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MEDIA LITERACY EDUCATION FOR CHINESE MINORITY COLLEGE STUDENTS IN THE NEW MEDIA ENVIRONMENT (THE CASE OF GANSU PROVINCE OF CHINA)

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INTRODUCTION

Motivation of the research

Firstly, with the rapid development of mass communication media and new media, the Internet has had a huge impact on people's lives, and the new media environment in particular has brought many challenges along with the right to speak.

In March 2023, the 51st Statistical Report on the Development Status of the Internet in China released by the China Internet Network Information Center (CNNIC) showed that "the number of Internet users in China reached 1.067 billion as of December 2022" [45]. Nowadays, university students are one of the main groups using new media such as the Internet, smartphones and digital TV. The new media have become an important channel for students to expand their horizons, enrich their knowledge and improve their abilities, and have an important impact on their ideology and behaviour. In terms of the current learning pattern of university students, whether it is online independent learning or real-time interaction between teachers and students in the classroom, university students are using new media consciously or unconsciously. Online shopping, online entertainment, and short video production and distribution are also commonplace in the lives of university students.

As the current research on new media literacy in China has not kept pace with the development of new media, the level of new media literacy among university students is not yet high enough. This has led to some university students not being able to effectively use the new media to obtain educational resources for their own professional growth, and individual university students even fall into confusion in front of some negative, vulgar, false and excessively entertaining media information, or even waste their studies. Therefore, we should strengthen the research on the education of university students' new media literacy and guide them to use the new media scientifically.

Secondly, a large proportion of China's minority groups live in remote areas, and the arrival of digital media has connected closed areas to the wider world, so the globally connected media environment has had a definite impact on people in China's minority areas. Minority university students, as the more educated part of minority groups, are more willing to learn and accept new things, which can help a lot in guiding behaviour or guiding minority groups to adapt to the media environment, and they can even become opinion leaders in media literacy education for minority groups. However, while they quickly master the skills of using new media, they lack the ability to criticise and utilise information in the new media environment and suffer from a lack of new media literacy.

Finally, due to their geographical location, educational resources, social environment and historical development, Chinese university students from ethnic minorities have a large degree of deficiency in access to and use of media compared

to other university students, but due to the inter-temporal nature of the Internet and the high popularity of new media, all university students are in the same media environment. Therefore, it is very important and necessary to study the current situation of new media literacy among university students in China's ethnic minority regions, the problems that exist and the corresponding educational methods.

In other words, the crucial motivation of this study is to analyse the current situation and problems of new media literacy and its education among ethnic minority university students, and to explore effective ways to develop new media literacy among ethnic minority university students.

Purpose of the research

I used to work in new media as an educator in a university, and I know many minority students, and the lack of new media literacy they show in new media events makes me realise that there are many shortcomings in new media literacy education for minority students in China at this stage, and the problems caused by the lack of new media literacy are reflected in all aspects of students' lives and studies. In serious cases, it can even endanger other people and society. Therefore, it is very important to improve the new media literacy of ethnic minority students.

Different scholars have offered different insights on the purpose of fostering new media literacy. For example, Henry Jenkins and others argue that "the purpose of nurturing new media literacy is to ensure that every young person acquires the skills, knowledge, and ethics needed to be a full participant in social life, to have a clear understanding of how media shape people's views of the world, and to actively participate in the production and sharing of media texts" [15, p.12 - 14].

David-Buckingham argues that "the new media literacy in the Internet age is not about developing people's media skills or promoting the use of media for "self-expression", but rather about encouraging a more systematic understanding of how media works and thus promoting more proficient use of media" [7, p.43 - 55]. For Nicholas-Burbules and Thomas-Callister, "as digital media become more widely used in people's lives, the new media literacy is about developing online users as 'super readers', enabling them to read selectively, and to evaluate and question the various types of media they encounter online" [4, p.9].

It can be seen that although different scholars have different opinions on the purpose of cultivating new media literacy, they all coincidentally show a focus on the use and competence of new media, and all agree that it is essential to enhance new media literacy. The purpose of this paper is to draw an overview of the attitudes and behaviours of Chinese ethnic minority university students towards the use of new media through empirical research, to analyse the characteristics and shortcomings of new media literacy education for Chinese ethnic minority university students, and to propose corresponding effective ways of new media literacy education. This will lead to a more comprehensive understanding and proper guidance of the positive

interaction between ethnic minority university students and new media, build a high level of new media literacy among ethnic minority university students, and ultimately promote a mutually beneficial and win-win situation for both transmitters and receivers. This is the aim of this article.

Scientific methods used

The empirical basis of this thesis is drawn from the authors' research, journals, publications, popular science materials, substantive conferences, online resources and the findings of experts and scholars. The theoretical basis of the research is drawn from articles and works published by scientists and scholars in communication, sociology and media in China and around the world. This thesis is based on literature and empirical research to understand the characteristics and shortcomings of new media literacy and its educational aspects among Chinese ethnic minority university students in the context of the increasing development of new media technologies.

In order to gain a comprehensive understanding of the current state of research on new media literacy, the author collected as many books, papers, newspapers and other literature related to new media literacy as possible, and organised them into categories. In the later stages of the study, it also sought to collate and read a wide range of the latest research materials in order to keep an eye on new trends in new media literacy research. In the course of the empirical study, questionnaires and interviews were mainly used, as the subjects of this study were Chinese minority university students, so the questionnaires and interviews were conducted in an online format.

Before the formal survey, the questionnaire questions and options were discussed with professors, classmates and PhDs in journalism to see if the design was reasonable. The questionnaire was then carefully revised in response to their suggestions before the formal survey was conducted to minimise errors in the questionnaire. A random selection of ethnic minority university students from the surveyed institutions were interviewed individually to obtain a more in-depth and comprehensive picture of the new media literacy of university students, thus ensuring the maximum reliability and authenticity of the survey.

Therefore, this study takes minority college students in Gansu Province, China, as an example, to study the new media behaviour and literacy of minority college students, and to summarise the characteristics of new media literacy education for minority college students. However, because of the limitations of the empirical study, there may be other factors not considered, which may affect the relationship between variables and thus lead to confusion of causality. In addition, because there is relatively little information on the practical and theoretical research on the new media literacy of Chinese ethnic minority university students to draw on, my theoretical height is insufficient and my analysis of certain phenomena and issues in the study may not be in-depth enough.

MASTER'S THESIS SUMMARY

KEYWORDS: NEW MEDIA, CHINESE MINORITIES, NEW MEDIA LITERACY, NEW MEDIA LITERACY EDUCATION, COMMUNICATION PRACTICES, FILTER BUBBLE

The relevance of the thesis is to help Chinese minority university students understand the values behind the new media messages, not to be confused by the new media and the virtual environment it constructs, and to help Chinese minority university students make fuller use of the new media to access educational resources to improve their own literacy.

The aim of this thesis is to investigate the current situation of new media literacy and new media literacy education among Chinese minority university students, and to propose effective ways to improve the level of new media literacy education among Chinese minority university students, so that the level of new media literacy among Chinese minority university students can eventually be improved.

The subject of this paper is Chinese minority university students.

Methodology of the study: literature analysis, empirical research, systematic analysis.

Results obtained: Defined the content of media literacy educational system for ethnic minority university students in China, summarized the current situation in this area, problems and causes of new media literacy and education for ethnic minority university students through the survey, and proposed an effective path for new media literacy education for ethnic minority university students.

Possible areas of use for the results include the education system, the media, relevant government departments and university students.

The structure of the Master's thesis includes an introduction, three chapters, a conclusion, a list of references, an appendix and a list of figures.

This master's thesis is 66 pages. The work contains 19 figures, 60 sources, and 2 appendices.

The author confirms that the work has been done independently, that the calculations and analytical material cited therein correctly and objectively reflect the state of the process under study, and that all theories, methodological prescriptions and concepts borrowed from the literature and other sources are accompanied by references to their authors.

ОБЩАЯ ХАРАКТЕРИСТИКА РАБОТЫ

КЛЮЧЕВЫЕ СЛОВА:НОВЫЕ МЕДИА, КИТАЙСКИЕ МЕНЬШИНСТВА, НОВАЯ МЕДИАГРАМОТНОСТЬ, ОБУЧЕНИЕ НОВОЙ МЕДИАГРАМОТНОСТИ, КОММУНИКАТИВНЫЕ ПРАКТИКИ, ПУЗЫРЬ ФИЛЬТРОВ

Актуальность диссертации заключается в том, чтобы помочь студентам университетов из числа китайских меньшинств понять идеи, стоящие за сообщениями новых медиа, сориентировать студентов в новых медийных источниках и создаваемой ими виртуальной среде, а также помочь студентам университетов из числа китайских меньшинств полнее использовать новые медиа для доступа к образовательным ресурсам с целью повышения своего культурно-образовательного уровня и медийной грамотности.

Цель данной диссертации - исследовать феномен «новой медиаграмотности» и текущую ситуацию с её распространением среди студентов университетов китайских меньшинств, а также предложить эффективные способы обучения новой медиаграмотности студентов университетов китайских меньшинств, чтобы в конечном итоге повысить их компетенции в указанной области.

Объектом исследования в данной работе являются студенты университетов из числа китайских меньшинств.

Методология исследования: анализ литературы, эмпирическое исследование, систематический анализ.

Полученные результаты: Определена содержательная часть образовательной системы в области медиаграмотности для студентов университетов этнических меньшинств в Китае, при помощи опроса обобщена текущая ситуация в данной области, проблемы и причины повышения медийной грамотности для студентов этнических меньшинств в университетах Китая, предложена эффективная модель новой образовательной системы в области медиаграмотности студентов университетов этнических меньшинств.

Возможные области использования результатов включают систему образования, средства массовой информации, соответствующие правительственные ведомства и студентов университетов.

Структура магистерской диссертации включает введение, три главы, заключение, список литературы, приложение и список иллюстраций.

Объем данной магистерской диссертации составляет 66 страниц. Работа содержит 19 рисунка, 60 источников и два приложения.

Автор подтверждает, что работа выполнена самостоятельно, что приведенные в ней расчеты и аналитический материал правильно и объективно

отражают состояние исследуемого процесса, а все теории, методические предписания и концепции, заимствованные из литературы и других источников, сопровождаются ссылками на их авторов.

CHAPTER 1
OVERVIEW OF GANSU ETHNIC MINORITY HIGHER EDUCATION AND BASIC THEORY OF NEW MEDIA LITERACY

1.1 Defining the Concept of Ethnic Minorities in China

Ethnic minorities refer to the ethnic groups in a multi-ethnic country other than the main ethnic group. In China, apart from the main ethnic group, the Han Chinese, the other 55 legal ethnic groups are all ethnic minorities. After the founding of New China, scientists have clarified the basic composition of China's ethnic groups and confirmed the 56 ethnic components. The distribution of China's ethnic groups is characterised by large diasporas, small clusters and mixed communities. There are ethnic minorities living in Han areas, and there are Han Chinese living in ethnic minority areas. This distribution pattern has been formed by the interaction and mobility of the various ethnic groups during the course of long-term historical development. Although the population of China's ethnic minorities is small, they are widely distributed. Ethnic minorities live in all provinces, autonomous regions and municipalities directly under the Central Government, and most counties have more than two ethnic groups living there.

"China's ethnic minorities are mainly located in Inner Mongolia, Xinjiang, Ningxia, Guangxi, Tibet, Yunnan, Guizhou, Qinghai, Sichuan, Gansu, Liaoning, Hunan, Hainan, Taiwan and other provinces and autonomous regions. According to the results of the seventh national census, as of 00:00 on 1 November 2020, the population of ethnic minorities was 125,467,390, accounting for 8.89%" [38].

Figure1.1 –Location of Gansu Province from:
https://zh.wikipedia.org/wiki/%E7%94%98%E8%82%83%E7%9C%81#/media/File:Gansu_in_China_(+all_claims_hatched).svg

1.2 The Minorities of Gansu Province，China: from Past to Present

"Gansu Province is a provincial-level administrative region of China, located in the northwest of the country, with a total area of 425,800 square kilometers. At the end of 2022, Gansu Province had 12 prefecture-level cities and 2 autonomous prefectures, with a resident population of 24,924,200" [42]. The topography of Gansu Province is dominated by mountains and plateaus, and includes a wide range of climate types from southeast to northwest, from the humid north subtropical zone to the alpine and arid zones. "In 2022, Gansu Province achieved a regional GDP of RMB 112.16 billion, with an annual per capita GDP of RMB 44,968 based on the resident population" [43]. Gansu Province's economic development has long relied on traditional sectors such as agriculture, natural resources and tourism, with a homogeneous structure, and its development has been limited by its location in the west, where information is not available, so its economic level has languished in the bottom five of China.

Gansu culture has a long historical tradition and distinctive regional characteristics. With its long and narrow territory and large east-west span, Gansu has a rich diversity of cultural types in terms of composition series. The prehistoric period includes the Fuxi culture, the Dadiwan culture, the Majiayao culture and the Qijia culture. In the pre-Qin period, there is the Siawa culture, Xindian culture, Shajing culture, Xijong culture and early Zhou and Qin cultures. Since the Qin and Han Dynasties, there are the Three Kingdoms Culture, the Five Liang Culture, the Tubo Culture, the Western Xia Culture, etc. By nature, there are the Painted Pottery Culture, the Bronze Culture, the Border Culture, the Silk Road Culture, the Dunhuang Culture, the Jannu Culture, the Cave Culture, the Great Wall Culture, the Yellow River Culture, etc. By ethnicity, there are the Qiang Culture, the Great Yuezhi Culture, the Xiongnu Culture, the Xianbei Culture, the Tubo Culture, the Dangxiang Culture, the Mongolian Culture, the Islamic Culture and the Tibetan Buddhist Culture, The culture of the Qiang, the Yuezhi, the Xiongnu, the Xianbei, the Tufan, the Dangxiang, the Mongolian, the Islamic and the Tibetan Buddhist. These types of culture have greatly enriched the connotation and composition of the Chinese civilization [10].

Above all, Gansu is a multi-ethnic province and has been a place where many ethnic groups have lived since ancient times. There are 16 ethnic minorities in Gansu, including Hui, Tibetan, Dongxiang, Tu, Yugur, Baoan, Mongolian, Salar, Kazakh and Manchu. The total number of ethnic minorities is 2.23 million, accounting for 8.69% of the total population. The more numerous ethnic minorities in order are: Hui 1.18 million, Dongxiang 450,000, Tibetan 440,000, Tu 30,000, Manchu 17,000, Mongolian 16,000, Baoan 15,000, Yugur 13,000 and Salar 12,000. Among them, the Dongxiang, Yugur and Baoan are the three unique ethnic minorities in Gansu

Province; the Hui are one of the most populous ethnic groups in Gansu. Gansu Province has two ethnic autonomous prefectures: Gannan Prefecture and Linxia Prefecture. There are seven ethnic autonomous counties, Tianzhu, Sunan, Su Bei, Aksai, Dongxiang, Jishi Shan and Zhangjiachuan, and 39 ethnic townships. The land area of the ethnic autonomous areas is 179,000 square kilometers, accounting for 39.8% of the province's area [47].

The Hui live mainly in Linxia Hui Autonomous Prefecture and Zhangjiachuan Hui Autonomous County, scattered in cities such as Lanzhou, Pingliang and Dingxi. The Tibetans live mainly in Gannan Tibetan Autonomous Prefecture and the Hexi Corridor, in the eastern and central areas of the Qilian Mountains; the Dongxiang, Baoan and Salar live mainly in Linxia Hui Autonomous Prefecture; the Yugus, Mongols and Kazakhs live mainly in the central and western areas of the Qilian Mountains in the Hexi Corridor.

As of the second half of 2021, there were 3,012 higher education institutions in China. Among them, there are 49 higher education schools in Gansu Province. 19,700 students enrolled in postgraduate education in 2021, with 54,700 postgraduates enrolled and 12,800 graduates. Undergraduate enrollment is 179,800, with 613,400 students enrolled and 140,000 graduates. Of these, ethnic minority students account for 27.2% of the students enrolled in universities in Gansu Province [44].

There are two universities in Gansu Province specifically for minority students, namely Northwest University for Nationalities and Gansu Nationalities Teachers' College. As schools specifically set up for minority students, these two schools have a high proportion of minority students because their policies and majors favour minority students.

