The Reflections on Media Literacy of College Students in the New Media

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Abstract. The college students can adapt the new media environment in the aspects of media contact consumption, media understanding comprehension and media application production very well. However, in view of their specific behaviors, they also have the questions: the weak ability to criticize the media, the not deep use of media and the weak moral and legal awareness. The emergence and existence of these problems have both objective and subjective reasons.

The Introduction

Media literacy was introduced in the 1930s. In 1933, the British Levi's and Thompson co-published "Culture and Environment: Awareness of Critical Consciousness," a book for the first time introduced the issue of media literacy education in schools and made a more complete proposal, its basic purpose is to "seek to pass through the media literacy education so that students from the media to spread the adverse cultural, moral or ideological negative effects."

Obviously, "media literacy" is closely linked with "media literacy education", that is, through "media literacy education" to cultivate "media literacy" for citizens, especially adolescents. After the concept of "media literacy" was put forward, with the rapid development of media technology, the media environment in which people live is also rapidly changing. The connotation of "media literacy" and the concept of "media literacy education" also keep pace with the times.

From the late 1950s to the early 1960s, with the further rise of mass culture, the cultural outlook of mass culture challenged the traditional view of culture. Scholars have come to realize that the mass media is not without merit. The mass media has given people such effects as information and culture, which are worth recognizing and studying. The re-understanding of popular culture makes people gradually realize that the traditional school curriculum education can no longer meet the needs of students. The "extra-curricular culture" of students is gradually recognized by the society and has gained a legal status in the school classroom. Teachers also play an important role in this shift. Because most of these teachers were influenced by popular culture, especially movies, in their own growth, they could hardly accept the protectionist ideal of completely rejecting mass media in the past. In practice, they are willing to adopt a more objective analysis method. A fundamental change has taken place in the philosophy of media literacy education, that is, the shift from resistance to the concept of cultivating discernibility is a sign of the evolution of media literacy education. The 1963 News Report on English teaching published by the UK Department of Education and Science suggested that "no adversarial attitude should be adopted and" young people should be trained to critically view the media and learn to identify the content of media dissemination."

Therefore, the basic requirement of media literacy for adolescents is not to refuse media at first, but to distinguish the contents of media transmission, to know what is excellent popular culture and what is counterfeit work, to admit that there are also some excellent and complete works in popular culture works.

Since the 1990s, with the rapid development and widespread application of new media technologies, "media literacy" and "media literacy education" have had more obvious characteristics of the times. The new media is a comprehensive concept. It refers not only to a particular media but to a group of media that meet the new needs of information dissemination. New media is the use of digital technology, computer network technology, Mobile communication technologies, multimedia
information media that interact through two-way channels such as the Internet, wireless communication networks and wired networks are mainly computer network media and mobile network media, including portals, emails, BBS, blogs, podcasts, QQ, SNS, microblogging, online newspapers, Internet books, Internet radio, Internet TV, Internet movies, SMS, Fetion friends, mobile newspaper, mobile phone broadcast, mobile movies, mobile TV, etc., and as technology advances, computer networks There is a continuous convergence of media and mobile internet media. The new media has the super-space-time capability to transmit information to all parts of the world as soon as the events take place.

Two-way interaction is one of the most important features of the new media and one of the most prominent advantages in the spread of the Internet, anyone can accept information, but also can spread the message, both the recipient and the audience. In short, the new media is interactive, timely, massive, sharing, multimedia, hypertext, personalization and community features.

It is precisely because of these technical characteristics of the new media that the "media literacy" and "media literacy education" are given more obvious times feature. For example, the New Media Association of the United States defined the new media literacy as "Global Trends: Report of the 21st Century Literacy Summit" in 2005: "A set of abilities and skills that consist of the mutual overlapping of auditory, visual and digital literacy, including The ability to understand and use visual and auditory power, the ability to control and transform digital media, the universal communication of digital content, and reprocessing."

Of course, different scholars and research institutions have different definitions, but generally have two core views: First, the media literacy is seen as the ability to use the media to access and disseminate information. The second is to link media literacy with media literacy education. According to the domestic and foreign scholars' opinions, it can be concluded that the media literacy in the new media age is an extension of the traditional media literacy (listening, speaking, reading and writing ability), which is the ability of people to choose and understand when facing various kinds of information of new media, Questioning ability, assessing ability, creating and producing ability, reflecting ability of thinking and arguing, and using media information for personal life and social development. Generally speaking, media literacy refers to the ability of the public to recognize media, participate in and use media, and "media literacy education is aimed at the public and cultivating and enhancing cognitive media, media and media capabilities Quality education."

