Analysis of Several Problems of Modern Distance Education in Colleges and Universities—Take Chongqing as an Example

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Abstract: With the development of science and technology, distance education has gradually attracted people's attention. At present, a large number of use scenarios of distance education have appeared in the society, and many colleges and universities also regard distance education as a means of universal education. Distance education can accelerate the pace of education and facilitate the teaching activities in different people. However, there are also many problems in the process of use, especially the concern about the quality of teaching has become an indelible shadow in the hearts of many people's minds. Therefore, this paper will analyze the problems existing in the objective and subjective distance education for the current scenarios used in distance education, and give reasonable suggestions. In previous studies, many people mainly attributed the teaching quality of distance education to the subjective reasons, rather than objectively discussing the objective factors of distance education on the teaching quality of enterprises. Therefore, this paper will focus on the evaluation of teaching quality from the objective and subjective perspectives.

1. Introduction

1.1 Research Background

China's distance education has gone through three stages of development. In these three stages of development respectively appeared different forms of teaching modes, initially make our country to carry out correspondence education, correspondence education way, is led by the Ministry of Education to formulate various policies to promote the teaching activities of colleges and universities. Secondly, distance education promotes local teaching services through radio and television education, including the establishment of provincial and municipal radio and television universities, and allows people to study in the form of television universities. It can be seen from statistics that the number of graduates of television universities has reached 4 million. Both in the professional field and in the teaching quality has been greatly improved. But at present, this form of teaching, mainly concentrated on the non-academic stage of education training, for higher education training is still slightly insufficient, finally is the modern distance education. Modern distance education is also a new teaching mode appearing in the process of the development of educational

ideological trend. At the same time, with the development of science and technology, people began to use various platforms such as Internet mobile phones to conduct education. However, distance education was initially led by Tsinghua University to form a system[1]. At first, I hoped to establish a lifelong learning system to help people to supplement and improve their knowledge at any time. Since then, it has been incorporated into the key education assessment system in China. And various pilot activities have been carried out throughout the country. China's modern education foundation has also been greatly improved on the basis of distance education, and at the same time, more rich teaching resources have been accumulated, preparing for the improvement of the whole education environment.

In the development process of distance education, we also face many challenges. The most worrying thing is that distance education cannot provide students with more profound teaching scenarios. In the teaching process, students' learning is superficial, lack of channels for practice and practice, lack of supervision and timely teaching evaluation in the learning process, and learning autonomy is not enough, which is a big dilemma in the development process of modern distance education. This reality has also attracted much attention from all walks of life. Since 2000, China has been discussing sustainable plans for distance education, and has also made in-depth exploration of distance education in Chongqing[2].

Distance education itself is a teaching mode that combines time and space. It appears with the development of various technologies, especially information technology, network technology, audio-visual media and other technologies. Teachers can monitor student learning through tools such as videos, conferences, and social platforms to help students learn independently. The so-called distance education is actually a supplement to traditional education, which can not only develop in parallel with traditional education, but also independently form a set of their own education model. There are already many universities in the world, which have achieved better teaching quality through distance education, and have become the auxiliary device of traditional education. For students, many colleges and universities will often take distance education as a new, optional and more flexible teaching form in their elective courses. At present, Chongqing Normal University, Chongqing University and other universities have carried out such activities[3]. In the process of promoting, it also shows the unique advantages of distance education. In the development process of distance education, disputes naturally exist. Many people believe that distance education can only be a supplement to modern traditional education, while others believe that distance education can form a separate system, which can also have the role of judging students' learning results. At present, many colleges and universities are also promoting the certificate awarding of distance education, hoping to further promote the social recognition of distance education. Because people have different perceptions of distance education, there are also diversified standards for evaluating the quality of distance education. Some people think that distance education can improve students' learning comfort and satisfaction, and the quality of education is far greater than that of school students, while others think that distance education is better than school education. In the process of distance education, students' examinations are generally lower, and their mastery of knowledge has declined significantly, and their consciousness and self-learning ability in the process of learning have exposed great drawbacks.. People will draw different conclusions from different perspectives of measuring distance education from different teaching perspectives, and the evaluation criteria of the quality of education may show a dynamic trend[4].