Northwest Minzu University（XBMU）, located in Lanzhou, Gansu Province, was founded in 1941 as the first ethnic institution of higher learning after the establishment of the People's Republic of China, with a total campus area of 1776 acres and a total construction area of 770,000 square meters [37].

Gansu Normal College for Nationalities (GNCN), located in Gannan Tibetan Autonomous Prefecture, Gansu Province, was founded in 1984 as a full-time public undergraduate school. As of July 2022, the school building has a total area of nearly 320,000 square meters, with 16 teaching departments, 55 undergraduate majors, more than 11,000 students and 718 teaching staff [36].

1.3 Experts and scholars representing ethnic minority higher education in Gansu Province

There are many prominent scientists in the field of higher education for ethnic minorities in Gansu Province, most of these experts are ethnic minorities and work in

specialist minority fields, and the author has chosen to introduce a few of the more prominent and distinguished scholars in Gansu Province who have made outstanding contributions.

Mr. Saicang·Lobsang Huadan, a Tibetan, is a professor of linguistics who was born in 1938 and was the founder of the Gansu Normal College for Nationalities (GNCN). His research is mainly in the field of Tibetan language and writing, and his main publications and textbooks include *Ancient Tibetan Poetry*, *A Brighter Guide to Poetic Rhetoric*, and *A Brief History of Tibetan Areas Through the Ages*.

Mr Yang Jianxin is a doctoral supervisor and professor. He was born in 1934 and is mainly engaged in the study of anthropology, ethnology and history. His published books include *A History of the Minorities in Northwest China*, which focuses on the study of the history of the minority groups in the country's northwest, particularly the history of the Mongols.

1.4 New media as a communicative phenomenon

Since the dawn of mankind, many things have been invented that have changed the world, the computer in the late 21st century being one of them, and the formation of an electronic global communications network becoming another qualitative leap forward in the development of communications technology. As time progressed, these two major inventions - the computer and the Internet - were combined to become the globally connected Internet. This was a technological revolution in the history of mankind and a revolution in the development of the human communication media, and it can be said that the globally connected Internet is the prototype of the new media.

The Internet is a worldwide network that connects computers around the world, enabling them to exchange information and share computer data files. Many web pages offer not only text and graphics, but also sound and images. Through it, people can freely read news, watch films, listen to music and communicate with family, friends and colleagues. The advent of the Internet has added a new dimension to an already highly influential mass communication activity, making it easier and faster to access information and making people unaware that they are part of mass communication. The impact of the new media can be said to permeate everything from the lives of individuals, their way of thinking, the history of humanity and the structure of human society to the direction of culture.

The term "new media" was first coined by Peter Carl Goldmark in the USA as a term for communication media. Different experts and scholars have different views on the definition of new media. At present, the following are some of the more representative views.

According to *Wired* magazine, new media is "Communications for all, by all" [14, p.1 - 6].

According to Chinese scholar Xu Zhenxiang, New media refers to new media that rely on new technologies such as digital technology, Internet technology and mobile communication technology to provide information services to audiences, as opposed to traditional media such as letters, telephones, newspapers, radio, film and television. There is actually a clear line between new media and traditional media. "Compared with the four traditional media of newspapers, radio, television and outdoor, new media is imaginatively called the fifth media" [60, p.14 - 15].

This paper argues that the difference between new media and traditional media is that new media uses digital, network and mobile communication technologies to communicate across time and space and is interactive. However, new media is only a relative concept, and what people call "new media" will become "old media" in the future. From the perspective of media development, new media will continue to emerge and bring impact to traditional media, but old media will not disappear. The old and new media will eventually merge with each other and develop together.

1.5 New media literacy

1.5.1 The concept of new media literacy

Literacy is an ability or cultivation acquired through training and practice. This means that an individual is not born with literacy, but develops it later in life. Media literacy is the ability of media users, through education or training, to use mass communication resources correctly and constructively in the face of various messages in different media, so that we can make full use of them to improve ourselves and participate in social progress. It has a guiding and regulating effect on people's media behaviour and is a concrete representation of their literacy in the media world.

Media literacy first originated in Britain in 1929. The London Board of Education published a Handbook of Advice for Teachers, i.e. "urging teachers to give their pupils specific training in evaluating and resisting vulgar films" [27]. In the late 1950s and early 1960s, the British School of Cultural Studies was initially formed. Raymond Williams, the main representative of the school, opposed Leavis's view of culture as elite culture and argued that culture could also be plebeian and popular, and that the mass media was not just a negative presence, but that it also had many positive and active influences. He actively explores the non-elitism of culture and studies the cultural life of ordinary people.

A new understanding of popular culture has led schools to recognise the need for a shift in traditional educational approaches and to actively recognise and use the mass media to play an important role in the teaching and learning process. In 1963, the Newsom Report, published by the *UK Department of Education and Science*,

suggested that "television plays a special and important role in improving students' knowledge and understanding of society" [9, p.146]. There are currently several major interpretations of media literacy.

According to David Packard, a British media education scholar, media literacy refers to "the knowledge, skills and abilities needed to use and interpret media messages, dividing media literacy into two levels: using and interpreting media messages" [33, p.258 - 284]. Ontario, Canada's *Media Literacy Resource Guide* considers media literacy to be the ability to perceive and judge the nature of media, the techniques and tools commonly used in media, and the effects produced [30].

The Centre for Media Literacy Research in the USA defines the basic competencies of media literacy as follows: "the ability to select, understand, question, evaluate, create, produce and think about and react to a variety of messages in the media" [18]. In his book *Media Literacy*, American scholar James Potter argues that media literacy is a complex and comprehensive concept that includes the following elements: "media are constructed and it constructs reality; media have commercial interests and pursuits; media have political and ideological aspirations; different media have different aesthetic qualities and traditions due to their different content and forms; and audiences acquire the meaning of media through certain negotiations" [32, p. 25].

In 1993, UNESCO published the concept of media literacy education, which refers to the study, learning and teaching of modern media communication and expression as a specialised and autonomous research project in pedagogical theory and practice, and as a complementary pedagogical tool to other disciplines.

According to Chinese scholars such as Zhang Yanqiu, media literacy refers to the knowledge, skills and abilities needed to use and interpret media messages. For Wu Yong, media literacy refers to the public's ability to perceive the media and media-related knowledge, their ability to select, interpret and critique various media messages, and their ability to use media messages for personal life and social development. According to Zhang Kai, "media literacy refers to people's ability to select, understand, question, evaluate, think and respond when faced with various messages from the media, as well as the ability to create and produce media messages" [55, p.71].

And in contemporary society, where new media have become a major media force, new media literacy is in the same vein as media literacy. "However, due to the diversity, complexity and wide dissemination of new media, the content of new media literacy differs from media literacy" [56, p.103]. This is because there has been an important shift in the social media role of the individual. In the new media era, the individual is no longer a one-sided audience that passively receives information transmitted and pushed by a particular media in the mass media era. Today's new media technologies have made everyone a "self-publisher" and a part of the

communication process. Therefore, new media literacy can be understood as the ability and cultivation of individuals in the process of using new media and using them to disseminate information, which is acquired through education and practice, and should also include the ability to recognize and use new media as well as new media ethics.

1.5.2 Content system of media literacy education for Chinese minority students

New media literacy is one of the most important literacies essential for citizens in the information age. The development of good individual media literacy is of vital importance to both individuals and society. Based on the importance of new media literacy education for Chinese ethnic minority university students, it is necessary to explore the content system of new media literacy education for Chinese ethnic minority university students. This paper takes the media literacy of Chinese ethnic minority university students as the research object, refers to Henry Jenkins' media literacy theory and Chinese scholar Zhang Kai's definition of media literacy, and specifies the content system of media literacy education for Chinese ethnic minority university students into: Literacy in the use of new media, new media cognitive literacy, new media interactive literacy, and new media ethical literacy.

Firstly, Literacy in the use of new media is very important. The Literacy in the use of new media of university students is divided into two aspects, namely how to understand new media and how to use new media. First, it requires university students to be proficient in the relevant knowledge and basic laws of new media. To use new media scientifically and rationally, university students are required to have an all-round cognition of new media, including the basic functions, classification, media forms and communication characteristics of new media. Secondly, on the basis of proficient mastery of the basic knowledge of new media, they should be able to use new media independently and rationally, not to indulge in the virtual media environment constructed by new media and can maintain objectivity and calmness in every step of production, dissemination and acceptance of new media knowledge.

Secondly, need to focus on new media cognitive literacy. New media cognitive literacy refers to the cognition of new media information, and the cognition of new media information requires college students to have the ability to manage new media information. While the massive amount of information, timeliness and convenience of the new media bring convenience to the life and study of university students, they are also accompanied by various dangers, and under the interference of various undiscerned information, university students may form wrong views and values of life. The new media information management ability of university students means the ability to select, identify and integrate new media information.

College students' new media information selection ability is the ability of college students to filter out wrong and useless information when using new media to

browse and obtain information. In the huge information world of new media, it is full of all kinds of false, wrong, and violent negative information. In using new media to obtain information, university students should not only choose search engines, social platforms, apps and so on, but also have the ability to select information and filter out the interference of bad information.

The ability of university students to recognize new media messages is the ability of university students to further distinguish between the truth and falsity of information based on their choice of information. Most of the information released on the Internet contains the values and ideology of the publisher or the publishing organization and may also propagate a certain gender or racial consciousness or philosophy of life. University students are at an important stage in the formation of their outlook on life and values, and are the most receptive to new things, so they can receive more new media information from various channels, which requires them to be able to judge This requires students to be able to judge the values hidden behind the information and not be misled by undesirable information.

The ability of university students to integrate new media information is the ability to reorganize and summarise the information they receive after having a correct perception and judgement of the new media information. Because of the timeliness of new media information and the rapidity of dissemination, the information released on new media platforms is often fragmented. When a hot event occurs, various media usually do not report on the event after it happens, but follow up in real time according to the development of the event, plus some self-media will release certain information that does not match the facts in order to seize the hot spot, so within the time period of the hot event, new media platforms are often flooded with various reports on such events.

For example, in 2018, a sad incident occurred in the city of Chongqing, China, when a bus carrying 15 people suddenly changed direction and plunged into the river as it drove over a bridge. When the incident first occurred, there were many voices on the internet crusading against the female driver as photos of the scene showed a red car driven by a female driver parked on the bridge in the opposite direction. Some people posted on the internet without any evidence, saying with great certainty that it was because the female driver drove against traffic and hit the bus that caused it to fall into the river, and most internet users believed this assertion because she was a female driver and they felt that female drivers have poor driving skills.

Some media even used the news headline "Chongqing bus falls into river, suspected to be caused by female driver" to attract viewers. Until the official notification was issued in the evening, it was the bus that crashed into the red car, making the car's body turn 180 degrees directly, while the bus suddenly crashed into the river because a passenger in the car grabbed the driver's steering wheel, causing the bus to lose control. Therefore, in the face of the fast food and fragmentation of

new media information, university students must improve their ability to integrate new media information and gain a more comprehensive and profound understanding about the target information in the integration of information.

Next, we need to talk about new media interactive literacy. "New media interaction mainly refers to the behaviour of university students in communicating with others on the Internet through language and text, voice and video, including receiving and transmitting information, exchanging views with others, commenting on events, etc." [19, p.83 - 85]. In the era of new media, the public is not only the recipient of information, but also the publisher of information. College students are active, curious about the information disseminated on the Internet, have a strong desire to learn, easily grasp new technologies, and are willing to access and disseminate online information.

Therefore, the identity of university students in interacting with others on the Internet, the content on which they interact and how they interact also reflect the level of their new media participation literacy. University students should master the new media, be good at using media tools to express their opinions and views, exchange knowledge and experiences with others, actively participate in online quality courses and actively use the new media to create value for the construction and development of society.

Finally, ethical literacy in new media is also important. The new media ethical literacy of university students is the sum of the basic norms of behaviour and ethical codes that university students have in the process of viewing media forms or engaging in media activities. What we can know is that in the current new media environment there are still phenomena that are contrary to social ethics, because of the free nature of the new media, many contents that are forbidden to be disseminated in real life are spread covertly among the online media. This requires that individuals involved in new media communication have a high level of new media ethics, which is closely related to the ethics of the real society and is an extension of the ethics of the real society in the new media environment. Figure 1.2 shows the content system of new media literacy education for Chinese minority university students as defined in this thesis.

Content system of media literacy education for Chinese minority students

Literacy in the use of new media
- **How to understand new media**
- **How to use new media**

The new media cognitive literacy
- **Ability to select new media information**
- **Ability to identify new media information**
- **Ability to integrate new media information**

The new media interactive literacy
- **The ability to use new media to communicate and interact with others.**

The new media ethical literacy
- **The sum of the basic norms of behaviour and ethical principles that characterise the practice of media activities.**

Figure1.2 - Тhe content system of new media literacy education for Chinese minority university students

1.6 The Importance of New Media Literacy Education for Ethnic Minority Students and the Current Situation

First of all, new media literacy education is a necessity for the rapid development of new media and comprehensive quality education for university students. As James Potter said, "In situations where media literacy is relatively low, people may know how to get information but not how to protect themselves from being shaped by the media in subtle ways" [32, p. 25]. Once the media begin to define the terms of our life, our behaviors, attitudes, and emotions are likely to fall into line with those definitions. Increasing media literacy enables individuals to begin to break away from the domination of media codes and to replace those codes with their own ideas.

University students are powerful receivers of new things and new technologies, and the rapid development of new media has made the campus an important arena for communication activities. New forms of communication have emerged, and every university student has become a self-publisher. Communication platforms such as Weibo, WeChat and TikTok have provided university students with more high-speed and effective communication channels. But at the same time, in the new media

environment, there are many problems with the information on various communication platforms due to the lack of "gatekeepers", such as pornographic violence, online fraud, rumours and other information, which to a certain extent also leads to a decline in the credibility and authority of the new media. Therefore, as an important part of the comprehensive quality education of university students, how to promote new media literacy education and improve the ability of university students to identify, understand and use new media is a practical problem that needs to be solved in the quality education of university students in ethnic areas.

Furthermore, lack of new media quality education in universities in ethnic areas.

Due to some objective factors, new media literacy education in ethnic areas of China has lagged behind for a long time, which to a certain extent has affected the development of university students themselves. Media literacy theory was introduced in China in the 1990s, and media education started late compared to other developed countries.

Only since 2004 have several universities in the eastern coastal cities offered media literacy courses, and very few universities in the central and western regions offer related courses, while almost no universities in ethnic areas offer related courses. Even in the universities that do offer media literacy courses, they are mostly journalism and communication courses rather than open courses for all students, and the number of students who receive media literacy education is limited [52, p.6]. In addition, the construction of China's ethnic regions still relies heavily on ethnic minority talents in ethnic regions, and the new media literacy education of ethnic minority university students, who are part of the "talent pool", has a bearing on the development of new media literacy education in ethnic minority regions.

Last but not the least, Media literacy education is a "must have course" in the new media age. In the background of the network era, campus network construction is an important part of the infrastructure construction of colleges and universities, and the investment in campus network construction has gradually increased. According to the survey, the campus network of all colleges and universities has achieved full coverage in the campus, and college students can access the Internet in any corner of the campus, and the platform on which the media literacy education of college students is based has become more and more perfect.

However, the reality is not quite as it should be. Instead of using the convenient internet resources to broaden their knowledge, some university students are confused by the huge amount of new media information and lack the perseverance to learn on their own and with self-discipline. Mobile electronic devices such as mobile phones meet the demands of people in the fast-food era to view media information anywhere, anytime, while the mobile internet is constantly being updated and the cost is

decreasing, making people more dependent on these mobile devices and the phenomenon of internet addiction [51, p.82 - 86].

The dangers of bad information on the Internet for university students are getting worse and worse. Internet addiction and the temptation of pornographic information have become the lowest level of Internet dangers. It is basically impossible for university students to achieve zero communication with the Internet, so the most important thing is to channel them and guide them to the correct understanding and use of the medium in a form that interests them.

1.7 The theoretical sources of this thesis

This thesis primarily uses Jürgen Habermas's Theory of Communicative Action, Being Media Theory, Henry Jenkins' new media literacy theory as theoretical source, and these theories provide a very scientific theoretical basis for this thesis, making the arguments and conclusions of this thesis more logical and convincing.

