

## INNOVATION AND RESEARCH ON "MEDIA LITERACY" EDUCATION CURRICULUM IN COLLEGES AND UNIVERSITIES UNDER "FRAGMENTED COMMUNICATION"

JIANG Yu-lu

College of Literature and Media, Chizhou University, Chizhou Anhui, China, 247000,

353463117@qq.com

**Abstract:** With the development of media technology, profound changes are taking place in the way of information dissemination, communication channels and receiving groups. In the new media era, the audience has a strong sense of information participation. This group has increasingly become the producer and disseminator of information, and all kinds of information are developing in a "blowout" way. The mode of information dissemination gradually presents "fragmented dissemination". A complete piece of information is cut into several incomplete information through different media tools and communication channels. This paper further discusses the impact of information "fragmentation dissemination" on college students' "media literacy" in the new media environment by combing the literature research of "media literacy" at home and abroad, and analyzes the situation of college students' "media literacy". We should further strengthen the "media literacy" knowledge education of college students, help them make better use of media, prevent excessive dependence on media and devote themselves to professional learning by standardizing the use of media by college students, setting up "media literacy" education curriculum system in Colleges and universities, and keeping close contact between families and schools.

**Keywords:** New Media, Fragmented Propagation, Media Literacy, Education

### 1 INTRODUCTION

In today's information-based, data-based and intelligent information society, the dominant position of the audience has been greatly enhanced from "audience" to "user". The audience has got rid of the situation of being controlled by the traditional media in the past, and is ushering in the period of their own rule. In this information situation, a complete piece of information is cut into several "fragmented" information with different information cores and different lengths through the selection and processing of users (audiences). Through different media carriers, communication channels and users with different quality levels, it is conveyed to several vertical "audiences". In recent years, with the development of new media technology, "fragmentation" communication has begun to attract people's attention. According to Columbia University scholar Davidson's "third person effect" study, we can know: "People have a mindset when judging the negative information disseminated by the mass media." In the face of fragmented information dissemination, network rumors and network violence, college students will think that their quality is higher and their information discrimination is stronger, and they will blindly think that they will not be credulous and disseminators of network rumors. This paper studies the impact of information "fragmentation" communication on the media literacy of

college students in the new media environment, and puts forward some measures to alleviate the adverse impact of information "fragmentation" communication on the media literacy of college students.

## 2 RESEARCH STATUS OF MEDIA LITERACY AT HOME AND ABROAD

### (I) Research status of media literacy abroad

The concept of "media literacy" was first put forward by British scholar Levis Sampson in his article "Culture and Environment: Cultivating Critical Consciousness" in 1933. At the beginning, the purpose was to maintain the culture and language of the nation and help students improve their ability to distinguish information. Since then, with the development of information technology, The concept of "media literacy" has been endowed with new connotations, and more and more scholars have paid attention to the study of "media literacy". Through literature collection and collation, foreign scholars' research on the theory of "media literacy" mainly focuses on the following aspects:

The first, A study of media literacy theory. The research on media literacy theory in foreign countries mainly focuses on the definition of media literacy. In Europe and the United States, represented by developed countries such as Britain, the United States and Canada, American scholar Art Silverblatt pointed out that media literacy education should have the following elements: Understand various media communication texts, understand the specific process of media mass communication, establish media discussion relationship, analyze the specific countermeasures of various media communication messages, study and guide the appreciation of media communication content, critical media thinking skills, and understand the direct impact of media on our individuals and even society.

Second, the study of media literacy education. The research on media literacy education in foreign countries started earlier. The research on "media literacy" education originated in Britain. In 1933, British scholars ER Levitt and Dennis Sampson wrote in Culture and Environment: Cultivating Critical Consciousness is the first article to explain the concept of media literacy and put forward practical suggestions for media literacy education, and then western scholars have constantly updated the research on "media literacy" education. Since its emergence, it has undergone three changes in theoretical paradigms, namely: The "sophistry and resistance" paradigm in the 1930s, the "popular literature and art" paradigm from the late 1950s to the early 1960s, and the "performance" paradigm from the 1970s to the 1980s.

