A Study on College Students' Media Literacy in Henan Province under We Media Era

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Abstract

The rapid development of media information technology has caused the change of media form. Especially with the rapid development and widespread use of APP software, some college students have become psychologically dependent on the use of self-media, and their learning lifestyles and ideas have changed dramatically. Therefore, media literacy education has increasingly become an important part of the comprehensive literacy of college students in we media era. Taking Anyang Normal University as an example, this paper makes a questionnaire survey on media literacy of freshmen to seniors in order to grasp the media literacy status of college students. Then, this paper seeks the characteristics and problems of college students' media literacy from the aspects of college students' media contact, the ability to choose we media information and the ability to react to speculation, the creation of media and the production capacity of we media, and so on. Next, this article actively explores ways to cultivate and enhance the media literacy of college students from different levels of government, society, schools, families and individuals.

Keywords: we media era; media literacy problem; countermeasure

1. Introduction

The rapid development of the media information technology has led to the transformation of the media form. New media technology with its massive information content, accurate market positioning and instant information transmission is constantly eating up the traditional media. It has changed the pattern of one-way transmission of information in the past [1]. The concept of "we media" is put forward in July 2003 by Chris Willis and Shein Bowman in the study "We Media". According to the interpretation of Baidu entry, the so-called "we media" is also called "citizen media" or "personal media" refers to the communicators of privatization, civilianization, generalization, and autonomy. It delivers normative and non-normative information to most unspecified individuals or specific individuals in a modern, electronic manner. The general term of the new media, from the media "we" communication characteristics are manifested in the integration of the transfer of relations, the diversity of the means of transmission, the speed of transmission and the decentralization and the right to peace. "We media" includes personal home page, personal log, Weibo, WeChat, blog, Qzone, Baidu Tieba, Facebook and forums and other network communities.

We media represents the "3.0" era of news media, while "1.0" refers to the old media (Old Media) and "2.0" to the new media (New Media) [2]. In the Web2.0 era, network communication has become a popular and low-threshold communication method, and any network user can become a communicator. The appearance of information terminal devices, such as tablet computers and smart phones, has laid a material foundation for the rapid development of we media. The emergence of web3.0 technology has cleared the technical barriers for the rapid development of self-media, and we are entering a we media era.

In 1933, British scholars Leavis and Thompson first proposed the concept of "media literacy" in his book "Culture and environment: The training of critical awareness", which means to encourage students to "discriminate and resist" various information [3]. In 1992, the American Center for Media Literacy gave the following explanation: "media literacy refers to people's ability to choose, understand, question, evaluate, and respond to the various information provided by the media, and the

ability to create and produce media information ". We media is popular and personalized, which attracts many people, especially college students with active thinking and high cultural quality. As the network infiltrates daily life through computers, mobile phones and other terminal devices, the contact and use of media by college students has gradually revealed obvious and complex features. Although search engines facilitate access to information for college students. Although search engine provides convenience for college students to obtain information, artificial intelligence can not provide the ability to distinguish the authenticity, value and effective use of information [4].

On the one hand, media literacy education can effectively cultivate the media quality and cultivation of the audience, on the other hand, it can purify the communication environment and promote the well-ordered development of the mass media and society. However, according to the 41st "Statistical Report on the Development of China's Internet Network" released by CNNIC, as of December 2017, the number of Internet users in China reached 772 million, the penetration rate reached 55.8%, and the number of mobile internet users reached 753 million. The proportion of internet users increased from 95.1% in 2016 to 97.5%. Among them, 20.4% of the netizens with college education or above. As the most active ideological group, college students are full of curiosity and exploration, they are very sensitive to new things, but lack of social experience. Their ability to distinguish between right and wrong is not strong, so they are easy to be misled by wrong ideas. Therefore, it is urgent to strengthen the media literacy education of college students in the we media era.

Based on the investigation of college students' media literacy in Anyang Normal University, this paper grasps the present situation of college students' media literacy in the we media era from the perspective of college students' cognition and discrimination of we media information, and the situation of media contact. This paper discusses the main problems and causes of college students' media literacy education, and puts forward some suggestions and measures on the basis of the present situation of we media participation and application ability.

