

## The Path and Method of Guiding College Students' Information Literacy Behavior in the Era of Network New Media

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**Abstract:** The new media has not only changed the attributes of traditional media, but also changed people's living habits and ideas, which has a profound impact on college students who are setting up correct values. In 2016, President Xi stressed at the national conference on information literacy behavior work in colleges and universities that new media and new technologies should be used to make information literacy behavior work in colleges and universities alive, to promote the high integration of traditional advantages of information literacy behavior work with information technology, and to enhance the sense of the times and attractiveness of information literacy behavior education in colleges and universities, which fully shows that the current new media has reached a consensus on the opportunities and challenges brought about by the information literacy behavior education of college students. How to make full use of the new media to carry out the information literacy behavior education of college students and make the dissemination of the information literacy behavior education content more exciting, more convenient, more extensive, more popular and more externalized is the original intention of this topic.

### 1. Introduction

Research on the path of information literacy behavior education for college students is an important part of information literacy behavior education for college students, which has both practical significance and theoretical attribute. Since there is no agreement on the interpretation of the word "path" in today's academic circles, this paper first sorts out and defines the concept of "path of information literacy behavior education for college students from the perspective of new media". In the discipline category of information literacy behavior education for college students, the word "path" means the bridge and link between the subject and object of education [1]. Specifically, the path to school education refers to the path of classroom education, the path of campus cultural activities, the path of party organization activities and the path of social practice. These paths are "the overall macro-level grasp and the regular summary of the core elements" of the information literacy behavior education of college students, which can be regarded as the broad path of information literacy behavior education for college students [2]. The narrow path of information literacy behavior education for college students is contained in the broad path, which is more specific than the broad path, and shows the specific ways, methods, means and approaches adopted by educators to achieve educational goals. The "path" of college students' information literacy behavior education from the perspective of the new media studied in this paper refers to the narrow sense of the path of college students' information literacy behavior education, specifically, the ways, methods and approaches of using new media to carry out college students' information literacy behavior education [3]. Based on the background of the times and the current situation of colleges and universities using new media to carry out information literacy behavior education for college students, under the clear and accurate grasp of the basic theory of information literacy behavior education for college students from the perspective of new media, this paper analyzes the causes of the problems such as path dependence, path dislocation, path virtualization and so on in the current colleges and universities using new media to carry out information literacy behavior education for college students. On the basis of problem-oriented, this paper attempts to further optimize and expand the information literacy behavior education path for college students, and to build the path synergy and path guarantee so as to improve the effectiveness of information literacy

behavior education for college students.

The first chapter outlines the basic concepts and connotations of new media and information literacy behavior education paths for college students. The new media studied in this paper refers to all media forms that are produced by relying on new technologies: not only network media, mobile intelligent media, but also new media forms developed by traditional media using new technologies and merging with new media. The information literacy behavior education path of college students from the perspective of new media refers to specific education methods, methods, means and ways. The path of information literacy behavior education for college students from the perspective of new media is to integrate new media into the existing information literacy behavior education for college students, and to implement the ways, methods, methods and means of information literacy behavior education for college students from the perspective of new media, which is not only instrumental, goal-oriented and practical, but also has the characteristics of new thinking, new vision and new practice.

## **2. Characteristics Analysis of New Media**

The popularization and wide application of new media has built a media-based living environment for people, who experience and grasp the world through the media. For college students' information literacy behavior education, new media cannot be used as a general educational carrier because it affects our understanding and thinking habits, which not only affects people's thoughts, values and codes of conduct through the information it carries, but also the media environment it creates affects people's social behavior and social life to a great extent. As Canadian scholar McLuhan said [4], media is the basic driving force to promote social development. People's social life and social behavior will change with the change of new media and old media, and social form will also change with the emergence of new media. In addition, he also put forward the view of "media is information". In McLuhan's view, the information that is really meaningful to human beings is not the information carried by the media, but the media itself. In other words, media is of decisive significance to human communication and other social activities. Although this view is inevitably one-sided, it provides us with a new perspective on the understanding and application of media.