Thirdly, the concept of media literacy is constantly updated and improved. With the continuous updating and upgrading of media technology, there are more and more types of media information dissemination, and its tactile range has been greatly expanded. Media almost affects all aspects of our lives. Mainly reflected in the following two aspects: First, the object of media literacy education. The object of western network media literacy education has always been more extensive, focusing on minor students, and the object of education service rarely touches on the elderly group. According to the 46th Statistical Report on the Development of Internet in China, the proportion of middle-aged and elderly groups in China's Internet users is gradually rising. It can be said that the object of media literacy

education in China should be all citizens. Second, Media literacy should include legal literacy, moral literacy and scientific and technological literacy. In view of the negative effects of various network rumors, information garbage and personal attacks on the Internet, more attention should be paid to the education of citizens' legal and moral literacy in the new media environment.

## (2) Current situation of media literacy research in China

The research on media literacy in China started relatively late. Since the reform and opening up in 1978, China has gradually strengthened close academic exchanges with foreign countries in the fields of social economy, politics, culture and so on. It was not until the end of the 1990s that the research on media literacy in China was gradually on the right track. It is generally believed that the publication of *On the Significance, Contents and Methods of Media Education* by Bu Wei of the Chinese Academy of Social Sciences in 1997 opened the prelude to the study of media literacy in contemporary China, after which more and more scholars joined in the study of relevant theories. In general, the relevant studies on media literacy in China mainly focus on the following points:

First, the definition of media literacy. Some scholars generally believe that media literacy is the comprehensive ability of media audiences to use various media. Zhang Kai, an associate professor at Communication University of China, believes that media literacy is the intuitive understanding ability, questioning ability and choosing ability of media audiences in the face of information. Bu Wei of the Chinese Academy of Social Sciences believes that media literacy should include the following points: first, the ability to recognize various specific media; second, the ability to understand media rationally.

Second, the study of media literacy education for college students. As more and more scholars pay attention to media literacy, the research on media literacy education of college students is becoming more and more important, and the research on media literacy of this group is of great significance to the development of education in China. The research mainly focuses on the investigation of the current situation of college students' media literacy, the reasons for the lack of media literacy and the promotion strategies.

## **3 THE CHARACTERISTICS OF INFORMATION DISSEMINATION IN THE NEW MEDIA ENVIRONMENT**

### (1) Information dissemination is more "fragmented"

The concept of "fragmentation" refers to the cutting of a complete object into several individual objects of different sizes and shapes, which is common in the research literature of "postmodernism" in the late 1980s. Since then, with the continuous progress of information media communication technology, great changes have taken place in various carriers, spaces and channels of information dissemination. Great changes have taken place in the form of information dissemination. A complete piece of information is cut into several different information through different media carriers and platforms, and then presented to different audiences. In the era of traditional media communication, newspapers, radio, television and other traditional media are limited by media technology. A piece of

complete information is cut into several pieces of information with different contents through different platforms and presented to the audience in different forms, while the audience is in different groups, and there are great differences in the media literacy of different groups of audiences, which requires higher media literacy knowledge of the audience.

(2) The dominant position of information dissemination is gradually fading.

In the era of traditional media, the main body of information dissemination is controlled by the media organization, and what kind of information the media organization releases and what kind of channel platform it releases are completely monopolized by the media organization. On the one hand, due to the lack of media technology, the audience is more obedient to the media information, and the requirements for the audience's media literacy are relatively low. In the new media era, the status of the audience has been greatly improved, and the audience has been transformed from the "controlled" state of the traditional media era to its own ruling period. Audience groups are transformed into users, who can not only participate in the production stage of information, but also use different media and platforms to publish different information at any time and anywhere. In this case, the media literacy level of users needs to be raised to a new height. User groups with different levels of media literacy have a great impact on the occurrence of network rumors and information fraud.