1.2 Study subjects

There are three main education modes in distance education, including a single college model,

dual college model and multiple college model. Distance education in China is mainly based on the multiple college model. The college model in Chongqing includes not only multiple college model, but also single college model and dual college model. These different models are mixed and constitute the unique pattern of distance education in Chongqing[5]. In the process of development, through the distance education of a single school, teaching resources will be provided for students studying in radio and television schools. At the same time, under the dual-college mode, network education resources will be provided for ordinary college students, and finally some special education courses will be provided. The state and education authorities will take the lead in promoting teaching institutions and educational institutions to jointly build high-quality courses, which enables students to get better teaching services. It can be seen that the current rapid development speed of distance education in China tends to be more diversified, and the distance education in Chongqing area also retains this feature. Chongqing Foreign Studies University, for example, opens its foreign language courses to students as a fine course.

1.3 Study review

At present, for the many results of distance education research, the overall induction can be divided into two main theories. The first is an elaborate design and curriculum theory[6]. They argue that for distance education to be successful must rely on good design and curriculum content. Secondly, the theory of evaluating the quality of distance education is based on three factors. It believes that the main participants in distance education are teachers, students, teaching and media, and these three elements are indispensable. The three must be properly combined to create a better distance education.

1.4 Study significance

In this paper, the type of distance education and the subjective and objective factors of the quality of education in Chongqing are mainly expounded. In Chongqing universities, how to promote the development of the quality of distance education, from both objective and subjective levels, we understand how learners are evaluated, how to obtain learning resources from distance education, and get the learning acceptance.

2. Theoretical principle

2.1 Theory of the two major functional elements of distance teaching

There are two main functional elements of distance education, first, the course materials and the course services provided to students. The most important thing in teaching is the teachers' screening and compilation of course materials. A good textbook can allow students to quickly master knowledge, but also can make complex knowledge become simple, so we should pay attention to distance education course materials, better help students improve learning effect, which requires teachers to participate in teaching design, while using multimedia technology to show students different course materials, to give students unique course practice or other auxiliary materials for students to read. It is important to note that the current distance education is mainly through modern science and technology, especially the media technology and connectivity teaching system, face-to-face students and teachers in the same time and space, closer interaction between students and teachers, and remote education and middle school students and teachers are separated, usually cross in time or space, which requires remote education technology to support synchronous communication between the two sides, and can promote the teaching activities of various

supporting[7]For example, various functions, such as viewing materials, conducting exercises, submitting assignments and asking questions, need to provide corresponding technical support on the basis of interconnection, so as to effectively promote the development of the whole distance education. At the same time, it is undeniable that in the process of distance education, people find that distance education can be used to supplement teaching and provide students with a wider range of teaching resources, so that students can learn more personalized and flexible, and do not need to be limited to fixed teaching content in a specific form. Teaching becomes more flexible because of distance education. It can adjust the corresponding teaching progress according to various actual situations to bring students better teaching experience, and distance education also has open social attributes. At the same time, in the process of distance education, these materials can be photocopied, often can be used by many students at the same time, but also greatly improves the efficiency of teaching[8].

2.2 Systems science

Another view is that distance education is also a systematic science teaching mode, because distance education can provide people with a series of teaching materials. Everything in the world is interrelated and affects each other, and each system does not exist independently. Distance education will form a unity with the surrounding environment and be able to communicate information to each other. The major role of distance education is to effectively combine different teaching contents and provide students with more diversified teaching forms. Students can choose their favorite teaching contents. Instead of dividing students by different disciplines, they can see diversified teaching systems[9]. According to their own actual situation to selective learning, it is beneficial to students to form their own cognitive system, at the same time enough to perfect the students 'knowledge structure, improve the quality of students' learning, in the process of research system science has an important influence on education, for distance education, also the game system science into the remote education, education technology and education discipline has its branch discipline—distance education. By integrating communication technology, let us apply systems science and systems methods to engage in distance education. We can regard distance education as a system, which can not only decompose distance education from the macro, but also understand the content of distance education from the micro. It can include all the human resources, material resources and information of the macro system. From the micro, including various institutions or universities of a single teaching system, so in the observation of distance education, you need to evaluate all aspects of distance education contains, and not a single perspective to evaluate the quality of distance education, to understand the distance of education system and structure, to find the problems.

3. Analysis of the subjective factors affecting the quality of distance education

3.1 A traditional view of measuring the quality of distance education

In the traditional educational concept, the teaching quality should be evaluated from four aspects, including the establishment of the school, the enrollment policy of the school, whether the students can have good interpersonal communication, and whether the school has various high-quality educational resources, including the funding personnel infrastructure and so on[10]. Since these evaluation elements have always been recognized by Chinese society and families, the teaching quality evaluation is often based on distance education. In this way, there will be many doubts and objections in the evaluation, because there is indeed no advantage over the traditional school or college distance education. Although there are many schools recognized the degree certification of

distance education, and the state is also vigorously introducing relevant policies to ensure that the teaching certification obtained in online teaching is effective, but generally speaking, many people in the society still maintain a skeptical attitude towards these problems.

