ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202411_7(11).0038

The Implementation Strategies for Effective Learning in Network Distance Education

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Abstract

With the rapid development of information technology, network distance education is widely used in online courses, online teaching platforms, video teaching, cloud technology and other fields. Due to its characteristics of autonomy, flexibility, openness, resource sharing and multimedia, it breaks the time and space limitations of traditional teaching, and can also focus on learners to carry out various learning methods such as blended learning, interactive and collaborative learning, task driven learning, etc. online, greatly improving learning efficiency, promoting educational equity, and helping to build a lifelong education system. However, there are also four significant issues with network distance education: firstly, teachers and students are in a quasi permanent separation state; Secondly, teachers and students are not in the same teaching space; Thirdly, teachers and students are not synchronized in terms of time nodes; Fourthly, the timeliness of teacher-student interaction is poor. Based on this, this article combines the application of network distance education and proposes effective learning strategies for network distance education from four aspects: cultivating learners' autonomous learning ability, optimizing the functions of network distance education platforms, strengthening teacher-student interaction and cooperation, and enhancing learning motivation. The aim is to provide theoretical support and practical guidance for the development of network distance education, to meet the challenges of modern education, and to promote the improvement of educational quality.

Keywords

Network Distance Education; Effective Learning; Implementation Strategy.

1. Introduction

1.1. Background and significance

With the rapid development of high-tech information technology and the popularization of Internet and mobile communication technology, network distance education, as a new form of education, has attracted much attention in the field of education. Due to its flexibility, openness, and autonomy, it breaks the drawbacks of traditional education being limited by time and location, providing more choices and opportunities for learners, and has been widely applied on a large scale. In this information age, network distance education has become an important supplement to traditional education models. Reasonably and efficiently relying on network distance education to master effective learning models not only greatly helps improve learners' self-knowledge reserves and abilities, but also has significant implications for promoting social development.

network distance education has multiple advantages and characteristics, playing an important role in improving learning efficiency, promoting educational equity, building a lifelong education system, and promoting socio-economic development. Learners can effectively reduce learning costs and improve learning efficiency by independently arranging their study

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202411_7(11).0038

time and accessing educational resources extensively. In addition, network distance education breaks the limitations of time and space, popularizes high-quality educational resources, helps narrow the education gap between urban and rural areas and regions, and promotes educational equity. Through effective learning, personalized learners' extracurricular learning experiences are enriched, which helps to establish a comprehensive lifelong education system and promote continuous learning and progress among members of society. The most important thing is that the promotion of national learning helps to improve the overall quality of the nation, cultivate innovative talents, and has a positive driving effect on social and economic development. Therefore, by exploring and practicing effective learning models, the quality and effectiveness of network distance education can be further improved, and educational resource allocation can be reasonably applied and optimized to promote comprehensive socio-economic development.

1.2. Current research status at home and abroad

network distance education is an important component of the education field, and many scholars and education experts have conducted in-depth research and exploration on effective learning models of network distance education, aiming to improve the teaching quality and learning effectiveness of distance education. At present, there are mainly three aspects reflected:

Firstly, in terms of the advantages of network distance education, Wen Qinghong (2021) learned that the characteristic of network distance education in the UK is the emphasis on school enterprise cooperation, and its successful school enterprise cooperation model provides a successful paradigm for network distance education. Wang Ling (2024) learned that the United States has established a quality assurance mechanism for university online education and is playing an active role. The government, social organizations, and universities integrate administrative, social, and internal forces to play a core and fundamental role in ensuring the quality of university online education. Le Chuanyong and Ye Changsheng (2023) summarized that significant achievements have been made in domestic distance education research: theoretical research has emerged from scratch, knowledge systems have been constructed, disciplinary systems have gradually improved, research ecology has been optimized, research perspectives have become more diverse, and research paradigms have been enriched. According to Nan Zheng (2019), distance education provides every learner with zero distance, open, self-directed, and personalized educational opportunities, allowing them to receive and engage in re education at any time.

