A Study on the Impact of College Students' Media Literacy on Learning

--Effectiveness in the Context of New Media

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Abstract: In the context of new media, the impact of media literacy on college students' learning effectiveness has been widely noticed, but there are still many shortcomings. This paper analyzes the current situation of college students' media literacy. It is concluded that they have a high degree of mediatization and a strong ability to use media, and there is a certain degree of critical thinking. However, at the same time, there are problems such as low ability to think rationally about media information and irrational behavior caused by new media cognition. Given this, this paper puts forward the following suggestions: establish an effective education model, introduce policies to regulate media behavior, and strengthen media literacy education for teacher education students. In this way, the quality and ability of college students in media cognition and use can be enhanced. This is not only related to the development of individuals but also to the construction of a harmonious society.

Keywords: Media literacy, Learning outcomes, New media, University student

1. Introduction

Media literacy is people's ability to understand and utilize media and media information as well as the moral code of participating in media activities [1]. In a certain media context, social individuals use, create, and interpret media information, and in this way realize social communication and carry out information exchange and interaction [2]. In the digital era, the dialectical thinking of media users is required, and users should follow certain norms and analyze the use of media information with a critical eye. Media literacy is gradually becoming an important aspect of student development, reflecting the quality of talent training. Therefore, by analyzing the current situation and problems of college students' media literacy in the context of new media, this paper starts with the impact on learning effect and puts forward corresponding suggestions.

2. Key Features of the New Media Context

2.1. Dominance

New media can realize instant dissemination of information and interactive communication, breaking the limitations of geography and time and space, and promoting the formation of a sense of

globalization and the development of cross-cultural exchanges. At the same time, the forms and contents of new media are diversified and innovative, covering text, pictures, audio, video, and other forms, providing people with colorful information and entertainment options.

Compared with traditional media, the production and dissemination cost of new media is relatively low, and it has higher dissemination efficiency and coverage, which can realize information dissemination faster, and also provides users with the opportunity to voice and express their opinions, which promotes democratic participation and public discourse, and is conducive to the construction of an open and equal social communication environment. Nowadays, new media platforms have become important education and information dissemination channels, providing people with rich learning resources and access to knowledge, and promoting educational equity and knowledge sharing.

2.2. Challenge

With the constant emergence of new media platforms and the rapid growth in the volume of information, people face the problem of information overload, making it difficult to sift out useful content from the vast amount of information, which can easily lead to distraction and information anxiety. At the same time, there are many sources of information, but the quality varies, and there is a large amount of false information, rumors, and misleading content, challenging people's ability to recognize and discriminate information, and easily leading to misunderstanding and misinformation. Faced with only being exposed to information and opinions similar to one's own, people are prone to fall into the information cocoon, lacking diversified sources of information and collision of thinking. The emergence of new media and platforms has compelled media literacy scholars to review their theoretical frameworks and methodological approaches [3].

Information dissemination in the context of new media relies more on technological platforms and algorithmic recommendations, resulting in some important information or voices being ignored or sidelined, which can easily lead to communication dilemmas and imbalances in information dissemination. The uneven penetration of digital technology and the barriers to information access and participation faced by some groups of people due to a lack of digital skills or digital devices tend to exacerbate the existence of a digital divide.

3. Interpretation of the Concept of Media Literacy for College Students

3.1. Concept of Media Literacy

Media literacy, also known as media cultivation, media literacy, is a kind of news communication terminology, and its research can be traced back to the 1930s, when the Ministry of Education of the United Kingdom clarified the cultivation goal, pointing out that the fundamental purpose of cultivating media literacy is not only media literacy itself, but also to enable media users to have the ability to think independently, and both subjective initiative, and to promote the production of a more comprehensive and multi-faceted media products. In 1992, the Media Literacy Research Center of the United States gave a relatively clear definition of media literacy, namely, people's ability to choose, understand, question, evaluate, create, produce, and respond to all kinds of information in the media [4]. The deep cross-fertilization of the old and new media has broken down the original barriers, and has also pushed forward the development of the media industry's management system and the shape of the industry, and further triggered the development of the media industry's management system and the shape of the industry. With changes in the social communication environment, cultural life, and other aspects, the connotation of media literacy is also further extended in the context of the digital era.