College Students' Media Behavior and Trends

The media literacy of the social public refers to its cognitive media, its ability to participate in the media, and to use the media, which is often manifested in the public's behavior in the media environment. The media literacy of college students in the era of new media is reflected in the media lifestyle of college students. The media behavior of college students reflects the basic status of college students' media literacy.

The Basic Characteristics of College Students' Media Behavior

At present, the Internet applications of Internet users in our country mainly show the following characteristics: the instant messaging usage rate has increased to the second largest application; the microblogging application outbreak has witnessed an increase of over 200% in the number of users; the steady growth of business applications and the rapid increase of the group purchase rate Although the popularity of entertainment applications down, but the size of users is still huge.

Internet users in our country these characteristics of Internet applications, basically also reflects the current network applications of college students. Here combined with the research of colleges and universities in recent years, the paper further expounds the media behavior of college students in new media.

First, both frequent and focused media exposure. In the media contact consumption, college students have more frequent contact with various media. One of the most prominent consumer
spending on the Internet, mobile phones and other emerging media. In addition, undergraduates understand information as the most important motivation for their media consumption, but prefer the media content of entertainment type.

The survey found that college students have online "vocal" experience, "vocal" activities are mainly written, the way they are diverse, of which 29% write e-mail, post, thread accounted for 27% of the published articles published Accounting for 22%, open blog or blog in other people accounted for 22% of the message. In particular, blogs, with their "zero-cost" way of publication, are loved by college students and many liberal arts students open blogs.

Second, there is a lack of knowledge and understanding in media understanding. In media understanding, on the mass media Categories have a clearer understanding of the main media content of a basic understanding, but little understanding of the function of the media, but also different professional is not balanced. Undergraduates have a more understanding of the commercial properties of the media and lack of understanding of the active status of the audience in the dissemination. In addition, most college students are aware of the impact of the media on their own knowledge structure and viewpoints, but relatively ignore the other deep-seated influences of the media on values. In particular, the judgment of the ideas and values in media information is still vague.

Thirdly, there is both a certain ability and a weak sense of initiative in the production of media applications. In the media application, college students Showing some ability to obtain information and utilize information. The media related professional students are also able to skillfully use the media technology to make and publish media information. However, on the whole, the college students' ability to use online academic resources is not strong and media information can be produced through media And the level is still relatively limited. On the one hand, college students are more passive on receiving information as a "container man" on the one hand, and they are not good at proactively reading information with critical analysis. On the other hand, similar to the case of exposure to publications, most college students Just surfing the Internet for general entertainment or entertainment, failed to effectively use the academic resources on the network. Emphasis on recreational entertainment, neglect of academic nutrition is a common phenomenon of college students online activities. It should be said that college students already have the ability to use online academic resources, but usually the use of online academic resources is not strong sense of initiative.

**College Students Behavior Changes in the Media**

2005, WEB2.0 The emergence of technology has broken through the limitations of traditional audience behavior patterns, whether it is early blogs, TAG, RSS, or is now popular SNS, these to WEB2. Technology-based applications have all contributed to the shift from "point-to-point" broadcast to "multipoint-to-multipoint" in different forms. The traditional central significance of the media has been greatly weakened and deconstructed, and communication has become more decentralized, personalized and pluralistic. The media behavior of college students also reflects this trend of change.

First, the media contact spending more frequently. Students in the network platform for interactive groups, the new media to create a kind of before unreal virtual reality of the contact. Jenkins pointed out that participatory culture takes place "in the individual's brain and in the social interactions with other consumers." On the one hand, the autonomy and selectivity of learning are greatly improved. On the other hand, the ways of socializing and entertaining students are also more diverse.

Second, the rapid development of shared culture. College students are getting faster and faster at recognizing and accepting new media whenever it's new.