It is unfair to equate distance education interview with offline face-to-face education. Of course, we should also take into account the uniqueness of distance education and fully understand the characteristics, teaching level and teaching ability of distance education to evaluate whether the distance education system can bring students efficient learning and whether students can gain something from learning. As opposed to other forms of teaching, it is subjective and clearly does not match distance education[11].

Due to the high interactivity of offline face-in-face education and the competition and contact between students and teachers, it is difficult for distance education to compete with offline education under the competition of these two advantages for a long time. It is believed that distance education makes it difficult for students to have close communication with teachers, and makes students feel strange because of distance in the learning process, so that they cannot enter the learning state, and there will be negative neglect in the learning attitude. In addition, many people believe that with close interaction between teachers and students, traditional education takes campus environment as the only teaching standard. This brings negative influence to the teaching evaluation of distance education, which makes people often judge the teaching quality based on these two points[12]. However, in the process of learning in some schools, despite some diversified teaching modes, they still take face-to-face teaching as the main evaluation method, and believe that this is the teaching mode that can best assess students' learning quality. For example, in Chongqing Normal University, offline face-to-face teaching is taken as the main teaching form, and its remote classroom is only used as an auxiliary means of teaching, accounting for a small proportion in the overall teaching process, and the content of this part is not used as the main evaluation standard.

3.2 Question the traditional quality view of distance education

Based on the above discussion, this paper believes that it is unfair to evaluate distance education and its education quality only by the traditional face-to-face education mode. We should judge the content of distance education from a more diversified perspective, with a new perspective, a new attitude and a more open vision. More diversified perspectives to evaluate the favorable support provided by distance education under the condition of achieving greater efficiency and scale at lower cost. In education, the history of the establishment of many schools is not long, and the appearance of many courses is also relatively short, but this cannot be a standard to measure the quality of enterprises, but should be truly implemented in the teaching content, from the actual effect of teaching and teaching arrangement planning analysis of distance education to provide courses can help students improve learning efficiency. The teaching evaluation system based on the traditional evaluation model can no longer adapt to the emerging distance education system [13].Take Chongqing University as an example. In 2011, Chongqing University started to establish its own distance education content, launched a variety of learning courses, so that students are allowed to choose the courses they are interested in within a reasonable range, and released them as public resources. The online platform not only provides good learning resources for students of the university, but also provides good learning resources for students of other universities. Help students from different regions, with different degrees and different learning situations to improve their knowledge reserve and structure.

In addition, there is a view that distance education implements a wide admission policy, and the level of students is uneven and difficult to improve after learning. They believe that this teaching model is not conducive to the improvement of students' learning, but it ignores a key problem. This

kind of wide admission policy can accommodate more students, so that more students can get high-quality teaching resources to study. This itself does not require students to achieve the same teaching effect after learning, but hopes that they can improve after learning and gain new cognition on the basis of the original. In the past, it was widely believed that traditional education also provided a relatively closed space, allowing students and teachers to have the same space and time for communication [14].This kind of communication can make the interaction between teachers and students closer and more frequent. In fact, this view has no practical basis, because in the classroom, taking Chongqing Second Normal College as an example, many teachers do not respond warmly to students in the course of class. Most of the time, the teacher sings a one-man show on the podium, and the students he teaches do not care about what the teacher explains or whether they really understand the exact content of the teacher's lesson. In the reality of distance education, the interaction between teachers and students is also frequent. In the course, the teacher will ask questions to the students, and the students can explain their own views through the form of bullet screen. Moreover, the classroom interaction of the distance education students provides a more diversified teaching experience, which can arouse the enthusiasm of the students to a greater extent, and make the students more willing to participate in the teaching activities and express their own views and viewpoints. Rather than being a passive recipient. In addition, as many colleges and universities are facing continuous enrollment expansion at this stage, the shortage of teaching resources has become the primary problem faced by many colleges and universities. The most important measure to solve this contradiction is to provide distance education. Distance education not only allows students to integrate into the classroom in a more autonomous form, but also relieves teachers of some of the teaching pressure and fulfills the teaching objectives of the course. In learning, students are allowed to choose the courses they need based on their actual needs, so their learning is no longer simply passive acceptance, and they can have more flexible arrangements in the learning progress. In the spare time, they can speed up the learning progress, while in the tight time, they can slow down the learning progress and make the learning process more flexible.