Secondly, in terms of the problems existing in network distance education, Chen Mingyang (2023) pointed out that there are problems such as lagging development of online courses, insufficient distance teaching ability of teachers, and inadequate learning support services in current university network distance education. Furkan Altunay (2022) collected the views of social science teachers who gave lectures with the help of distance education during the epidemic period on distance education, indicating that social science teachers have negative thoughts on distance education, such as slow connection speed, Internet infrastructure, low participation in courses and insufficient equipment for distance education [6]. Xu Jiaxue (2020) explored that there is a situation of poor learning experience in network distance education, and provided reasonable suggestions to improve the online distance learning experience [7]. According to the research of Wang Nan and Lu Wenjing (2018), network distance education in China is facing many challenges and problems in the context of rapid development. Despite the rapid development of technology, there are still problems such as unstable teaching quality, insufficient teaching resources, and lack of active teaching interaction. Wang Luyao (2018) further pointed out that the problems faced by distance education in universities mainly focus on the lack of standardized construction of online teaching resources, uneven quality of teacher

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202411_7(11).0038

teams, and imperfect teaching support systems. However, Zhang Runhua and Yang Ming (2014) emphasized that although network distance education technology is advanced and can solve time and geographical limitations, its development process also faces problems such as unreasonable teaching design and low learner participation [10].

Thirdly, in terms of learning modes in the online environment, Dong Qi (2024) proposed the key elements for building a personalized online learning mode in a smart education environment, discussed the challenges that may be faced in the process of building a personalized online learning mode, and proposed corresponding countermeasures [11]. Qi Qingfang (2024) proposed that it is necessary to integrate teaching resources, introduce terminal devices, construct a diversified evaluation system, improve teaching and optimize learning environment, enhance students' learning effectiveness, and cultivate the ability of self-learning and lifelong learning. Chen Ziyang (2023) proposed that the Internet information resource platform should improve its management level and continue to deepen the reform of digital education. Teachers should set up meaningful learning situations, strengthen interaction between students, encourage students to optimize their learning behavior with inquiry based in-depth learning, and move towards innovative learning [13]. Zhu Yilin and Feng Gang (2024) explored and found that the proportion of student-centered self-directed learning mode in university education is constantly increasing. They sorted out the relationship and evolution process between learning mode and campus spatial form, and summarized the characteristics of university campus learning environment under the guidance of self-directed learning mode [14]. Fang Jiangyi and Wang Xiaochen (2024) proposed a personalized learning model suitable for distance education, which involves targeted teaching design and evaluation through three stages: pre class, in class, and post class [15].

As an important component of the education field, network distance education has received widespread attention and in-depth research in recent years. Through literature research, it can be seen that network distance education has demonstrated significant advantages and challenges on a global scale, and its development trend and influence are increasingly strengthening. Therefore, in the online environment, integrating effective learning modes is extremely crucial.

2. Overview of Network Distance Education

2.1. Definition of network distance education

Network distance education is a form of education that uses the Internet and other digital technology means to cross geographical and time constraints. It provides educational content through online platforms, allowing students to access courses and resources from anywhere through devices such as computers, tablets, or smartphones. The core advantage of network distance education lies in its flexibility and accessibility, enabling a wide range of learners, including working professionals and students living in remote areas, to learn at a time and pace that suits them. In addition, this educational model supports multiple teaching methods and tools, such as video lectures, interactive discussions, and online assessments, enhancing the interactivity and sense of participation in education.

2.2. Characteristics of network distance education

As a new form of education that has emerged with the development of modern information technology, network distance education has multiple significant characteristics.

(1) Autonomy. In network distance education, students are the main body of learning, and they can independently determine learning goals, develop learning plans, choose learning time, and control learning progress. This autonomy enables students to learn according to their own needs and interests, improving their motivation and effectiveness in learning.

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202411_7(11).0038

(2) Flexibility. network distance education is not limited by time and location in traditional education. Students can learn anytime and anywhere as long as they have basic network conditions. They can also choose appropriate learning methods based on their own learning habits and preferences, such as online video courses, electronic textbooks, online discussions, etc., greatly meeting the needs of different students.

(3) Openness. The target audience of network distance education is not limited by age, gender, region, etc. Anyone who has the willingness and conditions to learn can participate in learning. This openness enables educational resources to be more widely shared and utilized. In addition, network distance education platforms gather rich teaching resources, including various online courses, electronic textbooks, teaching videos, etc. These resources are open to students, allowing them to access more comprehensive and in-depth learning content.