What comes first is that Jürgen Habermas's Theory of Communicative Action. Habermas argues that the act of interaction is a coordinated interaction between subjects, where people use language as a medium through which it is possible to achieve mutual understanding or form a coherent collective identity through interaction activities such as dialogue. In his book The *Theory of Communicative Action*, Habermas distinguishes four types of behaviour: "purposive behaviour, which is a goal-oriented behaviour in which, after comparing and weighing the various means, the actor chooses the most desirable means of achieving the end" [11, p.122].

"Normative regulated behaviour, i.e., the behaviour of a group bound by shared values. Dramatic behaviour, the actor's conscious expression of his or her subjectivity in front of an audience or society" [11, p.125]. "The act of communicating, a language-mediated interaction between individual actors" [11, p.130]. The four types of behaviour focus on different aspects of the world. The purposive act considers primarily the objective or external world; the normative act corresponds to the social world; the dramatic act corresponds to the subjective and external world; in the communicative act, the actor is involved in the objective world, the social world and the subjective world at the same time, so that the communicative act is essentially more justified because it takes into account all three worlds. The world of the act of interaction is also the world supported by everyday language, which Habermas calls the "lifeworld".

The theory of communicative behaviour has the following implications for this paper: firstly, we should guide university students to clarify the purpose of using new media and promote their efficient use of new media; secondly, we should establish a scientific and complete code of conduct for new media to provide a standard for university students to regulate their own behaviour; thirdly, we should respect the

main position of university students and create opportunities for them to demonstrate their level of new media literacy; fourthly, we should encourage university students to participate in more practical activities, interact and communicate with society, so that they can perceive and practice new media literacy in real-life experience.

Besides, Being Media Theory is also the theoretical source of this study. As early as Nicholas Negroponte proposed "Being Digital", people have been following a similar path of thought, sorting out the basic building blocks and operational elements that make up "reality" and trying to imagine the future of existence in the dimension of the media. As a result, "Being Mediatization", "Being Cyberisation", "Being Gamification", "Being Videography", etc. A series of new forms of "survival" have emerged.

In comparison, Being Mediatization is undoubtedly the most comprehensive, extended, and inclusive concept of understanding. As mankind enters the information society, the media, as an instrumental presence, becomes an inseparable intermediary in the production and life of man, and this media-centered way of life is called Being Mediatization [16].

McLuhan, who once said that the medium is the message, argued that the medium has become more than just satisfied with its basic function of transmitting and expressing information; the fact is that it has come to exist as a topic-generating, society-leading message in its own right. It has been said that God created the first world, and the mass media created the second. People use the mass media as a sensory organ, relying on it to feel society and perceive new things, thus proving that they remain connected to society. The media, while providing information to the public and creating topics for the public, influences and changes our way of life and ideology by its own nature and characteristics. If we are living in an information society, it is better to say that today's society is a "Being Mediatization".

In a mediated society, people must have the appropriate literacy in order to survive and develop. Therefore, the implications of the theory of mediated survival for this study are to guide university students to build up an objective attitude towards the new media and new media messages, a critical ability, and a sense of transcendence, and to enhance their ability to resist the corresponding crisis brought about by mediated survival and thus to promote their own survival and development.

In addition, Henry Jenkins' theory of new media literacy is equally important. Henry Jenkins is a leading researcher on British and American fan culture and a long-time researcher on media-related content, known as the "McLuhan of the 21st century". Jenkins has revised the concept of new media literacy based on the definition of new media literacy given in the *Global Trends: 21st Century Literacy Summary Report*. He argues, firstly, that text literacy remains a core skill for the 21st century. Young people must expand the competencies they need, rather than abandoning old skills to make room for new ones. Secondly, the new media literacy

should be seen as a social skill. In this definition, Jenkins sees "new media literacy as a social skill that adolescents must possess" [5, p.3 - 4].

Young people are a specific group for Jenkins' new vision of media literacy. In order to regain the right media values in adolescents, to help them archive, annotate and recreate media texts in a sensible way to meet their own needs and gain more skills, ethics and confidence, and for the betterment of the media environment, Jenkins proposes eleven new media literacy skills for adolescents in the 21st century, based on text literacy and research, technical and critical analysis skills:

(1) Play: the ability to experiment with the surrounding environment as a way of solving problems;

(2) Performance: the ability to adopt alternative identities for improvisation and discovery purposes;

(3) Simulation: the ability to interpret and construct dynamic models of real-world processes;

(4) Appropriation: the ability to meaningfully sample and remix media content;

(5) Multitasking: the ability to scan the environment and shift focus to salient details;

(6) Distributed cognition: the ability to interact meaningfully with tools that extend mental capacity;

(7) Collective intelligence: the ability to pool knowledge and compare notes with others to achieve common goals;

(8) Judgment: the ability to assess the reliability and credibility of different sources of information;

(9) Cross-media navigation: the ability to track the flow of stories and information across multiple modalities;

(10) Networking: the ability to search for, synthesise and disseminate information;

(11) Negotiation: the ability to identify and respect multiple perspectives across diverse communities, and to grasp and follow alternative norms [15, p.12 - 14].

The implication of Henry Jenkins' new media literacy theory for this study is that media literacy is no longer about individualised skills and competencies, but about the ability of the public as members of society to relate to others in a new media environment and cultural form, and in doing so to create, disseminate and share media texts and achieve effective connections between people. Therefore, we need to integrate the new knowledge into large social systems and community cultures such as communities, groups, and schools, moving away from the mere production and consumption of information and developing it into a more participatory capacity.

CHAPTER 2
COMMUNICATIVE PRACTICES AND NEW MEDIA LITERACY EDUCATION OF ETHNIC MINORITY COLLEGE STUDENTS IN GANSU PROVINCE

2.1 The Student Life of Gansu Province' Minorities and Their Communicative Practices

"The university, as a multicultural field, has both a social function and an edifying significance" [53, p.76]. In their daily study and life interactions, university students have different degrees of cognition and understanding of peoples different from their own, and they also have different interaction behaviours in the process of interaction practice, among which the study process, daily life and participation in various cultural and sports activities become the main practice activities of university students in the campus, and they also constitute almost all the activities of students in the university, so the communication practice of students in this place of university Naturally, students' social practice in the university has some characteristics that are different from those in other places. In my survey, I found that students from ethnic minorities in Gansu Province show a more positive trend in formal and informal interactions on the whole.

2.1.1 Several key scenarios of communicative practice for ethnic minority university students

The first is the communicative practice in study. In university, the act of studying is the main communicative practice of university students, so the place of study has also become the place where communicative practice of minority students is more frequent. In the school I investigated, there are basically minority students in every class, which means that the communicative practices of minority students are carried out in the class to a certain extent. And in addition to the regular courses with their own class - which are usually specialist courses - there are also some courses with other majors and classes - which are usually elective and public courses. So minority students also come into contact and interact with other students on these courses. In addition to teaching spaces such as classrooms, libraries and study rooms are also places where students are more concentrated.

For example, at Gansu Normal College for Nationalities (GNCN), there are study rooms in every dormitory building, and some university students who are not classmates or friends meet during study sessions and develop a more stable communication practice.

"Learning together" is the most common form of social practice among ethnic minority students, with classes and study sessions providing a platform for students to interact, and classrooms, libraries and study rooms providing a forum for

communication. According to the American sociologist Gordon, when intellectuals meet, it is easier for them to communicate with each other because they belong to the same group, and they are less concerned with their ethnicity, making friends and even entering into marriages outside their circle.

Gordon identifies this phenomenon within the intellectual community from the large number of cases he cites - its members have different ethnic backgrounds and are able to interact with each other at the level of primary group relations with relative ease and relative ease [6]. Similar to the intellectuals described by Gordon, university students learn skills in a specialised place, receive higher education, have the same living and learning environment as intellectuals, and they use information about their field of study as an entry point for communication during initial contact, and in the case of similar majors there is a sense of closeness that prompts them to communicate in their studies, forming a more stable and lasting relationship of communicative practice.

Secondly, there is the communicative practice of living. After entering university, ethnic minority students change from living in their own ethnic groups to living in a multicultural campus. Some students who have been living in their own ethnic areas for a long time are now living with students of other ethnic groups, and their cultural perceptions have changed from monocultural to multicultural. It can be said that apart from studying, university students spend most of their time in the dormitory, so the "housemates" who live in the same room are the main objects of social practice for minority students.

Due to differences in cultural backgrounds and lifestyles, the practical behaviour of communication that takes place in life is not as stable as in learning, and conflicts and quarrels do occur from time to time. Students' interaction behaviour in daily life is mainly in two aspects: firstly, they are "superficial" and form only general friendships, and secondly, they develop very deep friendships with students of other nationalities in the process of interaction and mutual understanding. In the survey, some students who have lived in ethnic minority areas for a long time told me that they had been in contact with students of their own ethnicity during their study life before entering university, so they would be curious and cognitively biased when communicating with each other, and would inevitably have some conflicts in the process of communication, but this would not prevent them from continuing their communication, but would prompt them to increase the frequency of communication in order to further understand each other's real culture. The frequency of interactions will be increased.

In terms of interaction, students from ethnic minorities were more proactive than Han Chinese students, male students were more proactive than female students, and first-year university students were more proactive. In addition to the difference in frequency, in the survey, I found that the places where inter-ethnic communication

practices frequently occurred among fourth year and master's students were the library and study rooms, and that students' communication about their studies and employment increased the frequency of their conversations.

After the survey, the study participants all had a clear willingness to interact and had been in contact with other ethnic minority or Han Chinese students to a greater or lesser extent. Some of the students had gained knowledge, understanding and correct perceptions of other ethnic minority students in their freshman year and had already established deep relationships with one or more other ethnic minority students in their senior or postgraduate years.

Finally, there is communicative practice in school activities. Campus cultural activities - such as club activities, sports events, university art festivals and other on-campus activities organised by the university are an important part of campus life and an important venue for ethnic minority students to interact with other students and teachers. By participating in cultural and sporting activities together, students from different ethnic minorities invariably increase their communication and interaction with each other. It is not uncommon to see students wearing their own ethnic costumes at events, allowing other students and teachers to experience the culture and traditions of different ethnic groups, increasing cross-ethnic interaction between students of different ethnic groups as well as increasing ethnic cultural exchange and intermingling. The picture shows foreign teachers wearing ethnic minority costumes during the Gansu Normal College for Nationalities Sports Day.

Figure 2.1 - foreign teachers wearing ethnic minority costumes during the Gansu Normal College for Nationalities Sports Day from：

https://mp.weixin.qq.com/s/h2WNNuja1JcJ6bEDvnRQbw

In the cultural activities on campus, the university community is able to develop cultural resonance with different cultures, correctly recognise and actively accept the influence of different cultures and develop a sense of cultural identity and respect for different customs.

2.1.2 Problems arising in the process of communicative practice among ethnic minority university students

First of all, the lower economic level brings many barriers. Most of the minority college students come from living in less developed areas, or even poor areas. Many minority college students choose to stay in school or work and study during the holidays, and there is a certain difference in economic level with most other Han Chinese students, and the straitened living conditions easily produce a sense of psychological inferiority and behavioral withdrawal.

Secondly, the differences in cultural background lead to communication barriers. Due to differences in living habits, language communication and religious beliefs, ethnic minority college students have communication barriers in the process of communicating with Han Chinese students and teachers. For example, many Tibetan students in Gansu National Teacher's College have certain difficulties in communicative practice and learning process because they have been taught Tibetan language since childhood and some of them have a low level of Mandarin.

Finally, the low level of basic education has caused difficulties in learning idle. Some ethnic minority students do not have a high level of basic education, and some of them have been in contact with Chinese for a short period of time. During their studies at school, teachers teach mainly in Chinese, and ethnic minority students have certain difficulties in listening to the lectures, especially in science and technology and English.

2.1.3 Forms of communication practice for minority students

Firstly, there is code-switching. "Code-switching is the process of converting information from one symbol system to another" [13]. Different cultures and contexts use different symbol systems to express information. Through code-switching, people can better understand messages in different cultures and contexts and communicate better. When ethnic minority university students communicate with teachers, other ethnic minority students or non-ethnic minority students, code-switching involves language transfer, such as translating from one language to another in order to cross language barriers. Many ethnic minority students grow up speaking more of their mother tongue, and some of them use Mandarin, the official language of China, less often because of the teaching and living environment they grew up in. As a result, they may code-switch between these two languages when communicating with others.

The second is non-verbal communication. Non-verbal communication, such as facial expressions, gestures and body language, is more common in both the

communication between ethnic minority university students and other students and between ethnic minority university students and teachers and is particularly important for Chinese ethnic minority students who may not be fluent in Mandarin. They will use non-verbal communication to convey meaning and emotion.

The third is face-to-face dialogue. Face-to-face dialogue is a relatively common form of communicative practice in several regular settings on university campuses. In the classroom, the interaction between professors and students is a form of face-to-face dialogue, and when ethnic minority students discuss issues or communicate with other students it will usually be face-to-face dialogue as well. In academic seminars, ethnic minority university students need to meet and discuss face-to-face with other scholars and fellow students to share their research results and views. In social settings, ethnic minority university students need to meet face-to-face with friends and classmates to share their life experiences and feelings.

The fourth is correspondence. After the author's investigation, I found that a small number of ethnic minority university students would contact their relatives or friends outside school through letters. Letters belong to the correspondence media, a traditional media form of written expression. As a personal and private form of media, letters do not have a wide audience and public nature like public media such as newspapers, television, and radio, but are a form of communication for individuals or small groups. In today's very advanced new media, letters are no longer the mainstream means of communicative practice, but a small number of people will still choose to use them to communicate and express themselves. Some of these students correspond with their boy/girlfriends, who often feel that because of the intimate and personal nature of the correspondence medium, it tends to cover more emotional elements and is more likely to evoke emotional resonance. Another part of minority students will use correspondence with their loved ones, which is related to the relatively backward education and internet communication conditions in minority areas. Some minority students' parents or grandparents may not have smartphones and do not have easy access to modern communication tools, so correspondence is still retained and used as a traditional way of communication.

Finally, new media is the main communicative tool used by ethnic minority students for communicative practice. Modern new media tools such as smartphones, social media and video conferencing have become indispensable tools for communication in our daily lives. New media has become one of the most important communication tools for ethnic minority students in their communication practice.

Firstly, "new media is convenient and instantaneous, allowing for easy communication across geographies and time zones" [57, p.64]. Another particularly important point is that the parents or grandparents of ethnic minority university students may not know Chinese characters, and some of them only speak their own language. The new media has solved this problem. They can communicate with each
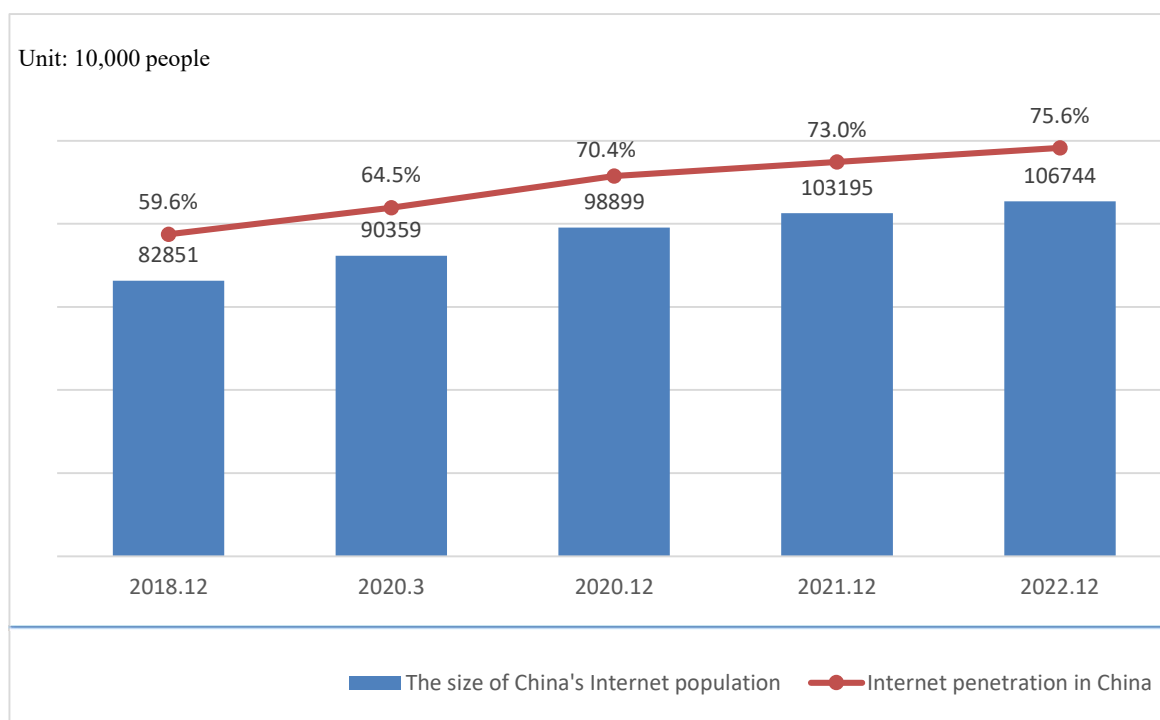
other anytime and anywhere in the form of video or voice calls, so they can communicate without the language and text.