2.   The Present Situation of College Students' Media Literacy in the We Media Era

In order to explore the current situation of college students' media literacy in the we media era, our research group adopts random sampling survey method. The survey covered students from freshmen to seniors, including history major, business administration major, mathematics major and other liberal arts. The proportion of female students was 68.2% and female is 31.8%, respectively. A total of 200 questionnaires were distributed and 200 were collected. The recovery rate was 100%, and 200 valid questionnaires. The samples were representative and the survey status was as follows.

2.1 College students' contact and cognition of we media

The mobile phone and the computer are the main channels for college students to acquire the media information, among which, the college students who contact the media information by the mobile phone account for 92.4% of the total, and the college students who contact the media information by the computer account for 48.9% of the total, and the mobile phone becomes the main way of the college students to obtain the media information. Using mobile phones, you can log in to QQ space, chat on WeChat, use mobile phone WeChat applet to conduct small games and network surveys, access WeChat public account, use self-media APP to get courses, and broadcast live. From the perspective of media contact conditions, mobile phones, computers, television, newspapers and magazines are the main media that college students can access. However, from the perspective of flexibility, online media such as mobile phones and computers are the most contacted by college students. Traditional media, such as newspaper and paper magazines, is an important part of the life of college students, the number of college students who use traditional media to obtain information is less, and the data show that the number of college students who obtain information through magazines and televisions accounts for 12% and 14.8% of the total.

2.2 Diversity of motivations to use we media

There are many motives for college students to use we media. They pay more attention to the entertainment and communication functions brought by we media. Some students use we media

learning APP for after-class study, and some students understand current political information and pay attention to the information they are interested in. As far as the survey is concerned, "making friends" is the most common thing for college students at present, accounting for 89.6%, and "entertainment and leisure" account for 71.3%. This paper finds that the excessive attention of college students to entertainment information weakens their concern about science and technology, economy and social and political issues of people's livelihood. "current affairs news" accounted for 42.8%, while "learning knowledge" only 25.6% of college students would use we media to to browse content related to professional learning.

2.3 The ability of questioning and thinking of media information is not strong

In the complicated information, college students should have the ability of analysis and discrimination when choosing information. According to the survey, when the information published by the we media is inconsistent with the official report, 36.5% of the college students believe that they should be verified by many parties before making their judgment. 18.9% of the students believe that the official media reports, 17.3% of the students are more willing to believe the information released from we media, and 27.3% of students chose to ignore it. The ability to interpret information and critical cognition is an important factor in the media literacy of college students. Choosing and distinguishing the information they need is the basic requirement of college students in the we media era. During the investigation, some students said that although the news published by we media has more emotional feelings, but there is no policy tendency, and the originality can be maintained without repeated screening. However, due to the frequent disclosure of privacy and malicious speculation from we media, college students are not strong in judging, questioning, and thinking about media information, and lack the ability to distinguish the authenticity of media information.

2.4 College students' participation in we media

According to the degree of attention of college students to self-media information, we can see "the dynamics of the circle of friends" (86.4%), "life and entertainment" (70.3%), "current affairs news" (36.7%), "Information on learning" (27.8%) and "other" (26.2%). In addition to actively focusing on what is happening around them, college students are also active communicators of we media information. It can be seen from the participation of self-media activities (see figure 3) that college students like to release their personal mood information by we media, accounting for 79.6% of the total, and about 52.7% of students like to learn about the information they are interested in through the we media. Most students like to use we media online shopping, online booking tickets, online payment, etc., accounting for 60.2%; online learning and chat accounted for 41.5%. It can be seen that the entertainment and leisure purpose of college students participating in the interactive activities of we media is stronger, but the participation of social and livelihood issues is relatively low. It can be seen that the level of media participation of college students is not high, it is more expressed in expressing self-emotion and expressing interest and entertainment, and has not reached the level of deep-seated participation.