(4) Resource sharing. Network distance education realizes the sharing of teaching resources through the Internet. Students can share teaching resources in different countries and educational institutions to enrich their learning content and vision. Through online platforms, teachers and students can achieve real-time interaction and communication, jointly solve learning problems, and promote the dissemination and sharing of knowledge.

(5) Multimedia oriented. network distance education fully utilizes modern information technology such as computer technology and multimedia technology to present teaching content through various media forms such as video, audio, and animation, making learning more vivid, interesting, intuitive, and easy to understand.

2.3. Types of effective learning models for network distance education

(1) A learner centered learning model. The learner centered learning model emphasizes the needs, interests, and learning styles of individual learners, and enhances learning effectiveness and motivation through personalized learning paths and resource support. In theory, this model can draw on constructivist learning theory, which states that learning is an active, constructive process in which learners construct new knowledge and understanding through active participation and social interaction.

(2) Blended learning mode. Blended learning combines the advantages of traditional face-to-face teaching and network distance education, providing a richer and more diverse learning experience by integrating different learning environments and teaching methods. This model is based on constructivist learning theory and technology integration theory, which believe that learning should be conducted in different scenarios and tools to support students' learning and knowledge construction in multiple contexts.

(3) Interactive and collaborative learning mode. Interactive and collaborative learning emphasizes the interaction and cooperation between students and between students and teachers, promoting learning outcomes by jointly constructing knowledge, sharing perspectives, and solving problems. This model is based on social constructionism and collaborative learning theory, which believe that through interaction and cooperation with others, students can gain a deeper understanding and application of knowledge. In network distance education, interactive and collaborative learning modes can be achieved in various ways.

(4) Task driven learning mode. Task driven learning emphasizes the practical application of learning activities and the cultivation of problem-solving abilities, promoting students' learning and understanding by solving real or simulated tasks. This model is based on constructivist learning theory and situational learning theory, which believe that students can truly understand and apply knowledge by solving specific tasks and problems.

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202411_7(11).0038

2.4. Application fields of network distance education

(1) Online courses. Online courses, as the fundamental form of distance education, provide students with great flexibility and selectivity. Students can choose courses based on their interests and learning progress, without being limited by geographical location. Through various forms such as online videos, courseware, and books, students can learn anytime and anywhere, avoiding the time and space limitations of traditional classrooms.

(2) Online teaching platform. The online teaching platform is an important tool in distance education, integrating functions such as a learning resource library, homework submission system, online discussion forum, and examination system, providing students and teachers with a comprehensive learning and teaching environment. Teachers can use online teaching platforms to publish course content and homework tasks at any time, and students can study and submit homework according to their personal schedule, without being limited by time and location.

(3) Video teaching. Video teaching is one of the most commonly used teaching methods in distance education, which presents the learning content more vividly and vividly, making it easier for students to understand and remember. Video courses can usually be recorded and played at any time, allowing students to watch and review according to their personal learning pace and needs, effectively improving learning flexibility and efficiency.

(4) Cloud technology. The application of cloud technology in distance education greatly promotes the sharing and management efficiency of educational resources. Through cloud technology, various learning resources such as online videos, document management, online exams, etc. can be centrally stored and managed, and educational institutions can more conveniently distribute and update learning content. Cloud technology also supports students to achieve true "anytime, anywhere" learning.

3. Problems in Network Distance Education

3.1. Teachers and students are in a quasi permanent separation state

In network distance education, teachers and students are often physically separated, which leads to some unique educational problems. Firstly, it is difficult for teachers to directly observe and understand students' learning status and situation. In traditional classrooms, teachers can adjust teaching strategies and pace through facial expressions, posture, and direct communication between students, while remote education is difficult to obtain this information in a timely manner. This may result in teachers being unable to promptly identify students' confusion and learning obstacles, thereby affecting teaching effectiveness and students' learning achievements. Secondly, there exists a quasi permanent physical separation. Each student's learning style, progress and needs are different. Face to face communication in the traditional classroom environment helps teachers to better adjust teaching content and methods. In distance education, this personalized support faces greater challenges and needs to rely on technical tools and students' self feedback, which may not be as accurate and timely as direct observation and interaction, and may also reduce teachers' ability to understand and respond to students' personalized learning needs. Thirdly, teachers in distance education also face greater challenges in managing students' learning progress and maintaining classroom discipline. Physical separation makes it difficult for teachers to perceive the comprehensive situation of students, such as the impact of family environment on learning and students' daily study habits. This requires teachers to adopt more thoughtful and innovative strategies to maintain students' learning motivation and participation.