Secondly, new media can meet the diversified communication needs of ethnic minority university students. Through social media platforms, they can easily communicate with their teachers, classmates, friends, and family members and share their life, study and work experiences. At the same time, new media also provides personalised communication methods, such as online audio, video chat and text chat, which can be chosen according to different needs and scenarios. In the author's survey, it was found that in the communicative practice between ethnic minority university students and their professors, apart from face-to-face communication in the classroom, most of their communication was by mobile phone. Compared to communication through text, using mobile phones allows for more direct and rapid communication with professors, and through phone calls, problems can be solved and communicated more effectively, avoiding misunderstandings caused by problems such as poor understanding of information.

Thirdly, new media has a wide reach and communication power, which can help ethnic minority university students expand their social circle. For example, ethnic minority university students will use online forums and communities to browse information and express their views. Online forums and communities provide a safe and anonymous communication platform for ethnic minority university students where they can share their experiences, exchange their feelings and seek help and support. These platforms also provide them with access to information, for example, they can seek academic help and advice in some professional groups or forums.

In March 2023, the 51st Statistical Report on the Development of the Internet in China released by the China Internet Network Information Center (CNNIC) showed that as of December 2022 in December 2022, the number of Internet users in China reached 1.067 billion, and the Internet penetration rate reached 75.6%. In terms of the age structure of Internet users, 14.2% of Internet users were aged 20 to 29 [45].

It is easy to see that with the further development of network information technology, the Internet is expanding in popularity while the substitution for traditional media is becoming more and more obvious, media integration is intensifying, and university students are increasingly exposed to and use new media, making the Internet or new media more and more influential on university students. The Internet has become an important carrier and means for university students to acquire knowledge, interact, and communicate, leisure and entertainment and other behaviours. This means that how to enable university students to avoid harm in the new media environment and enhance the level of new media literacy is an important issue in the quality education of university students.

Unit: 10,000 people

	2018.12	2020.3	2020.12	2021.12	2022.12
Internet population	82851	90359	98899	103195	106744
Internet penetration	59.6%	64.5%	70.4%	73.0%	75.6%

The size of China's Internet population   Internet penetration in China

Figure 2.2 Size of China's Internet users and Internet penetration rate

2.2 A survey on the current situation of new media literacy among Chinese ethnic minority university students

The purpose of this survey is to gain an in-depth understanding of the reality of new media literacy education among Chinese contemporary ethnic minority university students, to identify the problems that exist in it, and to put forward reasonable and targeted countermeasure suggestions. The research adopted a combination of random sampling and in-depth interviews and conducted empirical research in Gansu Province universities such as Gansu National Normal University, Northwest University for Nationalities, Northwest Normal University and Lanzhou City University, where questionnaires on new media literacy were administered to some university students at different levels of education. Interviews were also conducted with individual students in order to provide an objective and scientific basis of reality for this study as far as possible.

The questionnaire consists of 29 questions, divided into four parts: the first part is a survey on the basic information of university students, mainly collecting basic information such as gender, education level, major category and grade of the subjects. The second part is a survey on the communicative practices (main communication channels) of the university students, which mainly collects the means through which the respondents communicate with other people; the third part is a survey on the new media literacy of the university students, including the use of new media, the use of new media, the discrimination of new media information, the participation in new

media and the moral cultivation of new media. The fourth part is a survey on the status of new media literacy education among university students, which mainly collects information on the status of new media literacy education, the subjects' knowledge and suggestions on new media literacy education. The distribution of the questionnaire stems is shown in table 2.1.

Table 2.1 – Distribution of questionnaire stems

Category	Contents	Serial number
Basic information	Gender, Education, Grade, Major	Questions 1, 2 and 3
Communication practices of university students	Use of practical tools for communication between ethnic minority students and ethnic minority students, non-ethnic minority students, teachers and people from outside the university	Questions 4, 5, 6 and 7
New Media Literacy	New Media Usage	Questions 8，9, 10 and 11
	Use of new media	Questions 12,13,14,15 and 16
	Discernment of new media messages	Questions 17,18,19 and 20
	New media engagement	Question 21
	New media ethics perceptions	Questions 22,23, and24
	Awareness of new media literacy and new media education	Questions 25 and 26
New Media Literacy Education	Development of new media literacy education	Questions 27 and 28
	Awareness and suggestions for new media literacy education	Question 29

A total of 338 valid questionnaires were collected, and the target group of the questionnaire was ethnic minority university students in Gansu Province, China. 160 male students (47.34%) and 178 female students (52.66%) were surveyed, and there were no rigid requirements on grade, major and gender in this study. As the questionnaire was distributed to ethnic minority university students in Gansu Province, the results of the survey are sufficiently representative of the sample of "ethnic minority university students", so the term "ethnic minority university students" is not highlighted in the text, but mostly replaced by university students.

2.3 The new media literacy of Chinese ethnic minority university students shows certain strengths

Through a survey of high minority university students in Gansu Province, the results show that their new media literacy is relatively good on the whole, as shown in the following aspects.

　　—　**Ability to master basic new media techniques**

The use and operation of new media is one of the important criteria for measuring the new media literacy of university students. As a result of the survey, ethnic minority university students in Gansu Province are able to basically master basic new media technologies and have the ability to adapt and learn quickly. As shown in table 2.2, the survey on the use of new media technology among university students shows that most of them have basic new media technology, and can flexibly use social media to communicate with others, use search engines, and use tools and software to complete simple processing of images, audio and video materials. This shows that minority students in Gansu Province can master basic new media technology.

Table 2.2 – Minority university students' mastery of new media usage techniques

	Not very inconsistent	Not inconsistent	General	Consistent	Very consistent
Be able to use social media to communicate with others in a flexible manner	4.14%	6.8%	15.09%	39.94%	34.02%
Ability to use search engines	5.03%	4.14%	12.13%	49.11%	29.59%
Ability to use tools and software to perform simple manipulation of image, audio and video material	4.14%	6.8%	11.54%	39.64%	37.87%

In the questionnaire "In what ways has the new media influenced you?" the questionnaire listed six areas: lifestyle, behaviour, thinking, communication, learning and no impact. As shown in Figure 2.3, 53.25% of the students chose lifestyle, 50.3% chose behaviour, 57.1% chose thinking, 56.8% chose communication, 39.94% chose learning and only 10.36% thought that the new media had not influenced them. This shows that the majority of students are aware of the impact of the new media on people and can see the important role of the new media.
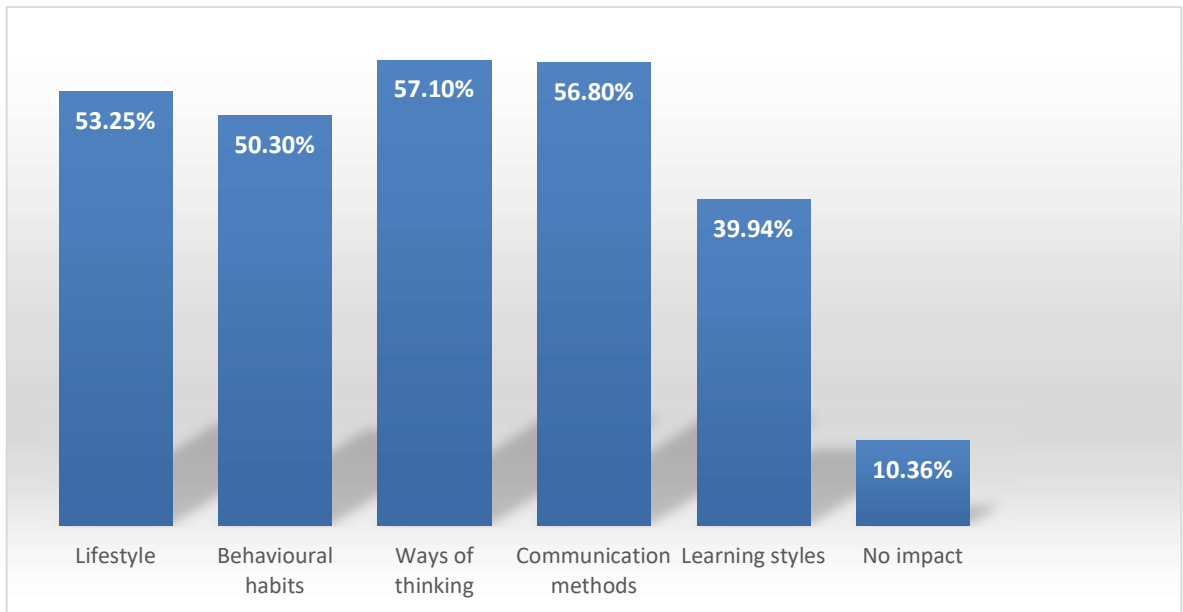
Figure2.3 The impact of new media on ethnic minority university students

Although some of the ethnic minority university students in Gansu Province come from remote areas where internet technology is relatively backward, their ability to use new media is still above the pass mark, mainly because of the popularity of new media technology within the university environment and the high acceptance of new technology by university students. Growing up in the digital age, university students have a natural sensitivity and adaptability to digital technology and new media use, and they are more likely to accept new technology and new media applications and learn how to use them quickly.

— **Ability to apply new media technology or information to learning life**

After mastering the basic technology of new media, whether or not they can apply new media technology to their study life is also an important reflection of new media literacy. After the survey, minority college students in Gansu province can integrate new media technology into their study life, use new media as an important tool in their study life, and have certain ability to use new media technology. As depicted in Figure 2.4, 62.43% of the students chose "commenting on their own views on certain popular events" and 70.71% chose "expressing their own emotions" in the question of "what I often do with new media". In this question, 62.43% of the students chose "to comment on their own opinions on certain popular events", 70.71% chose "to express their emotions" and 47.04% chose "to expose certain negative events". New media technology and information are also playing a role in their study and life.
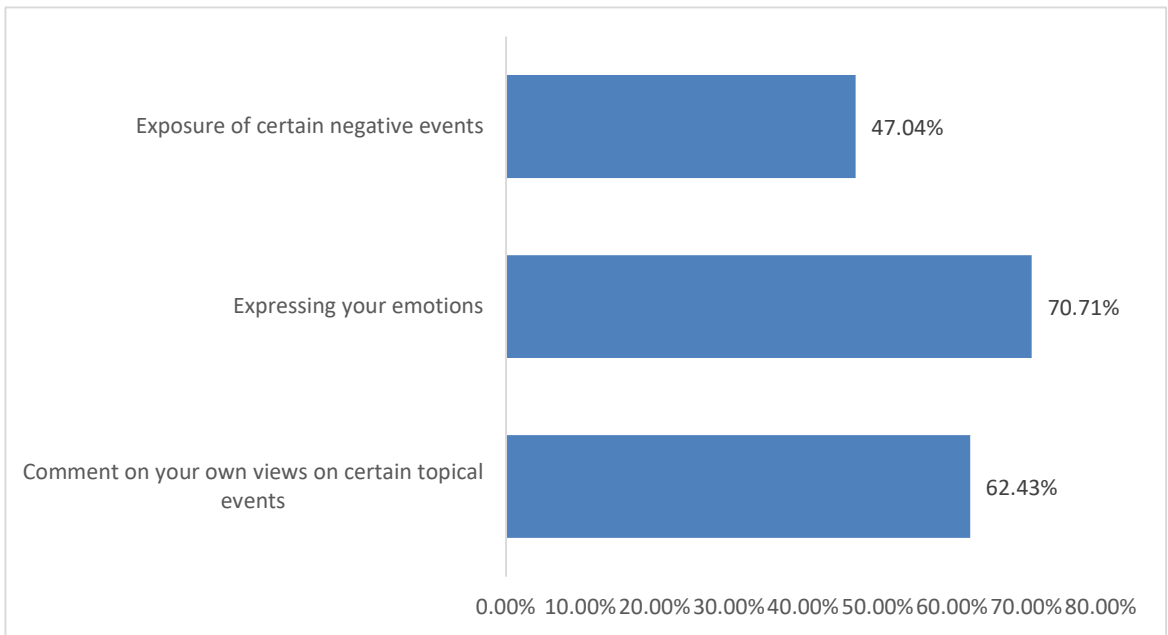
**Figure 2.4 Use of new media by ethnic minority university students**

As for the search and acquisition of new media information, the content that ethnic minority college students in Gansu colleges and universities are exposed to shows diversity. As shown in Figure 2.5, among the information frequently browsed, 61.24% of college students chose people's life, 55.62% chose current affairs and politics, while 36.39% chose celebrity gossip. It is clear from the comparison that in the new media environment where "general entertainment" is becoming more and more serious, the information that university students obtain by browsing through the new media is more on the practical aspects of people's livelihoods, which is inseparable from the level of knowledge and education of university students. It also reflects their concern for social issues and public interests, as well as their awareness of their social responsibilities.
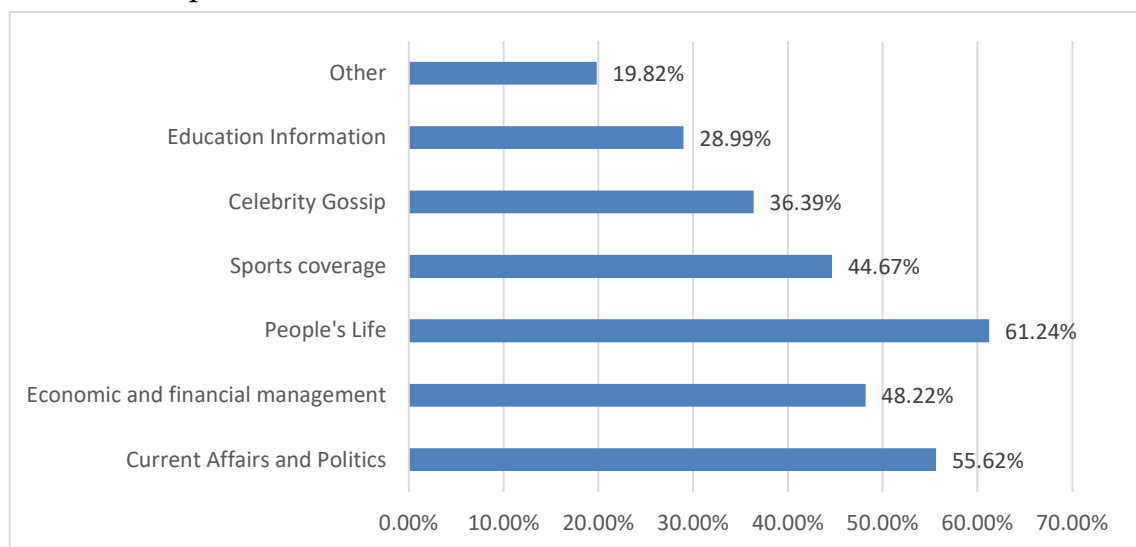
Figure 2.5 Which new media information ethnic minority university students often browse

