



Analysis of the Influence of Teachers' Implicit Values on Students' Values in the New Media Era

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Abstract. In new media era, medium information not only affect teachers' values, but also affect students' values. Due to the epidemic in the past two years, middle school students had been exposed to Internet most of the time, so that students' moral anomie often occurred. In the process of students' ideological and moral construction, teachers play an essential role in shaping students' values. In the context of new media, how teachers' implicit values influence and guide students' values and how to use implicit values to help students form correct values are becoming important. This study will provide insights on these issues.

Keywords: New media era · Middle school students · Implicit values

1 Introduction

With the development of the times and the rise of the new media era, the new media accounts for an increasing proportion in the formation and influence of middle school students' values. Students are exposed to the Internet for longer and longer in the learning process, which exposes middle school students to the Internet environment and leads to premature thinking. Therefore, educators must face, analyze and study the impact of new media on students and teachers.

2 New Media Era and Online Learning

2.1 Definition of the New Media Era

New media has been interpreted by public in different ways. Although the research on new media is not systematic, the current research on new media is limited to two types: "network media" and "mobile media". Network media is an important channel for middle school students to contact the outside world.

2.2 Characteristics of the New Media Era

2.2.1 Fast Propagation

The fast-paced lifestyle of modern people makes the development of new media with large coverage and large amount of information to cater to the public fragmented time. In recent years, new media industry has deeply influenced personal life.

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2.2.2 Highly Liberal Content

Since the establishment of personal media channels is becoming more and more convenient, and the state of media control is not very systematic, the trend towards people's freedom of speech is common. These remarks may not be about breaking the law, but more about morality or public opinion. In order to enable the public to receive more information in a fragmented time, many media do not pay attention to the screening of positive information, this is because some negative information is more eye-catching. In order to cash out, the media will even use negative information to make a big story.

“Since educators cannot comprehensively provide students with one-on-one special counseling, such information can easily weaken the moral standards of teenagers, make them misunderstand, and get some behaviors that go against mainstream moral concepts. This poses a serious challenge to educators” [1].

2.2.3 Existential Spiritual Communication and Virtuality

“In cyberspace, people can completely ignore human differences, so as to conduct relatively simple and non-utilitarian spiritual exchanges. This allows both parties to communicate without any psychological burden. This unburdened participation and the full play of their unique personality have brought a psychological impact to the participants” [2]. This kind of virtual and spiritual communication will make middle school students feel novel and exciting, they will feel very free to communicate with people on the Internet, and they can tell people on the Internet that they cannot communicate with people around them in reality. And this situation is actually very dangerous, because of the virtual nature, we can't monitor who we communicate with middle school students and what they communicate, and more and more middle school students are bewitched by adults on the Internet.

3 The Influence of Teachers' Implicit Values on Middle School Students

Piaget believes that experience comes from the interaction between individuals and the environment. This can be divided into two categories: physical and logic experience. Physical experience is about individual cognition on the location, movement, property of objective things. The other is logic-mathematical experience, which is the result of individual understanding and coordination between actions. Obtaining experience is an inevitable process of learning. And the teacher plays the connecting role in this process.

3.1 The Negative Impact

“Knowledge can be explicit and implicit. Explicit knowledge can be spoken and expressed clearly, while implicit knowledge cannot be expressed in language and is something that teachers are not aware of” [3]. In teaching process, the use of language will have a subtle influence on students. The guidance to students' moral education, the way teachers explain certain objective facts in teaching process, and even the way of

answering and communicating with students in class will have an impact on students' values.

For example, I once saw such a situation in class: the teacher repeatedly mentioned that the monitor might not be able to do the homework to such an extent after making comments on several students' homework. The teacher didn't mean to criticize the monitor, she just meant to highlight and praise the students. However, as teachers, can we really fully consider students' real inner feelings? In this case, the teacher did not take into account the fact that after class, the monitor was very confused about the teacher's remarks and had self-doubt about the aspects that he had no problem with. The teacher thought that the monitor had a good ability to withstand pressure and could stand such remarks completely. "These behavioral patterns and emotional attitudes involving the content of implicit values are rooted in their implicit values" [4]. For teacher, such a way of speaking was to encourage other students and to spur the monitor.

Thus, in the process of teaching, teachers not only impart knowledge, culture and values to students, but also integrate them into students' new internalization of these concepts. Teachers should be aware of their words and deeds could have a great impact on students' values formulation.