3. Problems of College students' Media Literacy under the Environment of We Media

3.1 College students' network media literacy is weak

As far as the general situation is concerned, at present, the media literacy of college students in China is mostly at the lower level, which leads to the impasse of the weakening of self-cognition of college students, which is mainly caused by the following two reasons. The first is the imperfect training mechanism of college students and the limitations of college students' cognition. At present, the lack of media literacy education in primary and secondary schools in China, and the lack of media literacy education in colleges and universities, coupled with the differences in the ability of individual students to accept online information, lead to uneven levels of online media literacy. As a result, some college students ignore the network media literacy and behavior standards for their personal interests, and make behaviors that violate the network media literacy and harm the health of the network [4]. Second, the characteristics of the network media itself are determined. Since the network media is

characterized by immediacy, borderlessness, and interactivity, college students are more likely to be exposed to information in the network world. Due to their weak awareness of network media literacy, college students may become more and more confused in their real life, and they may not recognize themselves more clearly in real life because of their weak awareness of their own network media literacy.

3.2 There is a deviation in the purpose of the use of the medium

With the development of media technology, communication between people has become more convenient. College students use media for many purposes, such as playing WeChat, playing games, and playing live broadcast. In today's mobile internet era, online social media has also become an important channel for many college students to communicate and obtain information in their lives. The Macbeth Institute released "2016 Social Media Usage Data for College Students", the data shows that access to information, communication, leisure and entertainment are the main purposes for college students to use social media. 84% of undergraduate students prefer to use mobile phones to browse social media. It can be seen that in the era of media, in order to seize the user fragmentation time, mobile terminal devices seem to be the best platform. Nearly half of undergraduates pay attention to social media at regular intervals, and 54% of undergraduates browse social media for 1-3 hours a day.

3.3 The questioning and speculative ability of media information is not strong

The characteristics of the media are the ease of communication, freedom of information and widespread dissemination. College students use the media platform to transmit information, use the we media APPs to search for various learning information, and conduct various learning exchanges. The resource acquisition method is fast and effective. Media information infiltrates into the daily life of college students, but the cognitive ability of social complexity contained in media content is limited, and when the mass information is received, it is inevitable for some college students to take "escape" of self-protection measures.

4. The Strategy of Improving the Media Literacy of College Students in the We Media Era

In the we media age, the media is the main way for college students to obtain information, and the media literacy education is a new form of the ideological and political education of the university. This paper actively explores and promotes the media of college students from different levels of government, society, schools, families and individuals. It is necessary for college students to screen and screen information in a complex and complicated information, so that they can effectively use media resources to enhance themselves and improve themselves to better adapt to the development of society.

4.1 The government should protect the development of media literacy education

In the era of media, the media environment is constantly developing towards a complex, diversified and entertaining direction. Due to their lack of ability to distinguish media information, college students tend to develop numbness in the face of massive information disseminated by the network, the role of government in the supervision and guidance of media literacy education is increasingly prominent. First of all, the government should strengthen network supervision, strengthen the continuous improvement of media literacy-related policies and regulations, grasp the initiative of media management, and avoid the occurrence of adverse events. Secondly, strengthen the construction and management of the network media industry, clearly regulate and define the deviant behavior from the media environment, and build a good media development environment. Thirdly, the media literacy education should be supported by manpower, material resources, financial resources and policies, and the media literacy education should be brought into the educational reform system at the same time.

4.2 Society should create a good network information communication environment for the development of media literacy education

Social media is the basic force for the information society to maintain and operate. The organic component of media literacy education guides the development of college students' media literacy. Media literacy education must rely on diversified channels and forms of social resources. First, social media should create a good environment for network information dissemination, at the same time regulate and monitor the content of media information, eliminate vulgar content such as pornography, violence, obscenity, and set up media information education columns. It should guide college students to correctly judge media information and critically accept information. Second, social media should encourage community and social organizations to carry out media literacy education, and engage in popularization and low-cost media literacy education in a way that is close to colleges and other groups, such as fraternity, exhibitions, and lectures.