According to the characteristics of new media, new media is a new type of media developed by relying on network information technology [5]. With its modern mobile interconnection technology, unique transmission mode, transmission characteristics and super powerful information carrying capacity, it has become the main carrier for the transmission, reception and application of all kinds of information in people's lives, which has created a new living environment for our life, provided us with a new way of life, and also made us have new social behaviors. Besides, the popularity and extensiveness of new media have weakened the transmission, cohesion and attraction of traditional information literacy behavior education paths for college students. For a long time, the information literacy behavior education of college students has had relatively independent mainstream influence channels and unique discourse expressions. The openness, sharing and immediacy of new media have weakened the communication power of independent mainstream channels of information literacy behavior education for college students.

Moreover, the "fragmented" language expression of the new media is more vivid, attractive and approachable than the orthodox, serious, abstract and grand narrative language expression of traditional information literacy behavior education for college students. Therefore, the new channels of information dissemination and new ways of discourse expression are in line with the language expression habits and preferences of contemporary college students, which have not only exerted a great impact on the narrative and language expression of traditional college students' information literacy behavior education, but also brought new challenges. In addition, with the development of social pluralism, college students also have diversified learning needs. In the past, college students were "teacher-oriented" and "dependent", which were manifested in their natural closeness, trust, respect and even worship for educators. However, with the wide application of new media, the "teacher-oriented" and "dependency" of college students have undergone new changes. As access to

learning resources is more convenient and free, the personalized learning characteristics of college students are gradually highlighted, which are manifested in the diversity of learning purposes, the wide range of learning channels and the mixture of learning methods.

### **3. Optimization and Expansion of Information Literacy behavior Education Path for College Students from the Perspective of New Media**

This section attempts to integrate the new media into the traditional information literacy behavior education path of college students, including theoretical education, social practice, campus culture and education management, based on the characteristics and functional attributes of the new media. Because different types of new media platforms and new media applications have different characteristics and functions, the effect of information literacy behavior education for college students can be effectively improved only when the characteristics and functions are brought into full play.

#### **3.1 Micro-Class Education**

Micro-class is a teaching form gradually developed in order to meet the needs of educators in the mobile Internet environment [6], and it is also a teaching form gradually rising in recent years. From the perspective of curriculum education, "micro-class" is "curriculum" because it includes educational objectives, educational resources, educational programs, educational evaluation and other basic elements that conform to the definition of curriculum. Understanding from the relationship between curriculum and teaching, "micro-class" is "class", because "micro-class" is a short and complete teaching activity aiming at a certain knowledge point or teaching link of a certain subject. From the perspective of the composition of educational resources, "micro-lessons" are presented in the form of short videos.

Compared with the traditional education curriculum, "micro-class" is to meet the needs of fragmented learning in the information age, which is equipped with following main characteristics are: (1) short teaching time. The duration of teaching activities for "micro-class" is generally 5-10 minutes, with a maximum of 15 minutes. Compared with 40 minutes or 45 minutes for a traditional class, micro-class can better focus students' attention on learning. (2) the resource capacity is small. Generally speaking, the topic selection of "micro-class" is relatively small, and it is generally aimed at explaining a certain knowledge point or a certain problem. Therefore, the matching resource capacity is relatively small, generally not exceeding 100 trillion [7]. Therefore, learners can smoothly watch and view learning resources online or download them to their own learning terminals, such as mobile phones, computers, MP4 and other devices, under the permitted network conditions, to realize mobile learning. (3) the content is refined. The fine content of "micro-lesson" includes two meanings: first, the topic selection is fine, and the content of micro-lesson will not choose long and systematic explanation or exposition, and its content is a knowledge point, a skill or a teaching link, which highlights specific problems in educational and teaching practice and is a thorough explanation of difficult and key problems. On the other hand, it refers to the delicate production of "micro lessons". "Micro-class" needs elaborate information-based teaching design, and adopts information-based and multi-media methods and means to make it. The educational and teaching effects presented are rich and vivid. Therefore, as an educational resource, "micro-class" has the characteristics of short time, quick effect and strong pertinence, which conforms to the characteristics of the times and the learning needs of people. For the traditional information literacy behavior education of college students, "micro-class" is more in line with the learning needs and habits of contemporary college students. The traditional information literacy behavior education theory course for college students has a class time of about 50 minutes. Compared with other subjects, the content of the course is conceptually and theoretically strong, and the educational method is relatively simple. In addition, the grand narrative method causes the information literacy behavior education theory course to lack some attraction for college students.

Besides, "micro-class" is more in line with the learning habits and learning characteristics of contemporary college students, which is short and delicate with strong pertinence, and can provide a

detailed explanation of key contents. It can be said that it is the essence of knowledge points in the course, so it is extremely attractive. In addition, the mobile learning mode meets the learning desire of college students to "learn from time to time and everywhere".