— **Positive motivation for exposure to new media**

With the development of online technology and learning app-related apps, new media has become the new favourite way for university students to learn, and new media is a way for them to communicate socially and to learn about news and information. As shown in Figure 2.6, regarding the main purpose of using new media, most students' choices were for positive purposes such as finding information, gaining knowledge or social needs.
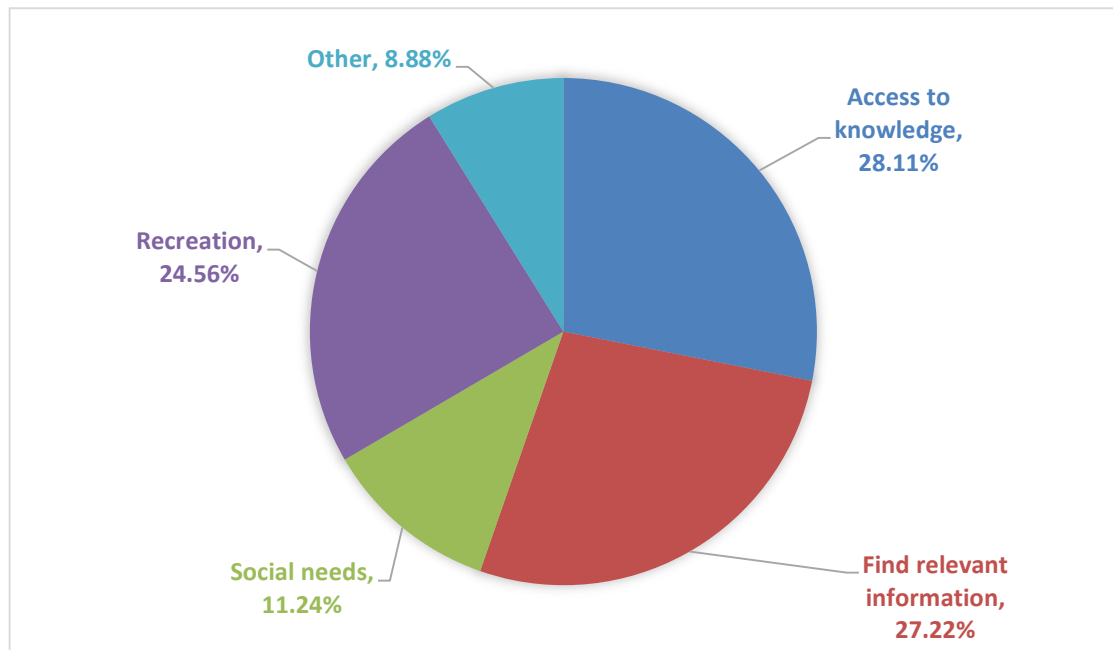
Figure 2.6 What ethnic minority students do with new media

The reasons why university students use new media for positive purposes such as gaining knowledge, finding information and social needs (e.g., socialising, etc.) are higher than for entertainment and recreation:

First of all, university students have a very strong demand for information acquisition. University students need to obtain a large amount of information and knowledge in their study and life, and new media provides a more convenient, fast and comprehensive way to obtain information, which meets their information needs.

Secondly, there is a strong demand for social interaction among university students. College students are at the peak of social networking, and the development of new media has created an environment with a high degree of social interaction, a wide range of interactions and rich social relationships, in which college students' horizons are becoming more and more open. At the same time, the development of new media technology has greatly broken through the time and space limitations of real interaction, breaking the boundaries between regions and communities, etc. It has also formed a diversity of interaction methods, which has truly realized the possibility of global interaction and made the interaction of university students deeper and wider.

Finally, new media has the characteristics of convenience, practicality and interactivity, such as video, audio, pictures, text and other forms of information presentation, "which can display knowledge and information more intuitively and improve learning efficiency and interest in learning" [58, p.18 - 19]. At the same time, new media offer a variety of learning methods, such as online courses, live webcasts and online learning communities, which allow university students to choose a learning method that suits their interests and needs, and improve their learning effect and learning satisfaction. These new media have advantaged that traditional media do not have, so that new media play an active role in all aspects of university students' learning and life, and university students also make efficient use of the advantages of new media because of their own sensitivity to new technology and information.

— **Some ability to discern new media messages**

In the traditional media environment, the information disseminator is relatively fixed, the information circulation process is relatively one-way, there is a lag in information feedback, and people have limited space for social activities, resulting in the phenomenon of centralisation and marginalisation. The person or power group in the center is the publisher and disseminator of information, while others in the marginalisation have no initiative and can only obtain information by relying on the power center, and are passive receivers. However, in the new media era, people interactively operate in real time to publish, disseminate and receive information in the information exchange system, i.e. everyone is both a receiver and a disseminator, and everyone can not only receive information, but also choose the information they need on their own, and can express their views, make comments, make suggestions and express their demands in various ways, thus passing them on to other information receivers. Coupled with the fact that the new media generates and disseminates information very quickly and produces huge and complex content, full of false and harmful information, it is easy to be misled if you cannot properly judge the truth and validity of the information. This requires readers to have some ability to discern information in the new media. According to a survey, ethnic minority students in Gansu Province have the basic ability to discern new media information. In response to the question "Do you consciously distinguish the authenticity of information disseminated by the new media", nearly half of the students chose "yes" or "definitely", as shown in Figure 2.7.
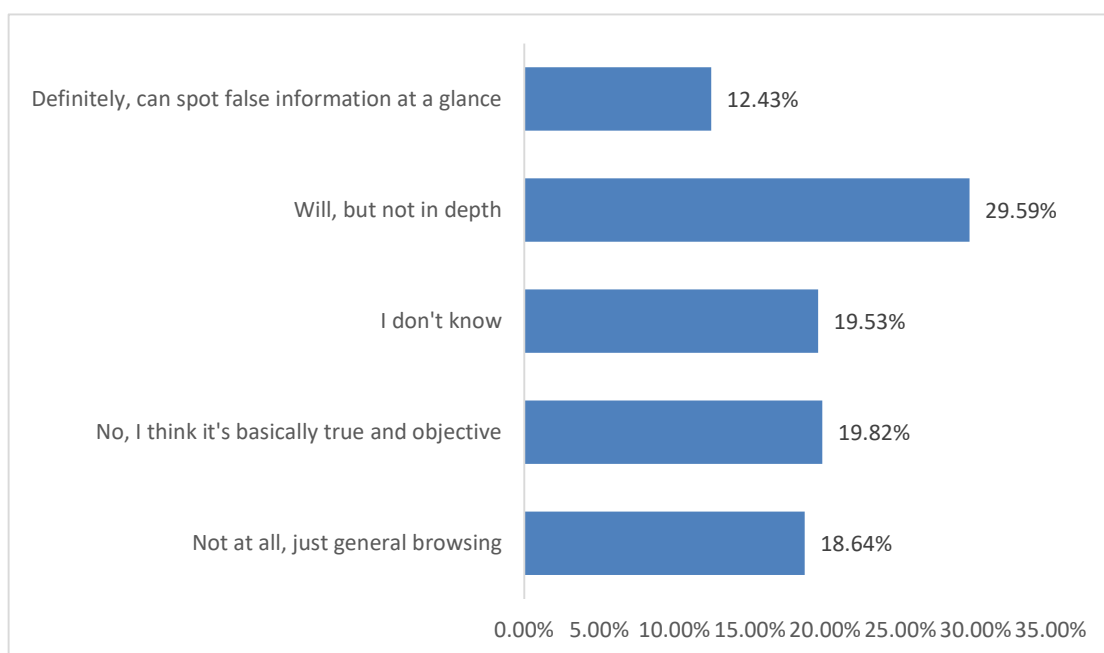
Figure 2.7 University students' ability to discriminate between new media

— A high level of awareness of new media engagement

Although some of China's ethnic minorities are remote and lag behind in terms of basic education and online technology, the awareness of new media participation among ethnic minority university students is relatively high. According to the survey, ethnic minority university students in Gansu province are actively involved in new media, whether they "post and forward information or audio and video files on social media", "actively participate in online e-learning", or "using the Internet to submit opinions or suggestions to schools, social service agencies and government departments", they all show a sense of active participation, as shown in table 2.3.

Table 2.3 – New media engagement of university students

| Title/Options	Not very inconsistent	Not inconsistent	General	Consistent	Very consistent
Ability to post and re-post information content or audio and video files on social media	3.25%	8.58%	22.49%	34.32%	31.36%
Will actively participate in online e-learning	5.92%	5.33%	17.16%	42.6%	28.99%
will use the internet to submit ideas or suggestions to schools, social service agencies and government departments	3.85%	6.21%	23.08%	39.05%	27.81%

The author believes that this has a lot to do with the mutual subjectivity of the new media environment. Firstly, the mutual subjectivity of the new media environment makes people not only the receiver of information but also the publisher, disseminator or feedbacker of information, and the virtual nature of the new media environment breaks the boundary between the real world and the virtual world, so that university students can express their opinions and views through the media platform in an equal and free state, and interact with others. This new media environment has transformed university students from passive acceptance to active participation, which has largely enhanced their sense of self-subjectivity.

— **Certain level of moral integrity when it comes to the use of new media**

People are interconnected through the Internet. Successful networked individuals gain trust and increase value by creating or delivering accurate, well-thought-out information. In the Internet age, when everyone can be a publisher and communicator, whoever can provide more credible and transparent information will be more popular with others. "In stark contrast, society will eventually punish those who use false information, distort facts, take shortcuts, squeeze relationships and hide information from its sources" [17, p.117 - 120]. In the new media literacy, the emphasis on ethical literacy is from a sociological perspective. Good moral literacy comes not only from one's good moral cultivation, but more importantly, in the new media environment, from one's own new media literacy, i.e. one's ability to screen information, one's rigorous attitude towards communication and one's mastery of knowledge.

As a university student, the mastery of knowledge should not be a problem, but the use of knowledge to screen information and create information is something that needs to be cultivated. Through the survey, I found that minority students in Gansu Province universities have a certain degree of new media moral cultivation. As shown in Figure 2.8, on the question of "How do you think about the hiring of water army, hype and eye-catching behaviour in the new media environment", 16.57% of students thought that these behaviours were understandable as some people were trying to become famous; 30.77% thought that these behaviours were meaningless; 36.69% thought that these behaviours were vulgar and should be resisted; and 15.98% said that they had nothing to do with them.

Most students said that they were vulgar and should be resisted, while 15.98% of students said that they had nothing to do with them. In other words, most students prefer "content is king" and prefer new media messages with substance to the "traffic is king" pursued by some media organisations and self-publishers.
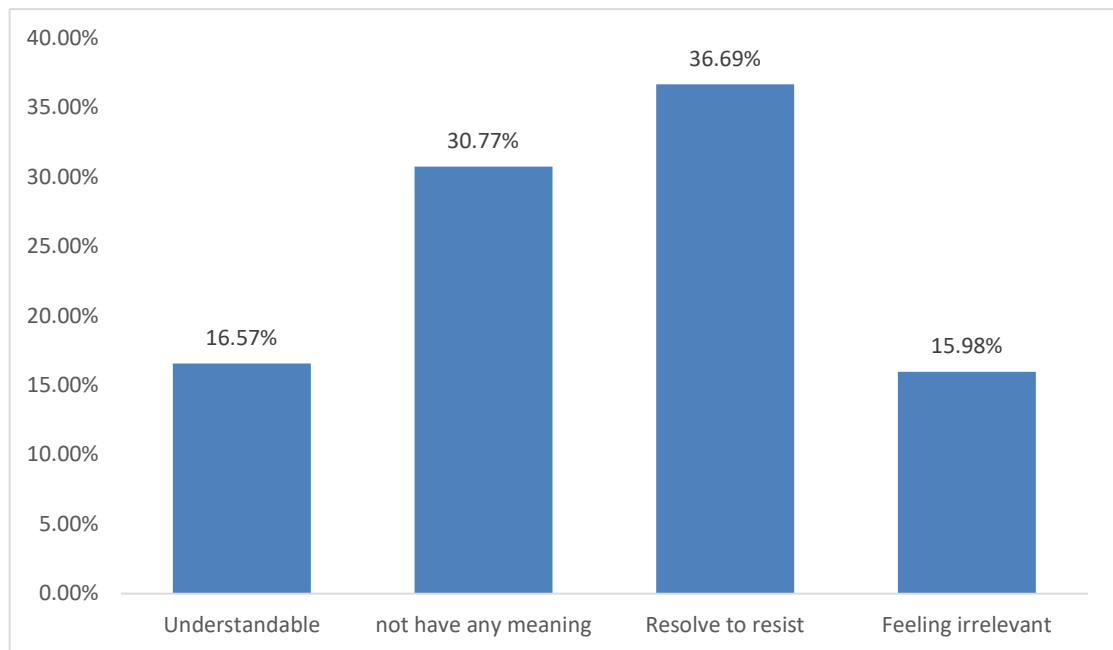
Figure 2.8 College students' attitudes about the disorderly new media environment

2.4 Existing problems of new media literacy among Chinese ethnic minority university students

American scholar Manuel Castells argues that "all processes of our individual and collective existence are directly shaped by the new technological medium" [25, p.83]. As a loyal fan of new media, university students have ushered in a new world of highly free network, but dialectically speaking, this new media environment has also triggered new hidden dangers for university students' network survival, and this is inseparable from the problems existing in university students' new media literacy. We can point out to the main ones:

— **Over-reliance on new media**

According to American communication scholar Harold Adams Innis, modern mass communication has an obvious negative function. Because of the new media, modern people see only superficial information and popular entertainment. People are exposed to the new media every day and spend a lot of time and energy on it, but relatively little time and energy on social practices. People read, listen, watch, and think every day, but they are dependent on the media to do so, and they use these activities instead of their inherent actions. Zassfeld and Merton call this phenomenon the "narcotic effect" of the media, arguing that if people are constantly influenced by the superficial information and popular entertainment provided by the media, they will slowly lose their basic social action and settle for "passive knowledge accumulation". They argue that "if people are constantly influenced by the superficial

information and popular entertainment provided by the media, they will slowly lose their basic social action and settle for passive knowledge accumulation" [22, p.56].

Objectively speaking, as most university dormitories in China are not equipped with television or radio, the access of university students to traditional media is limited, so objectively speaking, new media is more convenient than traditional media in terms of access. From the subjective point of view of the university students, the first media that they encounter is the new media, and in terms of time and number of contacts, they are far more than the traditional media. The rapid development of information technology, especially smart phones and wireless mobile terminals has provided college students with the convenience of information dissemination and communication, and further increased their reliance on new media.

First of all, university students spend too much time using new media on average every day. Compared to other social groups, university students have more leisure time, and they devote a lot of time and energy to new media every day, and their intentional or unintentional media exposure interferes with the normal rhythm of study and life. The survey on "average daily time spent on new media such as smartphones, Internet and social media" shows that 29.88% of students spend 4-6 hours a day on new media and 16.27% spend more than 6 hours a day on new media, as shown in Figure 2.9.

