

Analysis on the Research Hotspots and Trends of the Media Literacy Education for Chinese Students

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Abstract—The research of media literacy education has a long history. With the rapid development of information technology and the support of new media, more and more attention has been paid to the media literacy education for students in the process of growth. Through sorting out the relevant concepts of media literacy education and exploring the development of media literacy education in China and abroad, this paper lays a foundation for relevant literature research. By searching the researches on media literacy education for students in the CNKI periodical full-text database, it finds that there are 479 articles related to media literacy education by 2017. Through the analysis of 30 high-frequency keywords and their word frequencies, the research hotspots of students' media literacy education are tracked. At the same time, the development trend of media literacy education for students in recent 20 years is analyzed. The study finds that in the research on media literacy education, the research objectives are more specific, the objects of media literacy education are more detailed, and the methods of implementing media literacy education are also diversified, which will provide beneficial reference for the follow-up research on media literacy education for students.

Keywords—students; media literacy education; trend analysis; research hotspots

I. INTRODUCTION

With the rapid development of the information age, the traditional flat media can no longer meet the needs of modern people, and the tree-dimensional interactive new media gradually exert its power. The rapid development of media forms has completely changed people's lives.

The "Statistical report on Internet development in China" Jointly issued by the Office of the Central Cyberspace Affairs Commission, the Cyberspace Administration of China and China Internet Network Information Center, shows that as of December 2016, the Chinese Internet users reached 731 million, among which 20.2% were teenagers aged 10-19 [1]. Media has become the main carrier of information in people's daily life. Media literacy has affected the whole Europe and the whole world in a very short time since it was proposed in the UK. The media literacy education has made the countries reach a consensus in a very short time. At the beginning of its establishment in 1968, the International Baccalaureate Organization has taken media information awareness and the use of information technology

as important educational objectives for the development of young people [3]. With the process of localization of media literacy, media literacy education is also playing a role in teenagers of different grades. Nowadays, students use more media for communication and communication in their spare time, and at the same time, they gain what they need from interaction [4].

Through investigating the research track of Chinese students' media literacy education up to 2017 in the literature search in CNKI full-text database, the research hotspot and development trend of Chinese students' media literacy education can be found out. At the same time, this study can provide useful reference for the subsequent development of Chinese students' media literacy education.

II. THE CONCEPT AND DEVELOPMENT STATUS OF MEDIA LITERACY EDUCATION

There are abundant researches on the concept of media literacy education, but it is easy to see that there are still different understandings on the concept and connotation of media literacy education after reviewing various literatures. The main reason is the unclear identification and analysis of the concept of media literacy. Therefore, before the in-depth analysis of media literacy education research, the real connotation of the concept of media literacy education should be analyzed, and then the relevant literature should be sorted out.

A. Related Concepts of Media Literacy Education

The term "Media Literacy", which is "媒介素养 (Mei Jie Su Yang)" in Chinese, originates in English. According to James porter, media literacy refers to a perspective that people actively use to contact the media and explain the meaning of the messages they encounter. Here, "active use" refers to not only knowing information, but also consciously interacting with it [5]. Domestic scholars believe that media literacy means that people are active media users, and people with media literacy are both content receivers and content creators, able to understand social and political content, effectively use the coding and reproduction system, and live responsibly in the society. Simply put, media literacy refers to people's ability to interpret various forms of media information [6].

The term "媒介素养教育 (Mei Jie Su Yang Jiao Yu)" In Chinese is also a translation of Media Literacy Education from English. The media literacy research center of the United States defines it as people's ability to select, understand, question, evaluate, create, produce and respond to various media information [7]. British scholars believe that media literacy education focuses on the characteristics of media, the operation of media and how media disseminate information, entertain the public and the ability to make media express thoughts [8]. Bu Wei of the Institute of Media Research in the Chinese Academy of Social Sciences holds that, "media literacy education" includes four aspects: understanding basic media knowledge and how to use media; learning to judge the meaning and value of media information; learning the knowledge and skills to create and disseminate information; understanding how to effectively use mass media to develop themselves. The ideal situation of media literacy education is that the media use of the audience will become a driving force to develop them and will not be enslaved by mass media and information [9]. To put it simply, media literacy education is a kind of education to train the ability of people to correctly understand media information and use media knowledge.

