources.

### 1.5 *Reform of the teaching mode and management pattern in depth*

College did not really form a students individualized e-learning environment for learning, autonomous learning, most still take the form of remote classroom, self-taught form, did not achieve true learner did not meet the independent course in the first place, rather, students of Peking University, Fudan University and other schools will be free to course selection, is basically what the broadcast and what the students of the school, but also time. The emergence of these problems, is not a means of change can solve everything, but relates to the distance education mode, patterns of reform issues. On College network distance education, reforms in this area is also less.

Due to this conflict, the administrative departments of education also issued a series of restructuring measures. These adjustments are necessary, or detrimental to the development of

distance education. Both strict quality, emphasis is also location of distance education, stressed that public support services system, are to be gradually standardized network distance education track. In my opinion, guidance of the adjustment measures, rather than blocking policies. Of course, education should be blocked. Now take the "certification" or "assessment" or whatever, is supposed to do, does not mean simply "collect", education administration a guide to monitoring measures, in order to better regulate school behavior so that better development of network distance education.

## 2 THE FUNDAMENTAL DEPARTURE POINT OF PRINCIPLES

Different organizations, the principles and provisions of the specific content varies, but they develop these principles generally come from three points of view:

### 2.1 *Templatenational distance education policies and principles embodied*

Each article is embodiment of the national distance education policies, principles, contents, are both on the national and State levels of government policies and embodies the principle of distance education, they are intricately connected.

### 2.2 *Services for learners*

Allow learners to understand the school's approaches and methods involved in distance education, and so on, to choose and decide on their own whether to participate in distance learning, how to participate in what types of distance education distance education, participation and learning can be accomplished with little results. menu).

### 2.3 *In order to guarantee the educational quality of University services*

Based on student enrollment, job submission, test methods, assessment principles and detailed provisions, ensure that those who participate in learning through learning certain learning outcomes can be achieved, thereby ensuring that the quality of teaching.

## 3 PROBLEMS OF DISTANCE EDUCATION IN CHINA

### 3.1 *Should emphasize the importance of Government's macro-adjustment, science policy*

Distance education national policy through much

debate and constantly updated, to many aspects of the development of distance education system for detailed descriptions and specifications, provides a solid basis for the formulation of education policy allows remote on education policies in macro-regulation on distance education. This is enlightenment to us, we first need to scientifically formulate national policies for distance education, implementation, management and development of China's distance education for scientific, comprehensive and detailed plans and instructions, to ensure national macro-adjustment for distance education.

### 3.2 *Develop series of distance education accreditation and quality control approaches, and make it legal*

In addition to school early in the running for qualification, but also constantly in the process of running their educational quality is being monitored, ensuring operators remain level in the process of running.

Quality monitoring from the following aspects: quality of courses (traditional courses, online courses, and courses), teaching activities, the management level and the student academic level and the quantity and quality of learning resources. Monitoring quality standards shall be formulated by the State, and with the general use criteria and requirements.

### 3.3 *Establishing distance education policies at all levels under the guidance of State policies, to ensure that the policies of integration and flexibility*

China has a vast territory, large regional differences and, therefore, under the guidance of the policy of national unity, all levels of Government and educational institutions have developed their own policies and principles of distance education, which not only can guarantee national unity of the development of distance education, but also to meet the practical needs of different areas. Educational resources are unevenly distributed in China, Eastern region, Western region less unbalanced economic development is also. According to its own characteristics and economic strength to develop appropriate distance education policy would be more reasonable to use a variety of technologies and resources in the development of distance education. According to their own economic conditions in the Western region through satellites to provide educational resources, introduced a number of policies to promote the implementation of this approach; economically developed areas in eastern provinces to use and advantage of computer information technology in distance education, then it

can be used with some implementation of policies related to the promotion and protection of the project, ensure the consistency and integrity of general principle and the principle of local.

### 3.4 *Effectively developing and using policies, promotion of social funds and resources in distance education in the process of integration*

In recent years, distance learning is developing very fast in China, according to the information reported: in recent years, with EDU domain registration website increases by 100 or so every six months, and many good foreign COM domain of China's education market intervention network in distance education in China and also has many integrated portals opened special education online distance education. According to statistics, in the network industry Internet Unit engaged in education or training about 3,000 or so. Meanwhile, countries and Governments at all levels have also increased the distance education funds input.

Rational use of these funds and resources, Commission persons, scholars and educators have benefited, prompted the development of distance education, there is an urgent need to formulate relevant policies, promote the integration of various resources and funds effectively and rationally used.

### 3.5 *Use of policies for comprehensive use of multiple technologies*

With the development of distance education in China now there is coexistence of traditional and modern information technologies, we need to develop policies and ensure the rational use of various technologies, plays a variety of advantages of this technology, also offers a variety of possible ways of learning, learning in different ways people have opportunities for distance learning.

In addition, distance education policy and its implementation process for the development of teaching resources and design emphasis, for distance education in the protection of intellectual property rights, and are involved in the cultivation of the sense of distance education, lifelong learning, and we are concerned about.

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