3.2. Media Literacy of College Students in the Context of New Media

3.2.1. Current Situation

The current situation of college students' media literacy is not optimistic. Due to the rapid development of modern media literacy technology, the media order in the era of mass communication is also being reconstructed, from paper media to network media. The rapid development of communication has brought many complexities to college students. College students' social responsibility has been affected, moral lapses have occurred under the impact of pluralism, they have been disturbed by the advanced Western ways of disseminating information, and the level of audience participation and civic awareness is also low [5]. At the same time, college students have a weak sense of self-control and self-discipline, are not vigilant enough, and their critical ability to analyze the media is not perfect. The constraints of the existing teaching mode make it difficult to improve the teaching result, so it is urgent to improve students' media literacy [6].

3.2.2. Importance

The ever-changing and ever-developing media environment poses new challenges to the media literacy of college students. Therefore, media literacy education for college students has become the first task for college students to adapt to the new media environment. According to the results of a survey, most college students will make basic choices and discriminations when using media, as well as doubt the authenticity of the content, and also make basic judgments on whether the media content is good or bad, and they prefer diversified curriculum teaching to improve media literacy.

To enable college students to adapt to the media in the new media environment, following the rules of "based on the individual and focusing on the society", "varying from person to person and according to the local conditions", emphasizing the specialization of the education process, and strengthening the evaluation of media effects are the most important points in the cultivation of media literacy [7]. With the gradual emergence of online media in China, college students have become the mainstay of media quality training, and through the integration of media literacy, the ability of college students to analyze and evaluate online information has been significantly improved [8]. Every effort should be made to make the light of media literacy education shine in the new era of college students.

4. Problem Analysis

4.1. Innovation in Media Literacy Education

4.1.1. Teachers' Teaching Mode

For media literacy education in the new era, the inevitable problem is that the teachers are not strong enough, many young teachers are familiar with the network, familiar with the media, but do not have a wealth of teaching experience, and can not do a better job of dissemination, the experience and knowledge taught to the students of the effect is poor. Some teachers who have rich teaching experience do not know enough about media literacy in the era of digital intelligence, and their ability to keep up with the times is weak. It is difficult to grasp the balance between the two, which creates a more awkward situation, and there is no way to better disseminate the relevant knowledge, and how to solve the problem and form a new "old with new" and "new with old" training system is still under continuous exploration and experimentation.

4.1.2. Educational Cultivation System

In the context of large-unit teaching, disciplines are intertwined, and interdisciplinary teaching has attracted much attention, based on thinking about the reform of the education and training system. What should be emphasized is to stress the practical nature of media literacy education, and more importantly, how to incorporate media literacy education into the interdisciplinary curriculum system, combining it with information technology, media studies, pedagogy, and other disciplines, breaking down the disciplinary barriers, and thus promoting the cultivation of comprehensive interdisciplinary literacy.

4.2. Lack of Media Literacy

4.2.1. Lack of Information Recognition Ability

At present, many college students have not effectively mastered the knowledge of digital media theory and technology, and are unable to apply the media correctly and interpret digital information scientifically and efficiently. Except for media majors, college students of other majors have less knowledge of digital media theory, know little about the development history of digital media, and are not familiar enough with the process of constructing digital information. This further leads to the fact that many students in the digital era are unable to accurately recognize and judge network phenomena, and are unable to make effective scientific judgments and evaluations of information content [9]. In short, the limited knowledge of basic theories and skills hinders the development of college students' digital media literacy.

When facing such information, college students are unable to accurately identify the authenticity of the information, and then make wrong judgments and evaluations.

In addition, college students are unable to make reasonable value judgments on information. The information widely disseminated by social media is implicit and compulsory, which subtly influences college students. College students are not sensitive to the content of information cannot see the essence of information through its appearance, and may be eroded by wrong values without realizing it.

Today's era is the era of 5G network coverage, and under the background of media convergence, all kinds of information content produce strong stimulation to the audience's senses. The massive growth of homogenized information is likely to lead to the creation of public opinion sound bites or trigger prejudice.