(3) Diversification of information dissemination content

In the traditional media era, the collection, production and dissemination of information are examined by the "gatekeepers" of media organizations, and only information platforms that conform to the socialist core values will allow further dissemination and presentation to the audience, while in the new media era, various media organizations, network platforms and self-media have sprung up. All kinds of information with different quality levels are conveyed to different groups of audiences through different self-media channels and platforms. In this situation of information dissemination, the demand for audience's media literacy is imminent.

(4) Dynamic presentation of information

Traditional media newspapers, radio, television and other information presentation methods are static, and the way the audience receives information is relatively single. With the updating and upgrading of media technology, artificial intelligence technology, VR virtual technology, AR augmented reality technology, Internet of Things technology, cloud computing, large data capacity and other technologies continue to develop. The media, channel, platform and presentation of information dissemination have been greatly enriched, information dissemination has become more and more "fragmented", and the way the audience receives information has become more dynamic and diversified. Under this background, the media literacy requirements for the audience have been greatly improved, and the audience groups with low media literacy are increasingly not in line with the requirements of information reception.

#### **4 NEW CHANGES IN MEDIA LITERACY IN THE NEW MEDIA ENVIRONMENT**

### (1) Basic understanding of new media

Media technology has gone through the oral communication era, text communication era, print communication era, electronic communication era and new media and digital communication era. In the 21st century, information sovereignty has increasingly become an important factor in the competition of national comprehensive strength, and the level of new media information technology has become an important factor in the competition of national comprehensive strength. With the development of new media technology and digital technology, new media has gradually become an information environment, its essence is to use digital technology and network technology, through the Internet and broadband LAN, wireless communication network, satellite and other channels, and through computers, mobile phones, digital television and other mobile terminal devices to provide users with information and entertainment. In the new media environment, with the upgrading of Internet and Internet of Things technology, it is very convenient for the audience to collect, produce, publish and receive information, and the human information society is becoming more and more virtualized.

### (2) The scope of media literacy is becoming more and more boundless.

In the traditional media era, the scope of "media literacy" is only applicable to the ability to select, understand, use or process information in the use of electronic media, and the scope of "media literacy" is relatively narrow, while in the new media era, the level of media technology is "blowout". Media technology has been applied to all aspects of life, and the corresponding coverage of "media literacy" has also expanded. The connotation of "media literacy" has also evolved from the ability to choose, understand and question information in the traditional media era to the ability to process and screen network information, to discriminate network rumors and to master legal knowledge related to network information security. With the development of media technology, network technology has also been further developed. Network information security has become the top priority to improve college students' "media literacy" knowledge. In recent years, network rumors have appeared frequently in the society, and college students are playing the role of victims on the one hand, while on the other hand, they are participants in creating network rumors, which shows that it is very necessary to strengthen the basic knowledge education of college students' "media literacy".

### (3) From Media Literacy to New Media Literacy

The progress of media communication technology has given birth to new media literacy, which is defined by the American New Media Association as "a set of abilities and skills composed of visual, auditory and digital literacy, including the ability to understand the power of vision and hearing, the ability to identify and use this power, and the ability to control and transform digital media." The universal dissemination ability of digital content, etc. I think the new media literacy has the following characteristics:

First, more emphasis should be placed on the ability to express and disseminate through the media. Under the new media literacy, the initiative of the audience is enhanced, everyone has the opportunity

to use the media to voice under the "national microphone", and the audience is more eager to participate in the production and dissemination of content.

Secondly, new media literacy pays more attention to the requirement of participatory cultural paradigm based on network community. Compared with individuals, network community groups have more powerful power to speak. Network group life requires members to abide by group rules, which has a binding effect on members. Members must learn certain media literacy knowledge to speak civilly in order to avoid group pressure. More attention should be paid to the legal quality and network quality education of members.