B. Development Status of Media Literacy Education in China and Abroad

In 1933, the book "Culture and Environment: The Training of Critical Awareness" was published in Britain, which became the origin of media literacy education. Britain is also the first country in the world to incorporate media literacy education into the curriculum system. By the end of 1997, more than half of the schools in the UK offered media literacy courses [10]. At the same time, at the level of higher education, more targeted "media literacy" courses were offered at the undergraduate, postgraduate and doctoral levels.

The United States did not recognize media literacy education until the 1970s, but still did not establish it as an independent curriculum. By 1994, media literacy education in the United States was still attached to the teaching content of art related disciplines. With the development of information technology, the United States gradually realizes the current significance of media literacy, and sets three educational goals for media literacy: "protection", "preparation" and "fun" [11]. Now most parts of the United States have separated the media literacy courses, and bring them to students' classrooms.

"Media education" in Hong Kong began in the 1990s. After its return to China in 1997, Hong Kong implemented comprehensive education reform, accelerating the development of media literacy education, and media literacy courses became an important part of general knowledge courses in primary and secondary schools [12]. At the same time, making full use of the power of non-governmental institutions to promote media literacy education has become a regional feature of Hong Kong.

In 2002, the "white paper on media literacy education policy" issued by Taiwan became the first policy white paper

on media literacy education in Asia, which proposed to integrate media literacy education into the curriculum system of primary and secondary schools and build media literacy education into a kind of universal education and lifelong education [13].

The development of media literacy education in mainland China is slow, and the "media communication and youth development research center" established in 1997 has become the first step of media literacy education in mainland China. In 2004, the "media literacy education" course set up by Shanghai Jiao Tong University became the first attempt of universities to introduce "media literacy education" into classroom teaching. In 2005, Shenzhen launched a series of activities on "media literacy and quality education" in primary and secondary schools. However, so far, there is no media literacy course for students at the compulsory education stage, and there are few media literacy textbooks for teenagers.

III. RESEARCH STATUS AND HOTSPOT ANALYSIS OF MEDIA LITERACY EDUCATION

A. Data Analysis of Media Literacy Education Research

The data analysis of media literacy education research starts from the analysis of relevant data collected from CNKI, and focuses on the analysis of research institutions, fund projects, literature sources, and annual publication trends and cited literatures.

479 articles are found related to media literacy education through the literature search in CNKI full-text database. Among the research institutions that play a leading role nationwide, Communication University of China has published 15 related articles, Nanjing Normal University 8, Zhejiang University Of Media and Communications 7, Beijing Normal University and China University of Mining and Technology 5 respectively and Fujian Normal University, Soochow University, Hangzhou vocational and technical college, Southwest University, East China Normal University, Zhejiang University and Southwest Minzu University 4, respectively.

In terms of fund project, among those studying the media literacy education based on fund projects, 8 papers were supported by The National Social Science Fund of China, 7 by the Foundation for Research in Humanities and Social Sciences of Jiangsu Education Department, and 2 by the Hunan Social Science Foundation, Shanxi Education Commission Fund, Jiangsu Qinglan Project Fund and the National Education Science Program Fund, respectively.

In terms of literature sources, core journals that accounts for large proportions include China Educational Technology, which published 7 papers, China Adult Education, 6, China Newspaper Industry, 5, China Radio & TV Academic Journal, Journalism Communication, Modern Communication (Journal of Communication University of China), Ideological and Theoretical Education and The Press 4 respectively. Non-core journals that accounts for large proportions include Intelligence and Southeast Communication, both of which published 8 papers, Today's

Mass media 5, Modern Educational Technology, Elementary school moral education, Theory Research, The Science Education Article Collects, and Higher Education (Research & Evaluation) 4 respectively.