3.2 Necessity of Constant Revision of Teachers' Implicit Values

In the study of Osterman and Kottkamp, it is pointed out that after teachers understand a certain theory, there is no guarantee that they will succeed in influencing teaching activities. Such theories, which are readily available to teachers, are called espoused theories. They are constantly updated with the change of information in the outside world, and are presented to us in our daily teacher training. In this stance, theory-in-use is particularly important and can promote our teaching activities. Such information is affected by culture and habits. As the learning process is also a process of constant internalization, which requires teachers to consciously transform the theories they support into theories for practical application. In other words, teachers must suit the action to the word to guide students' values construction.

4 The Impact of New Media on Students' Values Under the Epidemic Situation

New media has become an indispensable part of people's life. In today's epidemic, due to force majeure, people often quarantine at home. For teachers and students, they have to acquire information through network. Such way will have a huge impact on students' values.

4.1 Positive Aspects

4.1.1 Ensure the Absorption of Knowledge

Under the epidemic, teachers have ensured students' normal learning needs through online teaching. In middle school, students' acceptance of new knowledge is fast and

malleable. Teachers can not only carry out teaching through network media, but also extend teaching content. For example, diversified teaching forms can be implemented with the help of network video and multi-functional software. This way can ensure students gain knowledge and interest in learning.

4.1.2 Broaden Students' Horizons

The stimulation of students' interest in learning can improve their thinking ability, logic ability, creative ability, and the ability to explore problems. Therefore, from this aspect, the rational use of new media and network learning approach for middle school students' learning and ideological construction is positive.

4.2 Negative Aspects

4.2.1 Unidentified Information

In new media era, students are exposed to unprecedented new things, which impact their thoughts and values. They learn many new products of the unknown world. However, due to the particularity of this age, the relationship between children and adults, especially their parents, tends to be estranged. According to Freud's theory of the five stages of psychological development, the most important task of children in the reproductive period is to try to be independent from their parents and family, which will reduce the contact with their parents and family and begin to form mature personality. Therefore, in order to break away from the restraints and control of parents, many children will seek a breakthrough from the easiest way around. In the context of the new media, the Internet has become their best source of information.

Chinese network security management for minors is still in the stage of perfection, and cannot completely control the sources that children browse. Therefore, a amount of right and wrong information is easy to have a significant impact on the value construction of middle school students.

4.2.2 Mutual Influence Among Students

There are some students imitate teachers on the Internet. These videos mainly imitate teachers' mistakes in the teaching process. It can be seen that the observation of students on teachers' subconscious thoughts and behaviors is accurate, and students have their own understanding of these behaviors. Some precocious students will share their views on teachers' words and deeds with other students. Among middle school students, this constant internalization will cause students' distrust and cognitive deviation towards teachers, and affect students' values of right and wrong.

5 Influence and Analysis of Teachers' Implicit Values on Students in the Context of New Media

5.1 The Reason of Negative Effects

Freudenberger proposed the theory of burnout in 1974. Teachers are prone to job burnout under the epidemic. Burnout is described as “trying too hard to meet some unrealistic personal or societal expectation” [3].

5.1.1 Miscellaneous Work

Due to the epidemic, teachers sometimes need to conduct online teaching. In the process of network teaching, teachers must face all kinds of new problems, whether students' knowledge has reached the teaching objective and etc. Teachers should not only pay attention to the feedback of students in class, think about the ways to supervise students to listen carefully in class, but also face the big fluctuation of students' grades. In epidemic, the increasing number of work tasks that need to be completed is one of the main reasons that teachers may have emotional fluctuations. This will subtly affect the expression of teachers' implicit values.

5.1.2 A Decrease in Personal Achievement

Because of the temptation in network, such as videos or games, middle school students tend to be less attentive in lectures. Elementary and middle school students are every active, so that students can escape the teacher's supervision in different ways. As teachers can't monitor students' behavior in time, they can't find problems in intellectual and moral education, and even couldn't solve problems in time, in the long run, teachers will have a low sense of personal achievement. Students' performance cannot be guaranteed, their behavior control is also low, leading to a decline in teachers' self-efficacy. This include negative evaluation of themselves, think their work is worthless, and finally teachers reflect these in unconscious words and deeds. Students can only contact teachers through Internet, thus, teachers' unconscious words and deeds will cause cognitive bias and affect students' values.