Moreover, "micro-class" meets the needs of personalized learning for college students. The learning form of "micro-class" is not limited by time and space. No matter online or offline, no matter on-campus or off-campus, college students can make their own choices. Taking a Shanghai university course center as an example, they launched a "micro -class" platform for students' ideological and moral cultivation and basic legal courses under the mixed teaching mode in 2013, which is also the country's first network sharing platform for information literacy behavior theories, which indicates that " micro-class" has become a new way of information literacy behavior education for college students.

### **3.2 Flipped Classroom**

The English name of flip class is "Flipped Classroom", which is also commonly called flip teaching, flip learning, flip class, etc. The core essence of the flip class is to change the traditional way of getting teaching, requiring college students to change the traditional way of learning, from passive acceptance of knowledge and information to active exploration of learning and self-construction of knowledge. Specifically, flip class is a new teaching mode that educators guide college students through their interest and thirst for knowledge, so that college students can actively explore learning problems and actively participate in learning activities, and become a new teaching mode centered on their need for self-knowledge. For college students, turning over the classroom is not a laissez-faire, unorganized, free and random study, but to realize college students' active learning through carefully designed teaching activities by teachers under the guidance of educational objectives and educational plans. For educators, we should empower college students and give them more freedom so that they can choose what they are interested in and how they like to learn. The flip class is divided into three parts: before class, during class and after class. First of all, the preparation of educational learning videos and educational learning resources before class is a prerequisite for the flip class. The production of these educational videos and the research and development of educational resources depend largely on educators themselves. From this point of view, teachers should not only be able to design educational links and activities according to teaching objectives, but also master the application of multimedia software and the application of new media platforms, and be able to design and produce attractive educational materials according to educational contents, which can be seen that the preparation for turning over the classroom puts forward very high requirements for teachers. Secondly, it is to turn over the in-class stage of the classroom, in which teachers and students communicate with each other, discuss and question the discussion. Compared with the traditional classroom, educators must fully respect students' personality, give students more voice, listen attentively to students' expression of problems, thinking process and understanding level, actively guide students, and make students internalize knowledge in the classroom by discussing problems and exchanging views with students. Thirdly, after the class, the stage of turning over the class is the stage of individualized guidance for students by teachers, which directly determines the extent to which students deepen their knowledge.

The realization of flip class has put forward higher requirements for both schools and educators. The foundation of realizing flip class is the support of modern information technology, so it puts forward higher requirements for the school's information hardware infrastructure. Secondly, turning over the classroom also puts forward higher requirements for teachers. Teachers should have solid theoretical knowledge and rich multidisciplinary knowledge. Due to the preparation of educational materials before class, it is necessary to master information technology. Due to the classroom discussion in the class, it is necessary to have rich teaching experience and classroom control. And after class, students need to have the energy and time to coach after class. Since the flip class has put forward higher requirements for both schools and educators, this does not mean that the use of this teaching method should be abandoned. From the perspective of theoretical construction of flip class, it is more conducive to the cultivation and promotion of college students' learning ability,

more in line with the needs of modern society for talent cultivation, and more in line with the reality of college students' information literacy behavior education. Because the information literacy behavior education of college students not only needs to solve the problems of college students' learning theory, but also needs to solve the problems of life practice, which are difficult to realize in the traditional classroom. Therefore, it is inevitable and a trend to reverse the development and application of classroom education approaches.

#### 4. Conclusion

Based on the background of the current status of new media, this paper analyzes the problems existing in the information literacy behavior education path of college students from the perspective of new media by using the methods of historical investigation, systematic analysis, and combination of theory and practice. It is believed that when studying the problems existing in the information literacy behavior education path of college students from the perspective of new media, the current situation of the existing education path must be examined. As a result, from the perspective of dialectical materialism and information literacy behavior education discipline category, the information literacy behavior education path category of college students from the perspective of new media includes commonness and individuality, generality and individuality, inheritance and innovation of education path. Therefore, when examining and analyzing the problems existing in the information literacy behavior education path of college students from the perspective of new media, on the one hand, we should examine and analyze the current situation of the existing education path, on the other hand, we should examine and analyze the current situation of the implementation of the new media into the information literacy behavior education path of college students.

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