According to the analysis of relevant data collected from CNKI, it can be seen that the number of research articles on media literacy education published in journals has been on the rise since 2001. But there were also brief periods of stagnation and recession, with lows in 2009 and 2016.

Through sorting out the collected data, it can be seen that some of the literatures with high citation frequency are published in non-core journals like the Journal of North University of China (Social Sciences), Journal of Shandong Youth University of Political Science, Technology and Innovation, Journal of Hainan Normal University (Social Sciences), Beijing Education (Moral Education), Journal of Nanjing University of Science and Technology (Social Sciences Edition), Heihe Journal, Higher Education (Research & Evaluation), Forum on Contemporary Education (Management Research), and the Journal of Zhejiang Wanli University, etc. The paper with highest citation frequency are written by Cao Fengcai and Tian Weifei, which is "Pondering over Moral Education Work of College Students in New Media Era" published in Journal of North University of China (Social Sciences), and has been cited for 48 times.

B. Analysis of Hotspots in Media Literacy Education Research

Through the exploration and analysis of the key words of media literacy education research article in the full-text search in the literature on media literacy education research with topic of the article as the starting point, it can be found that there are 30 keywords that appear 4 or more times in various kinds periodicals. Counted from high to low, the citation frequency of "media literacy education" is 109 times, "media literacy" 101, "college students" 69, "ideological and political education" 21, "countermeasures" 18, "Network" 15, "colleges and universities" 14, "education" 13, "vocational colleges" 12, "media" and "status quo" both 10, "strategy" 9, "Weibo" and "WeChat" both 8, "vocational college students", "we media", "influence" and "ways" all 7, "challenge" and "innovation" both 6 times, "college students", "survey", "teenagers", "critical thinking", "network literacy", "literacy education" and "micro age" all 5 and "enlightenment" and "higher vocational" 4.

These keywords reflect the focus of media literacy education research issues. They include the researches on new media, Internet, Weibo, WeChat and other media, the necessity of media literacy education for students in different grades, the integration of media literacy education and ideological and political education, the role of critical thinking in media literacy education, current situation and countermeasures of media literacy education and research on curriculum setting and development of media literacy education. Among them, the innovation research of media literacy education in traditional education is worth paying attention to.

Of course, some of these documents are from educational journals, and some are from journals of news communication. The former pays more attention to the media literacy education itself, the development of courses and the research of teaching strategies, and the implementation of media literacy education for students. The latter focuses on the study of media forms, social audiences, communication elements and other factors in media literacy education, and of course focuses on education and educational journals.

IV. TREND ANALYSIS OF MEDIA LITERACY EDUCATION RESEARCH

On the basis of analyzing the connotation of media literacy education, sorting out the current situation of media literacy education in China and abroad, and summarizing the research hotspots in recent decades, it is not difficult to see the overall trend of media literacy education research. It focuses on the objectives, objects and methods of media literacy education. The research objectives are more specific, the objects of media literacy education are more detailed, and the methods to implement media literacy education are diversified.

A. Objectives: the Objectives of Media Literacy Education Are More Specific

The research of media literacy education aims to improve the audience's ability to deal with media information. This intention runs through the whole media literacy education. From the inevitability of media literacy education to the development of critical thinking, the purpose of media literacy education research has been more clearly defined in research of years. At the beginning of the research on media literacy education, more literatures focused on the discrimination of the connotation of media literacy and the objectives of media literacy education, such as the "Awareness and Methods of Media literacy education" published in Contemporary Communications [14]; the importance and inevitability of media literacy education was put forward, such as the "Reflection on the Localization Concept of Media Literacy Education" published in "News" [15]; meanwhile, there were also research reviews on media literacy education in China and abroad, such as the "Theoretical Development and Practice of Media Literacy Education in Britain in the 20th Century" published in the Journal of Hainan Normal University (Social Sciences) [16]; and the "Analysis on Media Literacy Education of China's Minor Students" published in China Educational Technology [17], which is an early article introducing the current situation of media literacy education. The purpose of these studies is to facilitate the development and practice of media literacy education. Since then, research on the criticism and education implementation of "media literacy education" and "media literacy" has been coming out in large number, like the "Ways to Keep Healthy in the Age of Information Explosion — Media Literacy Education" published in Journal of Hubei University of Economics (Humanities and Social Sciences) [18], and the "Towards Critical Media Literacy: Core Ideas, Debate, Organization and Policy" published in Higher Education (Research & Evaluation) [19],

etc. These studies have not only explored the connotation and goal of media literacy education, but also paved the way for the future development of media literacy education.