4.3 Colleges and universities should actively carry out media literacy education

The important role of college students in promoting the development of the country in the future, and media literacy education is the quality education of college students in the future participation in politics. Therefore, the all-round improvement of media literacy education for college students is related to the future development of the country and the display of external image.In combination with the current social needs and the environment of colleges and universities, colleges and universities should update their educational concepts and create a three-in-one media literacy education system of "teacher-course-culture" [6], and actively carry out quality-oriented education from the following aspects. (1) Strengthening the construction of the faculty of media literacy education. China's media literacy education started late, and the faculty of colleges and universities is seriously lacking. Therefore, in order to improve teachers' media literacy and media use ability, colleges and universities should carry out various forms of media literacy education teacher training, so as to provide strong teacher support for the smooth development of media literacy education. (2) Integrating media literacy education into subject courses. Due to the shallow experience of the society, college students are difficult to distinguish the authenticity of some public opinion events and are easily misled by bad ideas. Therefore, the school should draw on the foreign media literacy education model. The course provides professional tutoring for students. According to the local actual situation, the media literacy education is regarded as a general course to provide professional guidance to the students. Colleges and universities should integrate media literacy into university curriculum, actively organize and compile teaching materials for media literacy education, expand media literacy education base, build theoretical system of media literacy curriculum, and build a theoretical system of media literacy curriculum from the point of view of technology and essence. Humanistic literacy and other aspects to improve the media literacy education of college students, so as to improve students' ability to use media, but also in the process of using media to enhance legal awareness and moral awareness. (3) Strengthen the network supervision and guidance of campus, and make great efforts to create a good atmosphere of campus media culture. Campus culture is the core of school culture. The school should strengthen the construction and management of internal media resources such as school newspaper, campus network, school official Weibo, WeChat public account, and build up the network media literacy education system. Taking the campus media resources as the platform for college students to contact and participate in the media practice, the students can cultivate their ability to obtain and create information by participating in the production of media products such as video programs, micro-movies and so on. (4) Conducting media literacy education lectures based on actual needs. When media literacy education enters the curriculum system, the school invites educators with professional media literacy to conduct a series of academic forums and special lectures, which is an effective way to make up for the classroom teaching mode.

4.4 Parents need to improve their media literacy

In the absence of school media literacy education, most students turned to relying on family education. As one of the three major educational subjects of media literacy education, the family is called "the

peripheral route to promote media literacy education〞. It is the starting point for children to receive education. The media literacy level of parents will greatly influence the next generation [8]. Parents should gradually improve their media literacy and improve their media literacy education through the following aspects. (1) Healthy media habits are the core. Parents should use electronic media reasonably, regulate their behaviors and habits of using media in their homes, pay attention to media content selection, and rationally arrange media use time, so that family members can develop good media habits in subtle ways. (2) Establish a correct concept of family media literacy education. Parents should view the media correctly, not only to recognize the positive impact of the media on family members' learning, entertainment, understanding of the world, but also to recognize the negative impact that the media may have on immature children. Therefore, parents should correctly and reasonably guide and educate their children to contact with electronic media. (3) Family culture atmosphere is the guarantee for the promotion of family members' media literacy. Parents should guide their children to access traditional print media such as newspapers, books, magazines, etc., so that children can develop good reading habits from an early age. At the same time, parents should cultivate children's multiple interests, let children correctly understand the media content, absorb useful information, and create a high-quality media family ecological environment for children.

4.5 College students should continuously strengthen self-education in the we media era

In the era of media, good external conditions are of great importance to the improvement of media literacy, but all external causes ultimately need to play a role through internal factors. Only when college students are aware of the importance of media literacy and are willing to study and receive education on their own can they fundamentally improve their media literacy level. First of all, college students should consciously strengthen the study of media knowledge and clarify the laws and characteristics of the media. Only when you have a deep and rational understanding of the things you touch can you not be confused and use them. Secondly, college students should have a conscious subjective consciousness, constantly carry out self-reflection in the use of the media, consciously resist bad information, contact the information with questioning eyes, and consciously measure whether their speeches and behaviors conform to moral and legal norms, thus these can prevent them from going astray. Finally, college students should establish an evaluation system of correct self-worth, learn new media knowledge through self-internalization, develop internalization consciousness, and be a civilized network user.

Acknowledgement

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