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202411_7(11).0038

3.2. Teachers and students are not in the same teaching space

network distance education places educators and learners in different physical spaces, which brings about a series of spatial separation issues. Firstly, it is not possible to directly adjust and control the learning environment. In the process of network distance education, traditional classroom settings allow teachers to instantly adjust lighting, temperature, or seating arrangements, as well as directly manage classroom discipline or interact with students. This environmental adjustment helps create a conducive learning atmosphere, enhancing students' concentration and sense of participation. However, in remote teaching, each student's physics learning environment is different, and teachers cannot control these factors, which may lead to students having difficulty maintaining focus and enthusiasm when facing family interference or unsuitable learning environments. In addition, students may feel isolated and helpless due to a lack of direct face-to-face communication, which is particularly detrimental to establishing a learning community and enhancing a sense of belonging. Secondly, there are compatibility challenges between technology and equipment. Technical issues such as network latency, unstable connections, or poor hardware performance can seriously affect the teaching process and learning experience. For example, a student who frequently experiences video lag due to slow internet speed may miss important lectures or discussions. Similarly, when using specific teaching software or tools, teachers also need to consider the technical compatibility of the student end to ensure that all students can smoothly access and effectively participate in teaching activities. These technological barriers not only affect the quality of teaching, but may also reduce students' interest and motivation for online learning, increasing the burden on educators in terms of technological response and student support.

3.3. Teachers and students are not synchronized at different time points

In network distance education, the learning and working hours of educators and learners are usually not synchronized. This asynchronous nature of time may lead to several issues. Firstly, unable to receive timely feedback. Teachers and students working and studying at different times may result in teachers being unable to respond promptly to students' questions or provide immediate feedback. This delay in feedback can affect students' learning coherence, especially when dealing with complex subject content. Fast feedback can help students correct errors and understand difficult points in a timely manner. Long waiting periods may lead to the accumulation of students' questions, reduce their enthusiasm and motivation for learning, and may also result in students entering the next stage of learning without receiving sufficient answers. Secondly, the organization and arrangement of courses are difficult to control. In traditional synchronous teaching, teachers can adjust the teaching plan in real time according to the classroom situation, arrange real-time group discussions or impromptu Q&A. This interactivity is a key factor in improving learning interest and effectiveness. However, in asynchronous remote teaching environments, teachers find it difficult to engage in such real-time interactions. Students may not be able to participate online simultaneously due to living in different time zones or having different personal schedules. This situation limits the interactivity of the course, and teachers need to try to supplement this lack of interaction through pre recorded video lectures, online forums, or other asynchronous communication methods. This not only increases the complexity of instructional design, but may also affect the attractiveness of teaching activities and students' learning engagement.

3.4. Poor timeliness of teacher-student interaction

In the network distance education environment, the poor timeliness of interaction between teachers and students is a significant problem, which affects teaching quality and learning effectiveness in many aspects. Traditional classrooms allow teachers to observe students' reactions in real time and quickly adjust the depth and speed of their explanations based on their level of understanding. This direct feedback loop is crucial for maintaining students'

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202411_7(11).0038

attention and improving their comprehension. However, in distance education settings, this interaction is significantly limited. Due to the intervention of technology, students often need to contact teachers through asynchronous means such as email, online forums, or instant messaging tools when encountering questions or difficulties. These communication methods have delays compared to face-to-face communication and cannot guarantee the instant transmission of information. For example, a student may encounter difficulties while completing homework and have to wait for the teacher's response before moving forward, which may prolong the learning cycle, reduce the coherence and motivation of learning. In addition, the issue of timely interaction in distance education also affects teachers' grasp of students' learning status. In the absence of real-time feedback, teachers find it difficult to accurately determine whether students truly understand the teaching content. If students make mistakes in understanding and these misunderstandings are not detected and corrected in a timely manner, it may lead to the formation of incorrect knowledge systems among students, which is extremely detrimental to their long-term academic development. In addition, teachers also find it difficult to effectively monitor and adjust students' learning progress because they cannot directly observe their learning process and performance.