5.1.3 Lack of the Conscious of Keeping with the Times

Students' thought is becoming more and more precious, and many teachers subconsciously feel that they are older and it is reasonable that they cannot understand students' words and deeds “There are also many teachers who have vaguely felt that their explicit values are a bit outdated and outdated, but they always act in a habitual way of thinking in their specific education and teaching behaviors” [4]. For example, Some teachers will compare today's students with those of many years ago, thinking that the problem of today's students is that they do not listen to what teachers say and behave in their own way simply because they are exposed to the Internet too early. Compared with students, teachers usually place themselves in knowledge authority. Although teachers have receive training, they should know that they are equal with students in the process of teaching and learning. If teacher do not carry out frequent self-reflection, they are likely to be unaware of their own mentality deviation.

5.2 How Do Teachers Correct Implicit Values

5.2.1 Adapt to the Environment, Continue to Learn, and Actively Internalize

The epidemic as force majeure is a challenge for both teachers and students. "Flanders proposed a model of interaction analysis, in which he found that indirect teaching behavior is often associated with students' grades, motivation, and learning attitudes" [3]. For teachers, studying teaching theories are just external behaviors. They must internalize the theories and be highly consistent in thought and behavior so as to truly change the implicit values.

5.2.2 Reflect on Teaching

Based on experiential learning theory, Osterman and Kottkamp divide teachers' reflection into four parts: concrete experience, observation and analysis, abstract generalization, and active validation. In the new media era, teachers should not only reflect on basic teaching activities, but also keep pace with the times. Additionally, teachers have to truly identify problems and analyze them in time, and actively seek new strategies to solve problems, rather than allow issues' free development and lead to uncontrollable situations and negative thoughts. In the process of analyzing problems and seeking breakthroughs, implicit values are constantly being innovated, and in the process of taking the initiative to verify new strategies, implicit values are constantly being externalized.

5.2.3 Focus on Students' Spiritual Growth

In terms of students' growth, more attention should be paid to students' spiritual growth, rather than their grades and attitudes, so as to cultivate students' sound personalities. Teachers should actively break out their comfort zone and find new satisfaction in continuous exploration rather than just the joy of improving student performance.

5.2.4 Positive Guidance to Students

When teachers find students lying, having Internet addiction, moral anomie and other problems, they often subconsciously deny middle school students, such as "middle school students should not play games" or "parents should take away middle school students' mobile phones". However, in new media era, this approach is ineffective. First of all, it is impossible for students to completely avoid the contact with mobile phones and Internet as they often have to take classes online. Secondly, as more and more news reports about middle school students refusing to be disciplined and making extreme incidents come into students' views, many naughty middle school students will imitate this way and behavior to solve problems. If teachers do not pay attention to guide middle school students, students will think that teachers and parents are afraid of their behaviors, and if they do so, they can achieve the purpose of threatening teachers and parents and get the results they want.

Because students are exposed to more and more medium information, they become more mature. For this reason, teachers must reflect on their starting point and way of talking about problems in daily life, and should no longer simply blind or deny children.

5.2.5 Truly Empathize with Students

Below sea level, the first layer is “feelings” the second layer is “thoughts”, the third layer is “beliefs”, and the fourth layer is “feelings of worth and belonging”. Once a student’s behavior is in question, it could involve any of the four layers of icebergs below sea level. Therefore, teachers should timely adjust their own implicit values, change the punishment from their own thinking, in order to better help students to establish a trust feeling. In this way, children feel that their needs have been understood, then, their sense of value and belonging will be satisfied.

5.2.6 Identify the Drive as the Times Change

The drive is the biggest power to push us to better complete the work task. Due to the increasing pressure at work, the pressure from students, parents, school and self will affect the maintenance of teachers’ external motivation, while external motivation will affect the existence of internal motivation. According to Yerkes Dodson’s rule, individuals need to adjust internal motivation and external motivation in time to make them in balance. In this way, individuals can face challenges and overcome them. This constant adjustment will keep us in dynamic balance and prevent the mindset from being fixed for a long time.

6 Conclusion

Teachers’ implicit values have a profound impact on students’ values. To reasonably help students develop values, it is not enough to teach them orally or to have some truth. The impact of the new media era on teachers and students is subtle and inevitable. As educators, we need to keep abreast of the times and at the same time update our knowledge reserves to truly achieve “lifelong learning” from the inside out. And combined with the real empathy of students’ behavior and thinking, to achieve the unity of knowledge and action inside and outside the classroom. This allows educators to better and more appropriately help students shape values.

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