This means that some groups of university students are more active in the new media environment and spend more time on the new media every day, which also reflects from the side that they spend limited time on their studies and on interpersonal communication in reality.
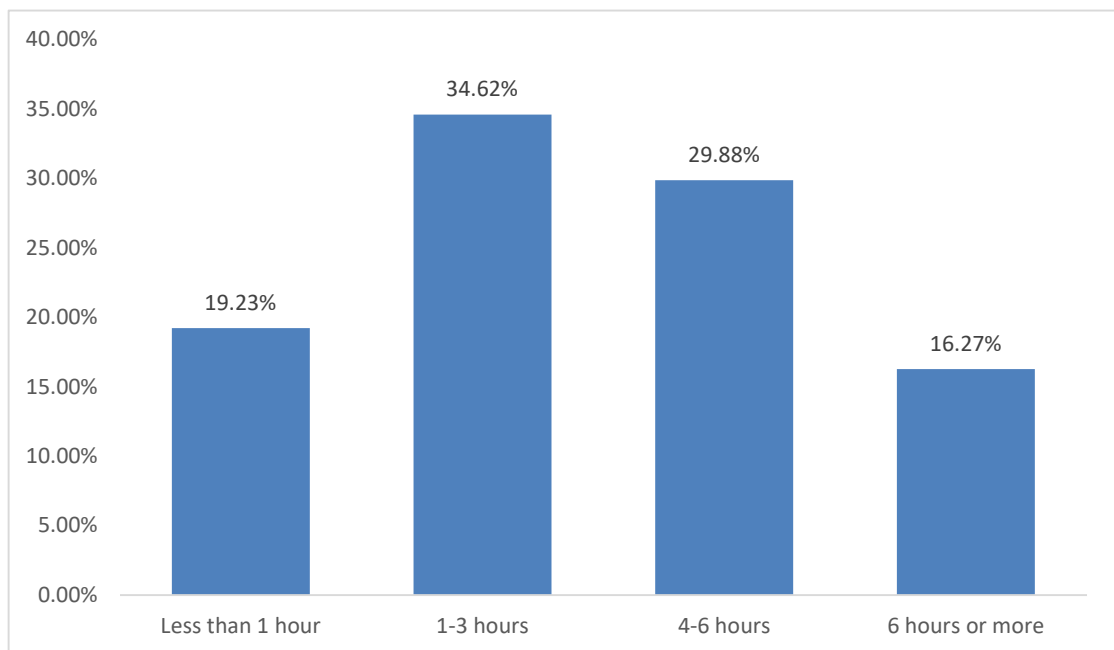
**Figure 2.9 Time spent using new media by university students**

Secondly, the phenomenon of "Internet addiction" is becoming more and more serious due to excessive addiction to new media. According to the survey on "What time period can you guarantee not to contact online media", 34.91% of students cannot guarantee not to contact online media within one day, while only 9.47% of students can guarantee not to contact online media for more than one month, as shown in Figure 2.10.
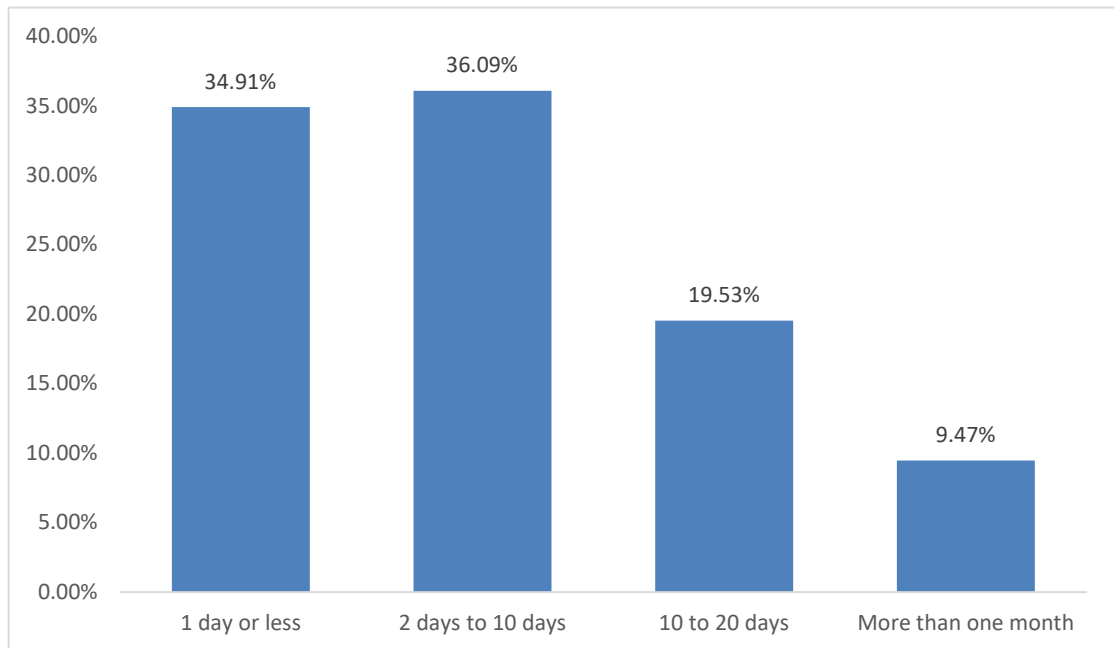
Figure 2.10 The amount of time university students feel they can do without exposure to new media

This means that the degree of dependence on new media is very high, whether it is for leisure and entertainment, social interaction or information exchange, the degree of dependence on new media by university students has far exceeded that of other media. The development and popularity of new media has changed the way people obtain information, and people can obtain news, entertainment, and social information more conveniently. However, this has also brought negative effects to university students, such as internet addiction, reduced social skills and study pressure.

Finally, university students are more influenced by new media. After the survey, 42.9% of university students chose the Internet as the main source of their speech, which shows that university students prefer new media when acquiring information, learning new things and sharing information, and are more influenced by new media, Figure 2.11 shows the distribution of university students' speech sources.
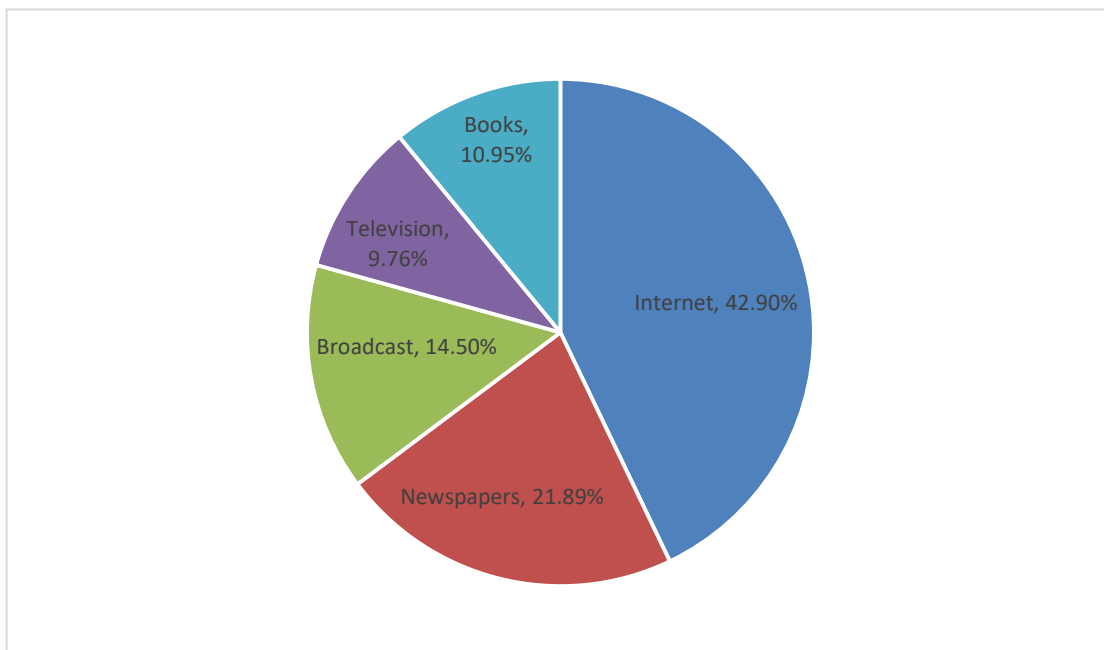
**Figure 2.11 Sources of speech for university students**

The over-reliance on new media is not only reflected in the excessive time and frequency of use of new media by minority students, but also in the influence of new media information and technology on the mindset of minority students. As ethnic minority students are relatively weak in searching for information, they do not know how to use new media technology to find useful information, and their ability to process information is insufficient, while the information explosion and fragmentation of the new media environment lead them to get lost in the complicated information.

At the same time, in order to be able to read as much information as possible in the new media, most of them "skimming" in order to achieve a high speed of communication in the new media. This type of high-speed reading not only affects their way of thinking - they simply get a piece of information without thinking about it in depth - but also has a negative impact on their personal development. While the new media has brought a new way of thinking to university students, it has also made them more inclined to use the new media to search for other people's opinions when they encounter problems, rather than thinking for themselves, and this series of changes brought about by the new media is gradually leading university students to think in a mechanistic way and rely excessively on the Internet, which should draw our attention and rational thinking.

—— **New media information management literacy needs to be enhanced**

Firstly, students are not efficient in filtering information through the new media. As shown in Figure 2.12, the survey on "Do you always use new media to get the information you need" showed that 37.28% of students said they could get the target

information, 36.39% said they could not get the target information, and 26.33% were not sure. Similarly, in response to the question "Do you get distracted by irrelevant information when using new media to find information", 30.77% of students were sure, 29.29% were unsure and 39.94% were not. In other words, there is still a significant proportion of students who are distracted when using new media to access information. It is evident that there is still some room for improvement in the efficiency of information screening among university students.
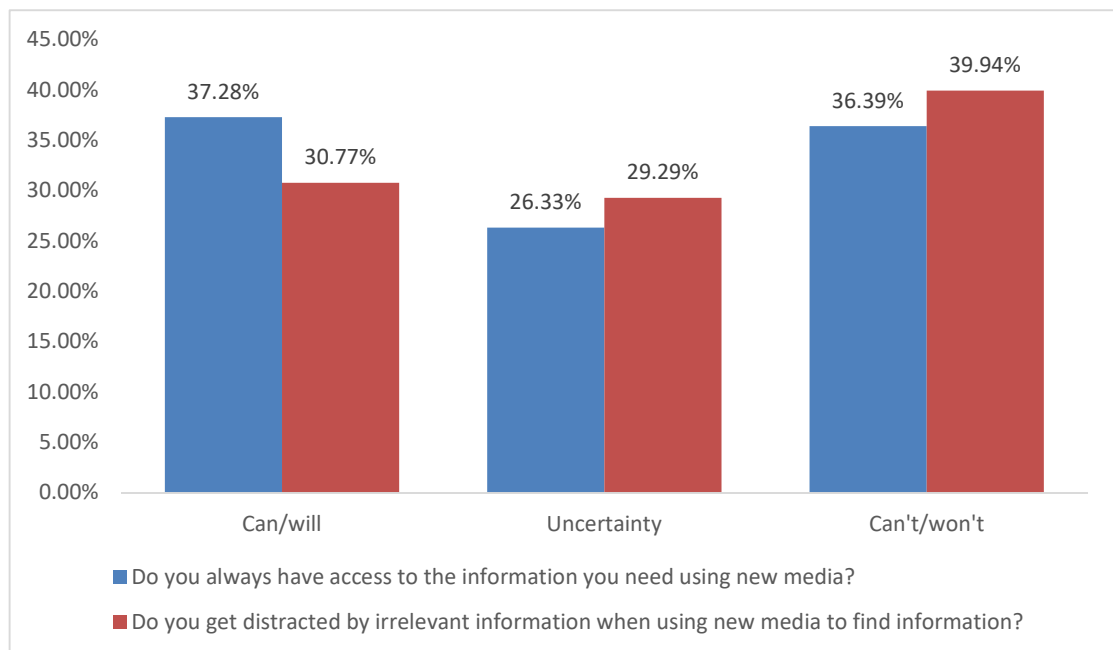
Figure 2.12 Efficiency of university students' access to new media information

Secondly, college students' ability to discern new media information is not strong enough. The diversity of communication subjects and channels in the new media era has brought a huge amount of information into the public's view, which is mixed with different kinds of information, and the discriminatory ability of university students is still insufficient.

Although most university students agree that they need to choose and discriminate when using the media, they lack practical critical behaviour, especially when faced with the screening of massive information, it is more difficult for them to respond actively. Moreover, they do not seem to care whether the information is correct or not, and lack a professional attitude of "getting to the bottom" of the information, a "numbness" that may not be conducive to lifelong learning and development. As shown in Figure 2.13, the survey on "When evaluating the authenticity of media information, do you try to find more relevant information (e.g. authors, publishers, data sources, other people's opinions, etc.) to help you make your judgment?".
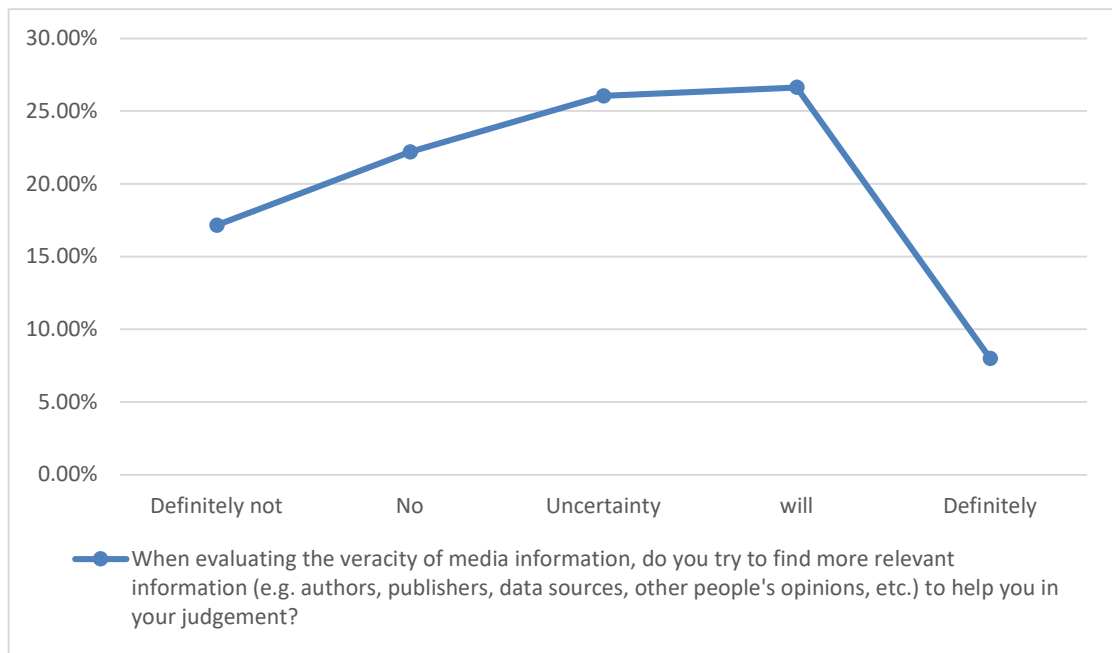
Figure 2.13 University students' identification of new media messages

The survey showed that only 7.99% of students explicitly said that they would look for relevant information to aid their judgement, 26.04% said they were not too sure and 17.16% explicitly said they would not. The results of the survey show that most of the students are unable to analyse and understand the deeper meaning of the content of the new media and are unable to find out the nuances of the media messages.

"The massive amount of information, timeliness and convenience of the new media have brought convenience to young people's lives and studies, but they also come with various dangers" [34, p.13]. If they fail to identify this undesirable hazard in time, for university students with weak self-control, under the interference of various commercial advertisements and entertainment news, they will easily form a wrong outlook on life and values, which will lead them to maintain a skeptical attitude towards the information conveyed in the media and fail to examine the authenticity of the media messages in depth. Because of the bias in the use of new media, ethnic minority students are rarely able to find effective ways to check the authenticity of the information even if they are skeptical about it. In the long run, this will lead to a slow decline in their ability to criticise right and wrong in the new media, and a constant blurring of their moral awareness in the process of new media communication.

Finally, students do not know enough about the "mimetic environment" of the Internet. The fragmented and fast-food characteristics of the new media have made many university students immersed in the "mimetic environment" created by the Internet, and they have lost the ability to cognize and think independently about the

complete information environment. In my survey, I found that most of the minority students have limited critical ability.

The results of the survey show that 57.39% of university students often feel overwhelmed and tired when faced with a large and complex flow of information; 66.27% of university students are merely informed of a lot of new media information without investigating it; 64.49% of university students are more or less influenced by their own subjective tendencies in the process of receiving new media information; 63.6% of university students do not know what criteria should be used to measure the majority of new media information. The results of the survey are just like what is demonstrated in Table 2.4.

Table 2.4 – Ethnic minority university students' reactions when faced with new media messages

Title/Options	Not very inconsistent	Not inconsistent	General	Consistent	Very consistent
I often feel overwhelmed and overwhelmed by the volume and complexity of the information flow	5.33%	9.76%	27.51%	31.95%	25.44%
Simply being informed about a lot of new media information without looking into it	5.03%	8.28%	20.41%	41.42%	24.85%
In the process of receiving new media information, one is often influenced to a greater or lesser extent by one's own subjective tendencies	5.03%	6.8%	23.67%	39.64%	24.85%
I don't know what criteria should be used to measure the vast majority of new media messages	4.44%	10.65%	21.3%	36.09%	27.51%

These findings indicate that the feedback from the external environment plays an important role in the cognitive judgment when perceiving and discriminating media information, and that university students seldom use reasoning strategies in the cognitive process. In particular, because of their relatively isolated living environment and low education level, ethnic minority students from remote areas are less able to recognise new media messages, which makes it easy for some undesirable messages to enter their minds and influence their cognition and behaviour.