4. Implementation Strategies for Effective Learning in Network Distance Education

4.1. Cultivate learners' autonomous learning ability

It is crucial to cultivate learners' autonomous learning ability in network distance education. In order to enhance learners' autonomous learning ability, educational platforms should provide rich and diverse learning resources, such as video lectures, interactive e-books, online laboratories, etc. These resources are not just static knowledge imparting, but tools that can stimulate learners to explore and learn independently. Through the use of open resources, learners can choose learning content according to their own pace and interests, thereby cultivating their ability to actively acquire knowledge. Meanwhile, promoting interaction and cooperation among learners is an important way to cultivate self-directed learning abilities. Through online discussion forums, group projects, and remote collaboration tools, learners can communicate, share ideas, and solve problems with their peers. This cooperative learning not only enhances learners' self-learning ability, but also cultivates their teamwork spirit and ability to solve complex problems. Furthermore, regular learning assessments and reflections are important mechanisms to help learners adjust and improve themselves. By setting learning goals, providing regular feedback, and conducting self-assessment, learners can gain a clearer understanding of their learning progress and achievements. This process is not only a test of learning outcomes, but also a source of motivation for learners to continuously progress and grow on the learning path.

In specific application methods, further enhancing learners' autonomous learning ability can be combined with video teaching, online courses, and cloud technology applications. Firstly, video teaching can provide an intuitive and interactive learning experience, enhancing the attractiveness and educational effectiveness of learning through high-quality visual content. For example, by showcasing complex concepts or processes through instructional videos, students can watch them repeatedly without time constraints, deepening their understanding and memory. In addition, educational platforms should integrate video teaching content to closely link it with the structure and learning path of online courses, ensuring that students can systematically grasp knowledge points. Secondly, by utilizing the flexibility of online courses, learners can customize their study plans based on their personal interests and schedule. The platform should provide a diverse range of course options, covering various topics from basic to advanced, to meet the needs of different learners. Through personalized learning paths and

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202411_7(11).0038

adaptive learning techniques, learners can continuously adjust and optimize their learning strategies while achieving their own learning goals. Finally, a database is established through a cloud platform to assist learners in accessing course materials, submitting assignments, participating in assessments, and receiving feedback at any time, thereby enhancing the continuity and convenience of learning.

4.2. Optimize the functionality of network distance education platforms

To optimize the functionality of network distance education platforms, it is necessary to make in-depth improvements from multiple aspects. Firstly, the stability and security of the platform are fundamental. It is necessary to ensure stable operation under high loads and protect user data and privacy through effective security measures to enhance user trust. Secondly, optimizing the user interface and user experience design is crucial. Design a concise and clear interface that allows users to easily and quickly find the required features and resources, optimize the platform's response speed and loading time, and enhance the overall user experience. In order to further enhance teaching effectiveness, it is necessary to integrate advanced technological support and teaching tools. Introducing technologies such as artificial intelligence and big data analysis to provide personalized learning recommendations and feedback for teachers and students, while integrating online quizzes, real-time interactive tools, etc., enriching teaching methods and improving teaching effectiveness. Finally, establishing a sound technical support and user service system is the guarantee. Provide timely and effective technical support and user services to solve problems and confusion during user use, thereby enhancing user satisfaction and dependence on the platform.

To further optimize the functionality of the network distance education platform, it is necessary to effectively integrate the application of online courses, video teaching, and cloud technology in the specific implementation process. One is to support seamless switching between multiple teaching modes, including synchronous live teaching and asynchronous video courses. This ensures that students can choose the most suitable learning method based on their individual situation, regardless of the environment they are in. For example, the platform can automatically record live teaching content and convert it into video courses for students who cannot participate in real-time to watch afterwards. Secondly, an efficient resource management system should be introduced to achieve centralized storage, fast retrieval, and flexible distribution of teaching content through cloud technology. This not only improves the accessibility of resources and the speed of updating educational content, but also ensures equal accessibility of educational resources globally, especially for students in remote geographical locations. For example, through efficient cloud storage solutions, students can access the latest teaching resources in real-time, including high-definition instructional videos, interactive courseware, and extended reading materials, regardless of their location. Thirdly, cloud technology should be comprehensively utilized, and the platform should implement a comprehensive data analysis and feedback system that can track students' learning progress, evaluate results, and provide personalized learning recommendations. By collecting data on learning activities, the platform can provide teachers with detailed reports on student learning behavior and effectiveness, helping them optimize teaching strategies and improve teaching quality.