## **5 CURRENT SITUATION OF MEDIA LITERACY EDUCATION FOR COLLEGE STUDENTS**

College students are an important group in the research of "media literacy" education, and the research of college students' "media literacy" has important reference value for improving the national "media literacy". The research of media literacy education originated from the developed countries in Europe and America, and China began to enter the research of "media literacy" education in the late 1980s. There are different understandings of the concept of media literacy education at home and abroad: British scholar Cary Bazarget believes that media literacy education aims to help the public effectively use the media to express their ideas; Zhang Kai, a Chinese scholar, believes that media literacy education aims to cultivate the knowledge structure of the public to obtain media information and judge the value of information independently. In the new media environment, it is more important to study the "media literacy" education of college students. In the new media environment, network information security education has become the top priority. During the new coronavirus period, the Internet is full of various "information epidemics". In Internet rumors, college students may be the makers and disseminators of rumors, but they may also be the victims of Internet rumors. To sum up, we can define media literacy education as the close connection between the times and life. While strengthening students' ideological education and professional knowledge education, we can effectively improve the ability of college students to use the Internet quickly and harmoniously to obtain the information they need by using information technology, network information security, network information security law and other knowledge education.

After comparing and analyzing the basic contents of media literacy education in the United States, Britain and other European and American countries, Bu Wei, a Chinese scholar, believes that the basic contents of media literacy education should include the following points: "media characteristics", "media information characteristics", "media ecology and organization", and "audience's management and analysis of their own contact behavior". There are great differences in the research of media literacy courses in different countries and regions, but the basic contents of media literacy education mostly include the following points:

1. Cultivate college students' ability to effectively use Internet media equipment;
2. To cultivate the ability of college students to choose effective information in the face of various complex and uneven quality information networks on the Internet;
3. Enhance the ability of college students to learn

the basic knowledge of network information security laws and regulations; 4. To help students understand the rights and responsibilities of the media, A better understanding of the relationship between media and politics, economy and culture in social life.

## **6 PLANNING AND INNOVATION OF COLLEGE STUDENTS' "MEDIA LITERACY" EDUCATION SYSTEM UNDER THE NEW MEDIA ENVIRONMENT**

In the new media era, information is "fragmented", which is spread through different media platforms to college students to receive media about college students' political ideology, personal accomplishment, etc. Various "information epidemics" on the Internet are full of screens, and the phenomenon that it is difficult to choose effective information is becoming more and more common. College students themselves, university construction, family education, social law and so on have an inescapable responsibility. The establishment of a comprehensive education system to enhance college students' "media literacy" plays a guiding role in college students' healthy life and learning in school, and in establishing a better sense of responsibility for college students.

(1) College students should exercise self-restraint and maintain a high degree of self-discipline.

First, college students should maintain a high degree of self-discipline in their living and learning habits and reduce their dependence on the media. From the data results, the number of college students who contact the media for more than 7 hours every day occupies the majority, so it is urgent for college students to consciously reduce unnecessary media entertainment consumption time. Mobile phone software such as Tomato TODO, Focus Forest, Minimalist Clock and other APPs can be used to complete the focus task punch card on time, so as to stay away from mobile phones and other media.

First of all, college students should develop the habit of "going out of the dormitory and going to the playground". College students can participate in more volunteer practice activities through Chizhou College Easy Class, Pu Pocket Campus, Volunteer Exchange and other APPs, so as to develop a sense of volunteer service and stay away from the dependence on mobile phones and other media devices.

Secondly, college students should elect and recommend "anti-media supervisors". A dormitory should elect a "preventive media supervisor", who should take turns to remind dormitory members to put down their smartphones and other media on time every day, punch in and record the data in time and report it to the counselors. Each member has the opportunity to supervise others to develop good media use habits, so as to create better group media use habits for students.

And, college students should improve their ability to use media to extract effective information and integrate "fragmented" information. It can be seen from the data that 52.78% of the students think that their media information processing ability needs to be strengthened, and only 26.07% of the students often integrate scattered information, which shows that college students should strengthen the study of media technology from the side. Close contact between life and the times in time.