Third, the transfer of the relationship between the individual qualifications to enhance the requirements. College students do not need to pay more attention to the new media, because they themselves can play the role of producer, publisher and recipient of information every day, and the new media technologies enable the community to communicate. Undergraduates are becoming more
and more active in participating in media activities. They are eager to understand and reach out to the society through new media. They also actively participate in the discussion of media topics. However, because of technological progress and the wide range of topics, college students also put forward new requirements for individual literacy.

Fourth, the network has a new mode of communication. New media broke the time and geographical constraints, so that college students social interaction become more convenient and frequent. The anonymity and virtuality of traditional online media have brought great uncertainty to interpersonal communication. As a result, although the interaction between individuals based on the Internet is wide, there is a lack of basic trust and efficiency. The utilization and strengthening of new media for the virtual community and the real interpersonal relationship chain just make up for the deficiency of the traditional network and enhance the interaction and interaction of individuals in the virtual and reality world so that the network interaction of new media is more trusted and favored by college students.

The Main Problems of College Students' Media Literacy and the Reasons

Through the analysis of the basic situation and specific behavior of college students' media behavior, the media behavior of college students in the new media era has a more comprehensive understanding of the changing trends in their media behavior also has a grasp. Overall, college students can better adapt to the new media environment in terms of media contact consumption, media understanding and media application production, but from their specific behavior, they also reflect many problems in college students' media literacy.

College Students Critique of the Media is Weak

Media criticism is a measure of media literacy an important indicator of both including the audience's ability to identify the content of the dissemination, but also the audience on the media on the people, the impact of these deep-seated problems are fully aware. From the media's trust, the authenticity of news reports to distinguish the ability of media coverage of the public from three aspects to examine the contemporary college students' media critical ability, as a result, 75% of college students cannot make the truth of the news report is correct judgment; 73% of college students have basic trust in the media, 15% of students have complete confidence in the media, 3% do not trust the media, and 9% have no clear attitude. 65% of the surveyed students rely on the media news reports as a basis to support the judgment. 23% of people think that the media has little effect on them. Nearly 10% of university students rely mainly on the media news reports as the basis for judgments, and do not rely on the media's complete independent judgment. The number of 2%. The survey results show that undergraduates have a certain degree of trust in the media and to some extent have a dependence on the media. Many college students must choose their value and behavior finding the basis from the media cannot effectively choose the information of different values. Most students do not have the ability to distinguish the authenticity of the news, and show the obvious inadequacy of analyzing and criticizing the media reproduction.

College Students Use the Media is not Sufficient

Fast and effective access to information in the information explosion era is particularly important, has naturally become an important media literacy. A news headline or lead generally summarizes the most important facts of the press, reveals the major news messages, and understands this principle to efficiently retrieve and incorporate the news information they need. The survey found that 40% of undergraduates said they did not know the function of news headline or lead, 48% of college students knew about it, and 12% did not understand it at all. 51% of college students proficiently use the media to get the information they want, while the remaining 49% do not. Only half of college students can make full use of media resources to serve themselves, but the application is not deep enough. In a survey of whether various media reports are helpful to the public, 71% of college students think that
the media occasionally helps their own real life, and 21% of college students feel that they have obtained great help and gain from the media. Most college students are exposed to the massive information provided by the media and often passively accept media information without active analysis and reflection.

**College Students Moral and Legal Awareness of the Network is Relatively Weak**

Media ethics refers to the media audience in the exposure and use of media information demonstrated by the moral awareness and self-discipline. Media morality and legal awareness are also an important factor in college students' media literacy. Undergraduates generally have a relatively vague understanding of the network ethics, little is known about network security, knowledge of intellectual property rights, etc. Although they are aware of such acts as infringement and piracy and network irregularities, they are weak in self-discipline and self-discipline. Most college students do not understand the policies, laws and regulations concerning press and publication, network management and intellectual property rights of the state, although they know some of the acts such as infringement and piracy on the Internet, but due to the lack of self-control and self-discipline in the anonymous state of network media, Often show obvious practical and utilitarian tendencies.

**Network Events Reflect the Typical Problems of College Students' Media Literacy**

In recent years, network events continue, with college students off the network of events is also an endless stream of road. Therefore, we should promote the interrelation and interaction between media literacy education and other ways of knowledge education and ideological and political education through the ideological and political theory courses and the content of media literacy education in the related courses of sociology, communication, psychology and journalism. Make media literacy education courses accessible to students in a wider range so that more students receive media literacy education in the classroom.

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