4.2.2. The Degree of Media Interaction Needs to be Improved

College students are not only the receivers of media information, but also the producers. Contemporary college students are more capable of applying media technology, and when encountering problems, they can comprehensively evaluate the effects of different media and integrate and utilize them to effectively utilize their respective advantages [10]. However, judging from the actual situation of college students' participation in media information interaction, although they use the media every day, most of their activities are online chatting, posting WeChat friend circles, etc., and college students' application of the media stays at a shallow level. Few college students can express high-quality opinions and lack the motivation to participate in creation and dissemination. The development of digital media has become increasingly personalized, allowing users to break away from the limited media to create and publish information content that expresses their personalities. However, at present, when college students use digital media, they are more likely to browse the information content. Browsing extensively allows them to quickly understand diverse and complex information in a short period, but most of the content is fragmented and will be quickly

forgotten after receiving it, so students always carelessly browse the information, and they cannot acquire knowledge through browsing. In terms of information content production, many students do not have the production capacity to integrate knowledge and information, not to mention creative expression of information content. In the long run, college students can only passively face the massive information resources and accept the impact of digital information.

4.3. Parity in Media Literacy Education

Cities have richer educational resources relative to townships, including high-quality teachers, advanced teaching facilities, and rich teaching content. City schools are often better able to carry out media literacy education, while township schools may face a lack of resources due to conditions. First of all, urban schools are usually equipped with advanced teaching and learning technologies, such as computers, the Internet, multimedia classrooms, etc., which facilitate the implementation of media literacy education. While some township schools may have relatively simple or lack technological equipment due to economic constraints. Secondly, urban schools attract more highly qualified teachers, who usually have rich teaching experience and specialized knowledge in media literacy education. Township schools, on the other hand, may face a shortage of teachers, some of whom may lack relevant training and opportunities to update their knowledge. Finally, there are differences between urban and township students in terms of their family backgrounds, opportunities and ways of receiving education, etc., which may also affect students' understanding of media literacy and their motivation to learn.

5. Recommendations

5.1. Focus on Dissemination

Schools can add media literacy-related courses to the curriculum, such as journalism and communication, digital media, and social media use. At the same time, teaching methods can be used such as case teaching and project practice to stimulate students' interest and participation in learning. Regular lectures, seminars, or workshops on media literacy-related topics can be organized, and industry experts or scholars can be invited to share the latest media development trends, skills training, and application cases, to help students understand and master the knowledge and skills required for media literacy. A media literacy certification system can also be established to set up relevant tests or certificates to encourage students to take the initiative to participate in media literacy training and practical activities to improve their media literacy level.

5.2. Establish an Effective Education Model

Expanding diversified and effective practice platforms and establishing students' media literacy exchange platforms can promote interaction and communication among students, share experiences, insights, and resources, and form a good learning atmosphere and cooperation mechanism. The establishment of a media literacy education resource platform can provide rich teaching resources and learning tools, such as online courses, teaching videos, teaching literature, etc., which are convenient for students to learn and use. Meanwhile, the diversity of practical teaching links is strengthened, and students are organized to participate in media literacy-related practical activities, such as media creation, social media operation, news reporting, etc., to help them apply theoretical knowledge to practical operation and enhance their practical application ability.

5.3. Strengthen the Training of Relevant Teachers and Teacher Trainees

Starting from strengthening the media literacy education of teacher trainees and relevant teachers, and with a left eye to the future, media literacy-related content can be added to the specialized courses for teacher trainees, such as digital media technology and online teaching design and implementation that cover the knowledge of the principles of media usage, skill development, and evaluation of media literacy, and so on. Through practical teaching sessions, such as course design, teaching case analysis, teaching internship, etc., teacher trainees are guided to use media technology for teaching design and implementation. It helps to improve the level of media literacy and develop their ability to integrate media technology into teaching practice. Meanwhile, it can collect and organize high-quality teaching resources and cases through the establishment of a teacher education media literacy resource sharing platform to provide learning and reference for teacher trainees and to promote exchanges and cooperation among teacher trainees.

6. Conclusion

The topic of this paper explores the impact of college students' media literacy on learning effectiveness and their cultivation strategies in the context of new media. It is found that the new media environment provides college students with rich information resources and convenient communication channels, but it also brings a series of challenges, such as information overload, difficulties in judging the value of media information as well as the low degree of media interaction and the educational gap of media literacy between urban and rural areas. The current state of media literacy among college students shows that they have a high level of proficiency in media use, but have problems in critical thinking, rational treatment of media information, and effective application of media tools. In solving the problem of media literacy education, the article points out that it is necessary to innovate the teaching mode of teachers, reform the education training system, strengthen the education of information recognition ability, and advocate that colleges and universities should innovate in the curriculum and teaching methods. At the same time, an effective media literacy education model should be established, and diversified practice platforms and resources should be provided to promote the overall improvement of college students' media literacy.

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