Finally, college students should enhance their ability to discriminate the "information epidemic" on the Internet. The Internet is full of all kinds of information garbage with different quality levels,

which makes it more difficult for students to extract information effectively. From the data, we can see the unfamiliar two-dimensional codes and links sent by the Internet. Most students have major hidden dangers in information security and are easily deceived. It is urgent for college students to be alert to network information security at all times.

(2) Colleges and universities should keep pace with the times and innovate the curriculum of "media literacy" education

Taking Chizhou University as an example, most colleges do not offer courses related to "media literacy" education at present. For media education, colleges and universities must establish an integrated curriculum system of "media literacy" education, as follows:

One, the compulsory course of "media literacy" is directly linked to credits. According to the results of the questionnaire, 25.28% and 24.17% of the students hope that "media literacy" education courses will be offered in the form of compulsory courses, examinations linked to credits or examinations linked to credits.

Two, keep pace with the times and innovate the curriculum content of media literacy education. From the data results, most students hope to learn how to better learn professional knowledge through the media, how to improve the ability to discriminate network information, etc. Colleges and universities should respond to students' knowledge demands and closely link the curriculum with the times. The new phenomena of information network and telecommunication fraud in the society are explained in the classroom in time, and feasible measures are put forward to warn students to be vigilant.

Three, establish the construction of intelligent "media literacy" books and archives. Colleges and universities should strengthen the construction of the library's intelligent system, update the media equipment in time, and make it more convenient for students to contact the library's "media literacy" course, so as to master more colorful "media literacy" knowledge.

Four, Schools should develop a unique culture of "media literacy education" according to local conditions. Schools can regularly conduct questionnaires to understand students' learning situation of "media literacy" education, pay more attention to "media literacy" education, and regularly publish the learning situation of students in our school through the school's official website. It also punishes and educates the unqualified personnel, so as to establish a comprehensive "media literacy" education network with the Party branch and League branch of the college as the main part and the League branch of the class as the core.

And, colleges and universities should build an integrated multimedia classroom monitoring system. School classroom is an important place for college students to learn, and it is also the place where students use media most frequently. For example, to prevent students from using media excessively in class to browse and learn irrelevant content, colleges and universities should establish a monitoring system in the classroom to observe the learning situation of students in the classroom in

time through background monitoring. Students who do not perform well in class should be recorded in time and counselors should be warned to strengthen management.

### (3) Two-way interaction and close contact between family, society and school

"Media literacy" education is not feasible only depending on the school, and the influence of family culture atmosphere also plays an important role in the "media literacy" education of college students. Generally speaking, college students have entered the adult stage, and there is a generation gap in media culture between college students and their parents. With the advent of the new media era, this generation gap is more obvious. Faced with this gap, parents should improve their adaptability to the new media environment, life, work and family education. In view of the lack of "media literacy" education for children by families, the following methods can be used for reference

First, college students should take the initiative to educate their parents about media knowledge. Most parents lack mobile media knowledge education, and children can timely carry out media feedback education for parents in response to this phenomenon, so as to improve parents' use of smart media devices such as mobile phones and computers, so as to better interact with their children. Parents should create a harmonious cultural atmosphere of media literacy education. When college students are at home, parents should strengthen communication with their children, keep abreast of their children's media life dynamics and intervene in their children's media use time.

Second, schools should communicate dynamically with parents through the platform. Chizhou University can continue to develop APP platforms with more complete functions through software such as Easy Class, Pu Pocket Campus and Learning Link, so as to communicate with parents about their children's learning status, "media literacy" education examination, life and learning situation in time, make up for problems in time, and continue to maintain no problems.

Last, The government should increase the investment in the basic equipment of "media literacy" education in Colleges and universities. The local government can appropriately increase the construction of media infrastructure in colleges and universities according to the situation of talent construction, so as to promote the development of "media literacy" education in Colleges and universities, and better inject funds and equipment sources into the training of talents in Colleges and universities.

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