B. Objects: the Objects of Media Literacy Education Are More Detailed

Attention has been paid to the objects of media literacy education from the earliest college students and vocational students to high school students and students of compulsory education. For example, the series of articles published in "China Educational Technology" cover the cultivation of media literacy for minors and students of higher education. The "Investigation on Network Media Literacy and Education Status of Primary and Secondary School Students — a Case Study of 17 Primary and Secondary Schools in Jiangsu Province" published in Journalism and Communication [20], and the "Exploration of Media Literacy Education in Rural Boarding Schools" in China Radio & TV Academic Journal [21], reflect the attention paid to the media literacy education of students in specific areas and special groups. Papers like the "Status Quo, Problems and Development Strategies of College Students' Media Literacy" published in Forum on Contemporary Education [22], Empirical Analysis and Countermeasures of Middle School Students' Media Literacy published in Youth Studies and the "Thinking and Practice of Offering Media Literacy Online Courses in Primary and Secondary Schools" published in China Educational Technology, all show careful attention to the media literacy education of students in the different grades. Through the research of different groups of students, the methods and strategies of media literacy education are then put forward.

C. Methods: the Methods to Implement Media Literacy Education Are More Diversified

Early studies on the implementation of media literacy education were mainly conducted by introducing foreign experience and methods, such as the "Review on Media Literacy Education in British Primary and Secondary Schools" published in Studies in Foreign Education [25], An Analysis of Media Literacy Curriculum in K-12 Education in US published in Primary & Secondary Schooling Abroad [26], as well as the "Inspiration from Media Literacy Education in Canada — a Case Study of Media Literacy Education in Junior Middle Schools in Atlantic Province" published in News World [27]. While learning from western media literacy education, researches also gradually turn into empirical and practical research, and analysis of the problems and solutions in the process of media literacy education. According to literature search, for example, "Research Report on Media Contact and Moral Development of Urban Children in China" published in Journalism Communication in 1994 [28], opened a precedent for empirical research on media literacy education in China. The "Empirical survey on Media Cognition of College Students — a Case Study of Dalian University of Technology" published in Contemporary Communications [29], "Significance and Practice of Media Literacy Education for Minority College Students — a Case Study of School of Journalism and Media, Xinjiang University of Finance and

Economics" published in Journal of Xinjiang Finance & Economy Institute [30], and the "Hidden Worries and Countermeasures of Doctoral Media Literacy Education — Based on the Questionnaire Survey of Students in Zhejiang University" published by Continue Education Research, all adopt the method of investigation and study. In the future, empirical and practical research methods will continue to play an important role in the research of media literacy education. Meanwhile, the development of qualitative research is bound to provide an effective basis for the future development of media literacy education. And the strategies of media literacy education and effective teaching methods of media literacy education will become the hotspots of media literacy education research.

V. CONCLUSION

This paper analyzes the research status of Chinese students' media literacy education in recent 20 years. From the clarification of the concept of media literacy education, to the analysis of the development status of media literacy education for students in China and abroad, and from the analysis of research institutions, fund projects, literature sources, annual trends of publication and the situation of cited documents, it analyze the data of media literacy education researches. The key words of media literacy education research are explored and the hotspots of media literacy education research are analyzed.

Media literacy education research is an emerging and interdisciplinary research field in pedagogy, communication and other fields, which requires the common attention and joint research of academia and industry to achieve effective results. Under the excellent situation of the burgeoning media literacy education research, it can be predicted that the media literacy education research will see more profound insights that can serve the society better.

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