4.3. Strengthen teacher-student interaction and cooperation

To strengthen the interaction and cooperation between teachers and students in the network distance education environment, the following specific strategies can be implemented. Firstly, it is recommended to deploy a comprehensive online teaching platform that integrates features such as video conferencing, real-time chat, and interactive whiteboards. These tools not only support real-time interaction between teachers and students, but also enhance interaction among students, providing a more dynamic and participatory learning environment. For

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202411_7(11).0038

example, teachers can answer students' questions in real-time on online platforms, while students can also share their insights in discussion forums, learn from each other, and inspire each other. Secondly, educational institutions should regularly organize online seminars and group discussions to encourage students to engage in thematic discussions and project collaborations under the guidance of teachers. These activities can be achieved through the group function of online teaching platforms, allowing students to discuss specific topics in groups and showcase their achievements through video or document sharing. Through this approach, students can not only deepen their understanding of subject knowledge, but also improve their ability to solve practical problems, while enhancing their teamwork skills. Finally, the accessibility and interactivity of the learning platform should be enhanced by introducing cloud technology to support students in accessing teaching resources anytime and anywhere. This includes courseware, lecture recordings, and online assessment tools to ensure high availability of all learning materials and optimize user experience. In addition, the platform should support students to access through mobile devices, whether it is smartphones or tablets, to obtain a good learning experience, which can greatly improve the flexibility and continuity of students' learning. Through these strategies, the interactivity and cooperation of network distance education can be effectively improved, further enhancing the effectiveness and efficiency of learning.

4.4. Motivation driven reinforcement learning

To strengthen the motivation for learning, various strategies need to be adopted in the network distance education environment. Firstly, design challenging and motivating learning tasks and goals. This includes setting specific measurable learning goals and designing moderately difficult learning tasks to stimulate students' interest and motivation in learning. This can be achieved by establishing a modular curriculum design, where each module has clear learning objectives and expected outcomes, allowing students to clearly see their progress and specific learning goals. For example, progress bars and completion markers can be set up on online teaching platforms to allow students to track their learning progress in real time, thereby increasing their motivation to learn. Secondly, adopting gamified learning design and reward mechanism. Introducing gamified elements such as achievement badges and learning points to motivate students to actively participate in learning activities, thereby enhancing their learning motivation and enthusiasm. For example, digital badges or learning points can be awarded to students upon completion of specific tasks or reaching learning milestones. These rewards can not only serve as symbols of academic achievement, but also be exchanged for additional resources or privileges within the course, further enhancing students' learning motivation and sense of participation. Again, provide timely and effective learning feedback and evaluation. Regularly conducting learning assessments and feedback, showcasing students' learning progress and academic performance, helping them recognize their efforts and progress, and thereby enhancing their motivation for learning. In addition, the attractiveness and accessibility of teaching content can be enhanced through video teaching and cloud technology. Utilize high-quality video materials and cloud storage resources to ensure that students can access learning content anytime, anywhere, regardless of their geographical location. Finally, encourage students to participate in meaningful learning projects and practical activities, such as community project practices or industry collaboration activities. These practices can help students combine theoretical knowledge with practical applications, further stimulating their interest in learning and practical abilities. The comprehensive application of these strategies can effectively enhance students' learning motivation and effectiveness.

ISSN: 2637-6067 DOI: 10.6918/IJOSSER.202411_7(11).0038

5. Conclusion

As an important innovation in the field of education today, network distance education has shown tremendous potential and challenges. network distance education provides learners with convenient and autonomous opportunities for choice. The introduction of personalized learning support systems has made education more tailored to the needs and interests of learners, thereby improving learning efficiency and motivation. However, network distance education also faces many challenges. To further promote the development of network distance education, it is recommended to adopt comprehensive measures at the technical, policy, and social levels. Not only should we strengthen the cultivation of learners' self-learning ability, but we should also optimize the functions of network distance education platforms, and finally, we should strengthen the drive for learning enthusiasm.

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