— **Lack of maturity in new media engagement literacy**

Firstly, the new media participation behaviour of university students is not mature enough or even lacking. According to the theory of communication, the media has four functions: "the function of surveillance, the function of connection, the function of passing on social culture, and the function of entertainment" [48, p.120 - 124]. As the main force using the new media, university students enjoy all the conveniences brought by the new media on the one hand, and bring the connection and entertainment functions of the new media into full play; on the other hand, some students have the problem of insufficient ability to use the new media in depth and insufficient social responsibility awareness, which is particularly prominent in the process of university students' participation in the new media. As shown in Figure 2.14, when seeing certain untrue and unjust information, more than half of the students either think it is not relevant to them or choose to attack it with fierce words.
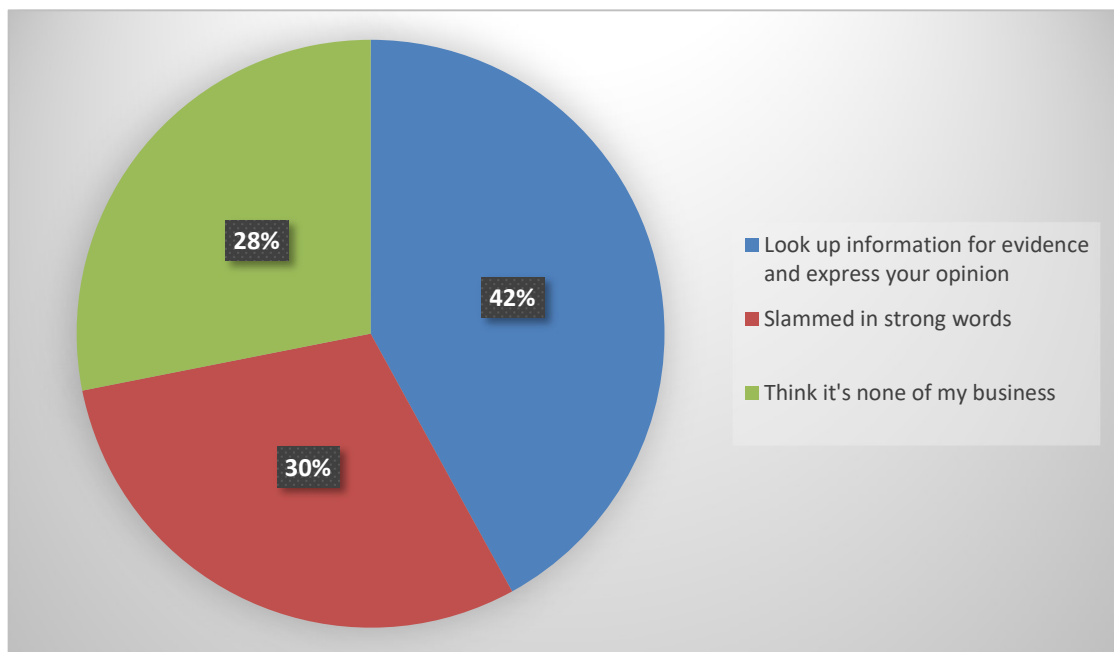
Figure 2.14 Choices made by university students when they see certain untrue and unjust information

This implies that university students lack inquisitiveness and objective understanding when it comes to new media engagement. Although university students have a certain sense of right and wrong, due to their lack of life experience and discernment ability, coupled with the strong compulsion and incitement of Internet rumours, they are easily exploited when faced with some unexpected events and sensitive topics, and they may intentionally or unintentionally contribute to the spread of Internet rumours, thus bringing adverse effects to the social order.

Secondly, the new media participation behaviour is not rational. The new media participation behaviour of university students often does not have a specific political interest, so they are easily influenced by extremist opinions or emotions. The

instantaneous, interactive and hypertextual nature of new media communication can, on the one hand, enable information to spread rapidly among different social groups and, on the other hand, amplify social emotions such as fear, pity, and indignation indefinitely. Under such circumstances, even if the news event or issue itself does not really involve the interests of university students, some university students with active minds and rich emotions may show irrational new media participation behaviour because they have emotional resonance with one side of the news event.

For example, in the course of in-depth interviews with individual students, this research found that some students would make irresponsible comments in virtual spaces on the spur of the moment to vent their discontent with their school, teachers or classmates; or when they found hot topics on social media, they would often speak out blindly without checking, only to find out that they had been incited to emotion.

— **Some problems with new media ethics literacy**

New media is rapidly occupying the market of university students' audience with its incomparable advantages such as openness, immediacy, accessibility, interactivity and portability. "While promoting social, economic and cultural development, it has also formed a huge impact and challenge to university students' values and moral concepts" [8, p.39 - 40].

The survey results show that there are certain problems with the value orientation and social responsibility awareness of university students towards new media. 53.55% of university students do not feel guilty because they gullibly believe or spread negative or false information, which indicates that they do not pay enough attention to and judge the truthfulness and accuracy of information and lack responsibility and commitment to the consequences of spreading false information by themselves. 63.61% of university students believe that new media should mainly aim at satisfying the needs of the audience. Details are shown in table 2.5.

Table 2.5 – university students' sense of morality towards new media

Title/Options	Strongly disagree	Disagree	General	Agree	Strongly agree
I do not feel guilty for believing or spreading negative or false information	13.31%	13.61%	19.53%	28.11%	25.44%
I believe that new media should primarily aim to meet the needs of the audience	9.47%	4.73%	22.19%	39.94%	23.67%
I think new media should put economic efficiency first	7.99%	11.24%	26.04%	27.51%	27.22%

This finding reflects that university students focus more on entertainment and consumption needs and neglect the important role of new media in conveying true, objective and valuable information. 54.73% of university students think that new

media should put economic benefits first, which indicates that they think the economic benefits of new media information outweigh its authenticity and credibility.

Many university students do not have a clear understanding of the new media ethics, and even respond to some social hot topics that should be treated in a serious manner with a flirtatious outsider attitude. In the Internet era, some unscrupulous media are driven by the profit-seeking nature of capital and try to cater to the various needs of their audiences in order to maximize the number of hits and pursue commercial value, and false news and vulgar information are commonplace.

The use of the new media by university students has unconsciously shown a tendency to be pan-entertaining. As Postman points out, "this is a city of entertainment where all public discourse is increasingly presented as entertainment and becomes a cultural ethos. We have become a species of entertainment to death" [31, p.192]. It is often the most vulgar and scaremongering content that is the most widely distributed and visible on the market. Such content is received by university students like junk food, providing them with at most a bit of food for conversation after dinner, but not leading them to take any useful action. Therefore, we need to strengthen the education of university students in media ethics and cognitive literacy, and guide them to properly understand and use new media in order to better serve the needs of society and personal development.

2.5 Characteristics and shortcomings of new media literacy education for ethnic minority university students

The research shows that there are many problems with the new media literacy of minority students, so it is imperative to carry out new media literacy education for minority students. The education of new media literacy for college students is not only school education, but also an educational grid consisting of four aspects: new media environment, government, and college students' self-education. Therefore, in this part, based on the previous empirical study, combined with relevant literature and in relation to the actual situation of college students, we will explore the causes of the problems of new media literacy education for college students from four aspects: school, media environment, government and college students themselves.

The first and most important reason is that new media literacy education in higher education is lagging behind.

As a major venue for enriching students' cultural knowledge and improving their comprehensive literacy, universities play a very important role in cultivating and improving students' new media literacy, and should take up the corresponding educational responsibility. However, at present, Chinese universities do not pay enough attention to the education of new media literacy among university students.

On the one hand, insufficient attention to new media literacy education for college students in higher education. The curriculum of new media literacy education in Chinese universities is relatively small. New media literacy education is still in the exploratory stage and is more confined to the curriculum of journalism and communication students. The extent to which the content of public courses is integrated with new media literacy education is insufficient [21, p.91 - 93].

Although information technology courses for university students are generally offered in all colleges and universities, the content of the courses mainly focuses on basic computer knowledge, usage methods and skills, and less on the discrimination of new media information, new media ethics, new media laws and regulations. Similarly, although the ideological and political theory courses in universities cover knowledge of morality, law and information discrimination, the teachers of the theory courses only have knowledge of their specialties and can only focus on educating students on the level of self-discipline, but less on how to interpret the hidden values behind the new media messages.

As shown in Figure 2.15, the survey on "Do the teachers of your school's ideology and political theory courses teach you about new media literacy in the context of the relevant curriculum", According to the survey, 39.05% of students said that their ideological and political theory teachers seldom mention education on new media literacy in their courses, and 20.12% of students said that their teachers never did. This shows that both teachers of professional courses and teachers of public courses are less frequent and shallow in educating students about new media literacy in conjunction with the content of their courses.
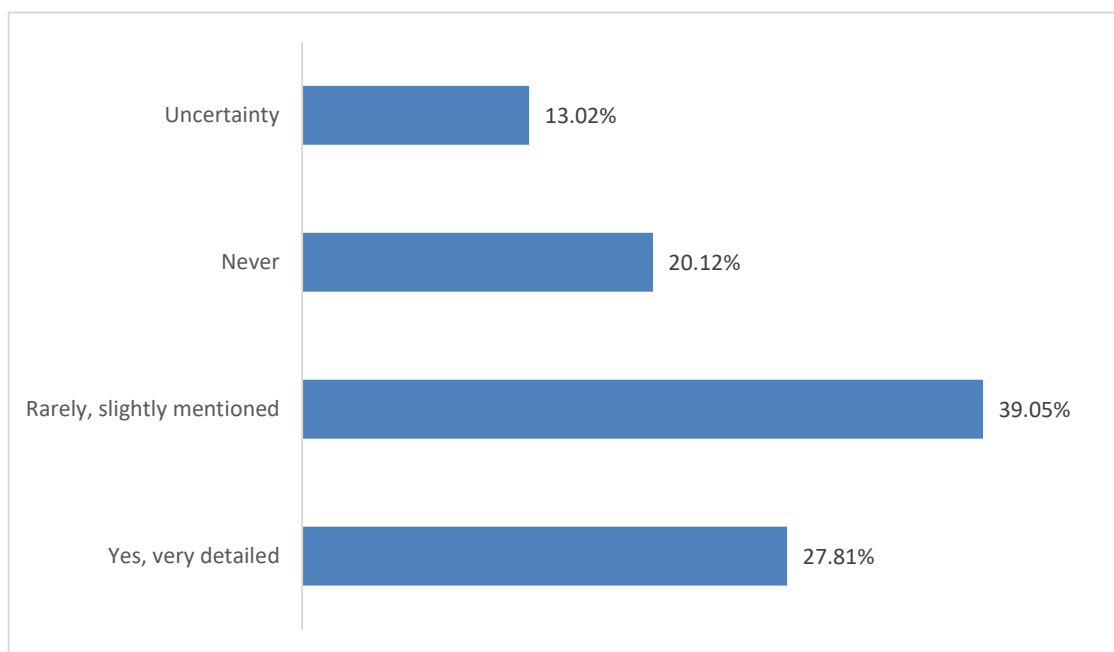
Figure 2.15 Did the ideology and political theory teacher at your school teach you about new media literacy in the context of the relevant course content?

On the other hand, new media literacy education activities are not set up scientifically. As a kind of quality education, new media education needs to follow the objective reality and laws of quality education.

First of all, the new media literacy education in Chinese universities does not put classroom teaching into the main position. The basic function of modern Chinese higher education is mainly realised through teaching, and the basic form of education organisation still follows the classroom teaching system that has been used for more than three hundred years, and classroom teaching is the most common and basic way for schools to achieve their educational goals. In terms of teaching content, classroom teaching focuses on the cultivation of theory and methods and is the basis for other teaching practice activities. Therefore, classroom teaching is the main venue for new media literacy education in higher education. As shown in Figure 2.16, only 41.72% of the current ways of carrying out education on new media literacy in universities in Gansu Province carry out relevant courses.
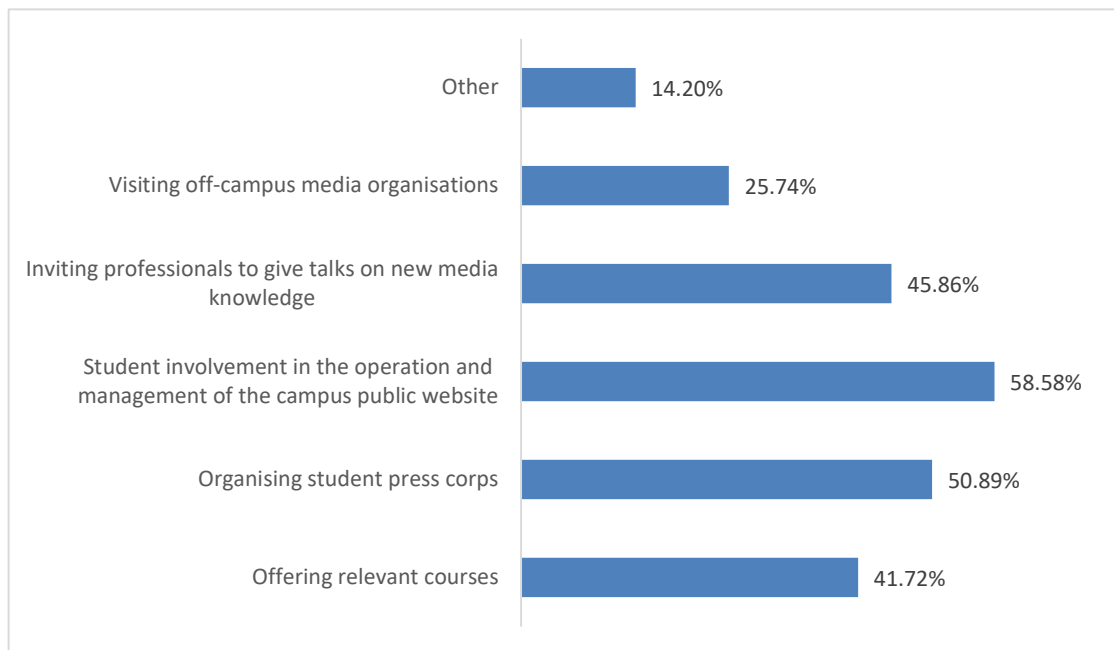
Figure 2.16 Implementation of new media literacy education practices in schools

Secondly, the forms of educational practice activities are not rich enough. Because of the special nature of new media literacy, educational activities need to integrate ideology, science and fun. At the present stage, the new media literacy education is more in pursuit of the ideology and scientific nature of the activities, and there is still room for improvement in the richness and interestingness of the activities. As shown in Figure 2.16, the current forms of new media literacy education activities in universities mainly take the form of students' participation in the operation and management of official campus media and the organisation of student journalist

groups, while visits to off-campus media organisations and other activities are relatively rare.

Furthermore, Uneven development of new media literacy levels among some university teachers. As the main subject of teaching in higher education, the new media literacy of university teachers has been given higher requirements. Although they are aware of the importance of new media literacy and have a certain level of new media literacy, they have not yet given full play to the advantages of the new media, and the development of new media literacy is uneven.

Specifically, the shortage of new media literacy of some teachers is mainly manifested in the following ways: Firstly, the awareness of university teachers to effectively use new media resources for professional development is not enough. Most university teachers still use new media as a platform for information acquisition and communication and interaction, and their ability to use new media to promote teaching and research work is not enough.

Moreover, in the process of the penetration of new media into education and teaching, teachers' ability to use new media technology correctly is still far from enough. In the social media platform, university teachers have not yet transformed from the role of knowledge acquisition type to that of knowledge disseminator [35]. Secondly, new media information processing skills need to be enhanced. As educators, the extent to which university teachers understand, critique, and use the nature of the media will serve as an extremely strong model for their students.

Higher education teachers should have been able to understand, evaluate and reflect on intelligent new media resources and innovatively integrate, develop, and utilise them, but some of them have not been able to translate their high level of education into a high level of new media literacy. For example, in 2017, the New Media Research Institute of Southwest University pointed out in the Report on New Media Use and New Media Literacy of Young Teachers in Chinese Universities that 41.6% of teachers did not doubt the authenticity of information, 49.5% had retweeted fake news, and 60.1% did not know how to take information [35].