4. Analysis of the objective factors affecting the quality of distance education

4.1 Analysis of the distance education system

For distance education, objective factors also have an impact on its teaching quality. In the above statement, it is not difficult for us to realize that distance education is a complex system. It contains multiple systems and elements. There is not only the participation of people, but also the intervention of technology. Without the progress of communication technology, the connection between teachers and students cannot achieve today's effect. Students and teachers still conduct teaching activities in a fixed time and space, rather than just as now. The development of convenient and efficient technology provides the possibility for distance education, and also enables it to undertake more complex and important teaching needs, and can provide more possibilities for students' courses. In teaching, we divide the teaching content and elements into the following aspects, including the curriculum system, the development of student organization and management technology. In the teaching system of distance education, the organization and management of students are controlled by people. The organizers of general education can directly intervene in these contents, while the technical elements are mainly iterated and updated along with the progress of social technology. If there is no major technological breakthrough, it may be impossible to provide students with more convenient and efficient teaching experience. Only with the development of video, audio and a variety of complex teaching systems can we be provided with such a real-time synchronous, updated modern distance education system[15]. In distance education, in addition to have the inheritance of technology, also need education providers can organize a

complete and orderly teaching system, make it can provide students with high quality guarantee of teaching content, at the same time, the personnel involved in the teaching system of reasonable distribution, let it to promote each other, influence each other to provide students with a better teaching service, allow students to obtain knowledge through distance education, rather than become a mere formality surface learning. In distance education, the investment of personnel and the performance development determine the education quality and the final result of education. In education, we should not ignore the favorable influence of distance education, nor can we explore the difference and disadvantages between distance education and traditional face-to-face education from reality. Instead, we should make a reasonable cognition of distance education and make a correct evaluation of it. Native education has its own characteristics, which can connect complex content through different curriculum Settings, and can also connect distant students through distance education, no longer limiting education to a certain time and space. Even if there is a partition of the ground and the dislocation of time, it cannot block the students' learning of the same course. In modern distance education, many schools are also vigorously promoting the development of distance education content and the change of distance education technology, taking Chongqing University of Science and Technology as an example, schools have invested more costs in distance education, not only purchasing professional equipment, but also allowing teachers to prepare and output online education content. Through this series of operations, the online education of Chongqing University of Science and Technology has achieved initial success and been praised among students.

4.2 Analysis of objective factors affecting the quality of distance education

In addition, we are analyzing the quality of distance education video, but we cannot ignore the relationship between the level of learners' learning achievement and their own actual knowledge reserve. Students 'own knowledge reserve is higher, the speed of absorbing knowledge in learning will be faster, but also with students' long-term learning habits, students can eventually in the sugar course higher learning effect, learning discipline is poor, students overall basic level is low, it is difficult to get the same learning effect in the same course, so also cannot ignore the actual level of students to simply evaluate whether the course can bring students greater quality of learning. In the distance education system, education itself is a very complex system, in which each link is interlinked. If one link is not implemented in place, other parts will be affected. From student enrollment, for example, until graduation, such as a series of link, the lack of any link will affect the teaching of distance education of evaluation, because learning is not only gain knowledge in theory, but also need students to practice in life, remote education provides students with a window to understand diversified knowledge, but unable to provide students with more offline support, students to study the content of practical operation, teachers have no way through remote education to let students submit homework online corrections. Some courses can through the implementation of new interaction to let the students' actual level of promotion, and the teacher accurate grasp and understanding, but part of the course is recorded, learning situation is completely in the hands of students themselves, although students can through interaction and communication to learn the teaching content, but the communication is often not timely, lead to learning quality is not ideal. In addition, as a link between teachers and students, the course content is reasonable, course learning cycle is adapted to the students' learning intensity, these will directly or indirectly to the final quality of distance education, so we can also see the education, the lack of any element, will change the effect of teaching. Whether teacher technology, or students cannot be missing or changed, we must put every link in place, every link is optimized, to get an efficient and orderly distance education system.

5. Suggestions to improve the quality of distance education

5.1 Do student work well

In order to improve the quality of distance education, based on the above discussion, it is suggested that the following aspects should be done when participating in distance education or organizing distance education.

First of all, in the process of curriculum development, it is necessary to deeply investigate the actual situation of students, and it is not possible to blindly develop courses without tapping the forehead or fully understanding the students, which will only waste educational resources and reduce the efficiency of education. Teaching resources can be recycled. Therefore, in order to achieve the best effect of education and the most important goal of education, it is necessary to conduct a survey on students at all levels of colleges and universities before curriculum development to understand the weaknesses of students' knowledge and their expectations for the course during learning, so that the learning content can meet the learning needs of students as far as possible. It not only contains professional knowledge, but also lays the foundation for students' basic knowledge .At the same time, the accumulation of knowledge, the analysis of students' learning ability and learning characteristics should also be implemented in the study investigation, and reasonable learning methods should be configured for students, and relevant programs should be arranged for the time and stage of learning to promote the learning effect of students and improve the learning quality of students.

Secondly, it should be noted that any kind of learning cannot leave the key that the student is the main body of learning. If students are lazy and indulge in learning and do not establish a correct learning attitude, it is difficult for them to have any harvest in learning. Therefore, both offline learning and online learning should pay attention to students' autonomy and understand students' information through multiple channels, so that students' learning state can be captured. At the same time, it also insists on cultivating students' behavior habits of independent learning, so that students can struggle for a specific goal and make reasonable use of time and energy to improve the learning effect; Secondly, students should change the traditional learning concept and accept more emerging learning methods. Whether it is video learning, online courses or other forms of learning, students can enjoy the process of independent learning, fully grasp their own learning situation and evaluate it.

Third, we should not give up the guidance and monitoring of the learning process. In learning, in addition to teachers, the most important subjects are students and teachers. In the offline face-to-face teaching course, students' learning status can be grasped by walking around and asking. Online classroom teachers can understand students' concentration state by visiting the surroundings, while in distance education, teachers cannot directly see students' facial expressions, and cannot timely know whether the other side is studying or distracted, which leads to deviations in teachers' evaluation of students' learning. Therefore, efforts should be made to provide teachers with a clearer and more convenient content of learning progress control. Whether through questionnaires or teaching tests, teachers should communicate with students in a timely manner and have a good grasp of their learning. In addition to the understanding of the students themselves, it also needs a scientific and complete evaluation system as a support, which can not only correctly reflect the learning effect of the students, but also evaluate the actual learning situation of the students in an objective form as expression. No matter the paper exercises, attention should be paid to not ignoring the characteristics of distance education to verify the learning effect of the students.

5.2 Improve learning support services

In addition to the content mentioned above, attention should be paid to the improvement of learning knowledge service in distance education. The resources and manpower invested by many colleges and universities at the beginning are far from meeting the requirements of establishing a systematic and perfect distance education system, which requires more time to pave the way and accumulate the road of secondary improvement. Not only exists at the beginning, but throughout the whole process of teaching activities. At any time, educational administrators should explore new teaching programs, pay attention to curriculum development, support students' diverse learning activities, and provide reasonable learning content for those who lack relevant knowledge to help them improve their abilities. However, they should also pay attention to what students should learn and what they really pay attention to in the process of learning. These are the contents that students can use in their future services and work, rather than taking learning as a task that must be completed, which should be reflected in whether students can actively mobilize their learning enthusiasm.

5.3 Improve the curriculum setting and strengthen the resource construction

In addition, in the process of learning, we should also pay attention to deal with the following aspects of the relationship, the first is to learn knowledge and service. For students' independent learning, students can master their own learning methods, progress, and the effect and time of the final exam and have absolute control over their own learning status. However, under the distance education system, students may not be able to fully grasp the above content at the beginning, and it takes a specific time to truly understand the connotation of knowledge. Therefore, strengthening communication with students on the way of learning is the best way to understand the needs of students. At the same time, we should also pay attention to the gradual progress of technology, the definition of distance education, but also need to use more information means to provide students with a complete and efficient learning content.

6. Conclusion

On the basis of in-depth analysis of the existing literature, this paper puts forward two aspects of objective and subjective suggestions, that is, the factors affecting the quality of distance learning. In the subjective aspect, this paper analyzes this factor from a unique Angle. It is pointed out that these quality views are not suitable for the characteristics of distance education. This paper constructs a new concept of distance education quality from three aspects: student type, institution type and structure. The new quality concept helps to evaluate the quality of distance learning. Objectively speaking, according to the system approach, distance learning is considered to be a system composed of multiple subsystems. These subsystems interact with each other. Firstly, this paper makes a systematic analysis of distance education. Distance systems, objectively speaking, distance learning is considered to be a system composed of multiple subsystems according to the system approach. These subsystems interact with each other. Firstly, this paper makes a systematic analysis of distance education. Objective factors affecting the quality of distance learning are obtained: student-related factors (including learner and learner quality) quality of learning process and learning support, curricular related elements (including curriculum) quality of learning resources, management factors, logistics factors and teacher factors. This paper has conducted some research on the factors that affect the quality of distance education, but there are still some uncertainties. Due to the limitations of time, time and financial resources, the author has conducted empirical research, and has not analyzed various elements. Detailed investigation is not enough. In the future work and

study, I will continue to work hard.

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