The second reason for the problems of new media education for Chinese minority students is due to the external media environment. The media environment is very complex.

Firstly, the filter bubble created by algorithmic recommendations leaves university students with many limitations when it comes to accessing new media information. Before algorithms became popular, the American scholar Keith Sunstein predicted the "side effects" of the development of online technologies on users' information perceptions, namely that users could select their own topics of interest from a vast amount of information, constituting a "personal daily newspaper" type of customized information system.

Surrounded by a stream of information based on personal interests, users gradually lose their ability and access to different things, unwittingly creating a "filter bubble" for themselves [46]. "Nowadays, machine algorithm is a term we often hear on the web, which is essentially a machine that calculates the interests of users based on their tendency to choose the options they are more familiar with, thus narrowing down the scope of the push and targeting the content they like" [20, p.33 - 35]. This is like the cocoon of the spring silkworm, using the information content that the audience has clicked on to draw a user profile, weaving a "Filter bubble" that is directly pushed by machines, allowing users to indulge in the comfort zone of the information age.

Over time, users' access to information content will become increasingly narrow, resulting in a kind of "stagnation" that defies the original intent of the Internet. The convenience of the Internet has, to a certain extent, fostered a dependency mentality, and in the absence of proper social guidance and self-reflection, people will further indulge their dependency mentality until they are completely dependent on the Internet and lose their ability to do so. The "Filter bubble" effect created by algorithmic recommendation technology tends to lead university students to focus only on content that they are interested in and consider valuable, which over time can easily lead to cognitive dilemmas and even stereotypes, which is not conducive to the development of their critical thinking and innovative spirit.

Secondly, the issue-setting characteristics of the media system can have an impact on the difficulty of screening and discerning new media messages. The ownership and operation of the media, as well as the legal and regulatory regime governing the media, are also influential factors in creating an "information cocoon".

The Nazis, for example, were able to trigger extreme nationalist sentiments, and their media manipulation was a major culprit. Shirer, William L., the American correspondent in Germany at the time, recorded in *The Rise and Fall of the Third Reich* that every morning the editors of the Berlin dailies and the Berlin-based correspondents of newspapers from other parts of Germany gathered in the propaganda department and were told by Dr Goebbels or one of his assistants what news should be published, what news to be withheld, what news to write and how to headline, what campaigns to cancel and what campaigns to run, and what editorials were needed for the day.To prevent misunderstandings, there was a written instruction for each day in addition to the verbal admonition [40]. And in a time of rapid development of new media, the impact of this feature will only be greater.

In the traditional media era, the mass media were the main agenda setters in society. In the new media era, the plurality of agenda-setting subjects, especially the huge amount of personal self-publishers involved in setting the agenda, has led to a diverse, atypical, and unsystematic fragmentation of the media agenda, with even

some content that was previously considered "non-mainstream" becoming the focus of social debate. Even content that was previously considered "non-mainstream" has become the focus of social debate. This shows that the "Filter bubble" phenomenon, caused by biased agenda setting, largely affects students' filtering and judgement of new media information.

Thirdly, new media ecological chaos has led to a dulling of university students' sensitivity to new media messages. The chaotic new media ecology has resulted in a plethora of disinformation that has an impact on reality by influencing students' perceptions and behaviour. Gerbner's cultivation theory suggests that television has a communicative effect on human dispositions and preferences. "The mass-produced messages and images of television form the mainstream of a common symbolic environment with repetitive patterns" [1, p.83 - 86].

This assertion also applies to new media. The subtle influence of uneven information products and the constant influence of virtual reality change the cognitive base of students and act on their choice of new media messages. In the long run, students' new media cognitive literacy will be greatly reduced and their sensitivity to new media information will be blunted.

Moreover, complex media environment creates a crisis of new media literacy among university students. Firstly, modern social media has become one of the most important channels for people to obtain information, communication and entertainment. As a younger generation, university students are more inclined to use the emerging social media platforms to obtain information and communicate with each other. This may, on the one hand, lead to a higher degree of dependence on the media among university students. Secondly, university students need to acquire a large amount of information and knowledge in their study and life, which may come from a variety of sources, including classroom teaching, libraries, scientific research papers, etc.

However, considering the rapid dissemination and diffusion ability of the media for information in modern society, university students may be more inclined to obtain information and knowledge in the media to the neglect of other channels.

In the new media environment, information is disseminated in a variety of ways and with a huge amount of content, various ideologies and interests are mixed in, and multiple values collide and clash with each other, which makes college students face a more diversified and complicated media environment and causes difficulties in their value choices. In the new media environment, university students' pursuit of the right to speak reflects the contradictory and diversified value pursuits of self and tolerance, free expression and silent adaptation, concern for society and rational reality.

On the one hand, they are full of patriotic ideals and beliefs, but on the other hand, they lack the ability to take action on the ground; on the one hand, they admire

struggle and desire success, but on the other hand, they feel discouraged by the increasingly solidified class mobility; on the one hand, they are accustomed to expressing their ideas, independent and highly individualized, but on the other hand, they fall into blindly following the subculture of the circle due to their insufficient socialization ability. The difficulty of choosing values tends to make university students with little social experience feel confused and contradictory, thus creating a crisis of faith and even forming values that deviate from the mainstream ideology.

Finally, society lacks an educational climate for new media literacy. The social and cultural environment has an important influence on the growth and success of university students. The profound changes in the economic environment play a role in influencing and changing people's ideology, values and lifestyle in a wider space and field, diluting the cultural atmosphere of society, and making people pay insufficient attention to literacy education. Firstly, materialism has unwittingly over-occupied people's mind space.

The pursuit of material interests has led people to increasingly measure and evaluate the abilities and values, successes, and failures of members of society by utilitarian standards. As a result, education has also been imbued with this utilitarian and materialistic cultural atmosphere, increasingly catering to the needs of a secular society and forgetting its own purpose and meaning.

University students are educated not for the sake of knowledge, but only for the sake of seeking employment, using learning as a tool to achieve certain goals rather than as an inheritance of human civilisation and the acquisition of truth; universities are obsessed with pursuing employment rates. Secondly, consumerism and hedonism hinder the improvement of college students' new media literacy. Moderate consumption and leisure are necessary for the survival and development of human beings, and it can promote the recovery of human energy [39]. The "mimetic environment" created by the new media has led some university students to fall into the quagmire of consumerism and hedonism if they are not careful. They become addicted to online games, online shopping and mobile phone access, and even resort to online loans and loans to satisfy their unrealistic consumption and enjoyment needs, lacking proper care and concern for the world around them and others.

The third reason for the problem of new media education for ethnic minority students in China is due to inadequate government safeguards.

The improvement of new media literacy among university students is an important project that requires the guidance and supervision of government departments. However, at present, the government's support and guarantee for the cultivation of new media literacy among university students is insufficient, which affects the improvement of new media literacy among university students.

On the one hand, insufficient government policy protection for new media literacy education for university students. It is worth acknowledging that the relevant

departments of the Chinese government have drawn attention to the negative effects of online media and have introduced a series of policies and measures to provide the prerequisites for the promotion and implementation of new media literacy training for university students.

For example, the Chinese government has developed systems such as *the Guidance on Promoting Capital Markets to Serve the Construction of a Strong Cyber Nation*, *Several Opinions on Strengthening National Cybersecurity Standardisation* and *Opinions on Strengthening Cybersecurity Discipline Construction and Talent Training*, all of which are extremely concerned with cybersecurity. Although the above-mentioned policy advice has a positive effect on building a healthy and safe new media environment, there are still major differences with new media literacy education, especially for university students. There is an urgent need for government policies to promote the dissemination of new media literacy concepts and ensure the implementation of new media literacy education for university students.

It's evident that the efficiency of government supervision and management of the new media environment needs to be improved. Internet supervision plays a huge positive role in building a good new media environment and promoting the new media literacy of university students [49, p.20 - 21].

Although the Chinese government has adopted an online real-name management, issued *the Regulations on the Administration of Internet Audio and Video Information Services*, *the Regulations on the Administration of Internet Following and Commenting Services*, *the Regulations on the Administration of Microblog Information Services*, and other regulations. However, in general, China's existing network supervision and management is not very efficient, and there are still many problems with network supervision that need to be further improved and solved. The speed of updating network supervision and management technology lags the speed of development of new media. The emergence and rapid development of new media and technologies have made it more difficult to supervise the network, making a gap between the speed of updating government supervision and management technologies and the speed of development of new media.

A final reason for the problem of new media education for ethnic minority students in China is due to the inadequate self-education of university students on new media literacy.

The cultivation of new media literacy among university students needs to be achieved not only through the guidance of external forces, but also through the self-education of university students. Some ethnic minority university students lack rational understanding of the new media because of the deviation in their world view, life view and values, and their use of the new media is not reasonable enough, and their legal awareness of the new media is rather vague. The specific manifestation is mainly in the following aspects.

To begin with, students lack the concept and awareness of new media literacy. At the present stage, the main problem faced by universities in implementing new media literacy education for ethnic minority students is the lack of students' concepts and awareness of new media literacy.

We all know that compared with other university students, minority students do not have many opportunities to contact with new media knowledge before they enter university and lack the accumulation of new media knowledge and ability to exercise. After entering the university campus, students will be interested in the new media due to the novelty and richness of the content, which makes them susceptible to the influence of the negative information in the new media and some deviant behaviours, which hinders the effectiveness of the new media literacy education in the university.

Some ethnic minority college students may resist learning in the new media literacy education in universities. Due to the limitations of the educational environment and economic conditions before entering universities, students' lack of ability in the new media literacy education at the university stage may cause students to have a certain inferiority complex, which in turn causes students to resist accepting the new media literacy education and restricts the smooth development of the new media literacy education work in universities. This may lead to students' resistance to accepting new media literacy education, which may restrict the smooth development of new media literacy education in universities.

Also, according to the survey, some university students are not aware of the importance of new media literacy. The current cognition of new media among college students mainly stays at the level of perceptual understanding and lacks rational understanding. As shown in Figure 2.17, more than half of the survey respondents think that there is no need to educate college students on new media literacy or do not care about the new media education of college students, which means that college students are not aware of the importance of new media literacy education, and even less likely to educate themselves.
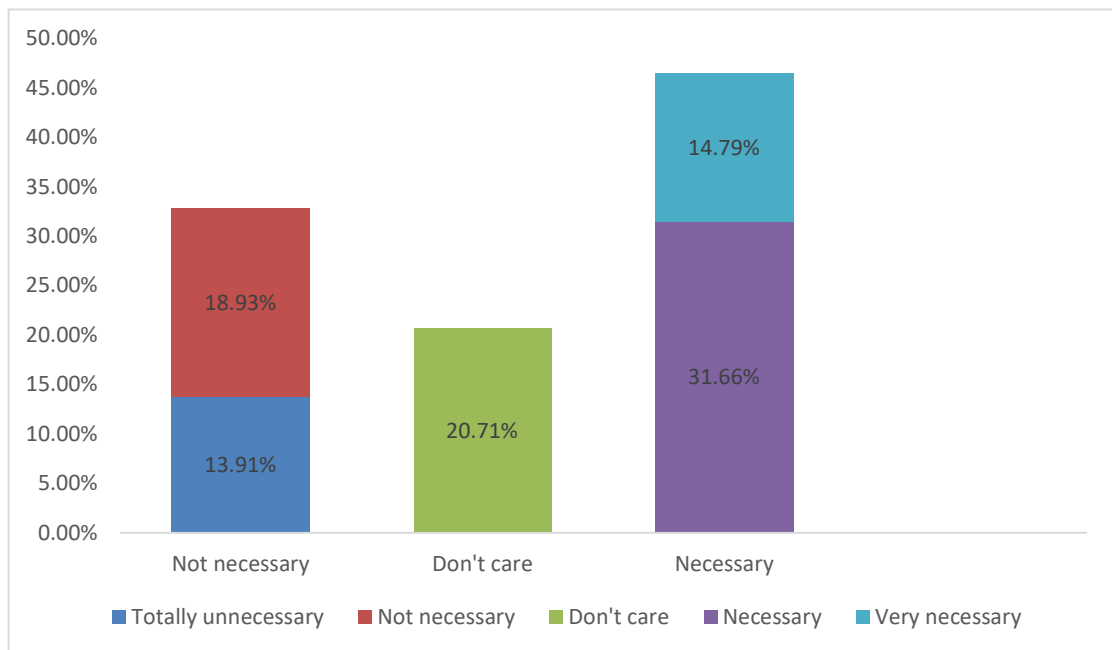
Figure 2.17 University students choice of the need for new media literacy education

Secondly, university students themselves lack experience and competence. The university community is still in the stage of accumulating professional knowledge and common sense in life and lacks the cognitive ability to distinguish the truth from the falsehood of information. There are three main reasons why information can mislead or deceive people: people's ignorance of the content of information, the confusing appearance of information, and the oppressive nature of the disseminator or source. With the new media technology, online information is more confusing in terms of content and form, creating opportunities for rumours to spread. However, the main reason for this is that university students' lack of knowledge, their lack of logical thinking skills and their lack of antibodies to resist misinformation are the main reasons why they are easily taken advantage of when faced with all sorts of online information.

It is worth noting that university students, because of their lack of social experience and their unformed worldview, values and outlook on life, lack the ability to screen and judge all kinds of information from the new media and are extremely susceptible to undesirable information [12, p.50]. In particular, minority students from remote areas are less able to recognise new media information due to their relatively isolated living environment and low education level, which makes some undesirable information take advantage of the situation and easily affect their cognition and behaviour.

Many undesirable videos and comments in the society, such as ostentatious wealth, online violence, pornography and other undesirable information, have a great impact on their three views and psychological health. Alternatively, some university

students' cognition of the role of new media is superficial, resulting in their lack of new media literacy. As some university students do not recognise the value and power of the media, they seldom use the new media as a learning tool to enhance their abilities, and for them, using the new media is not a necessary survival skill, but only a part of their life to relieve stress or as a tool for interpersonal communication.

More specifically, college students have more selfish values. The problems with university students' new media literacy are closely related to the strong sense of individuality and the lack of collective consciousness in universities. Influenced by their upbringing, university students are more concerned about their inner pleasure and satisfaction, and their various practical activities in the new media present a self-pleasing value orientation. On the one hand, young students who have entered university are free from parental control and restraint and have a stronger desire for self-independence and self-rule, focusing on self-interest and value realisation. The new media environment happens to provide a free space for university students; on the other hand, for the reading and screening of new media information, university students are more inclined to choose the content that is beneficial to them, and sometimes they will set is to satisfy the interest of the moment for their own benefit, make inappropriate comments and spread false information.

Last but not least, Matching the "skimming" of the new media with the high speed of information dissemination, resulting in a lack of in-depth knowledge of the new media and limited rationalization and reflection. The term "skimming" refers to selective, shallow, or easy reading, or quick and skimming, casual, jumpy, fragmented reading, which is "shallow reading", reading that does not require deep brain thinking but rather jumpy reading. It is a method of reading that does not require deep thought but rather leaps and bounds [2, p. 62 - 66].

In the 1960s McLuhan predicted the linguistic format of the web: "the rhythm of the typewriter favoured short sentences with a verbal form" [26]. Indeed, in the internet age people are writing shorter and shorter sentences and reading at a faster and faster pace. Typically, a TV news item is not remembered overnight, a newspaper headline does not attract attention for more than a day, a magazine feature is not talked about for more than a week, and if there is nothing new, it is only survived by beautiful layouts and impactful images. People's patience for attention is diminishing every day. This is in fact a self-protection against information overload. And so. A value of shallow reading is forming and coming to the fore, abandoning depth in favour of speed, breadth, and interest.

In the mobile and fragmented media usage scenario, university students' study and life are carried out through electronic devices such as smartphones. They not only need to constantly switch between the real and virtual worlds, but also need to constantly browse a large amount of information on a small screen, click and swipe the screen, and frequently switch between web interfaces to complete various

operations. The ability to concentrate and explore is weakened. More and more university students tend to watch pictures and short videos, lacking patience for long texts or complex contents and weakening their ability to think deeply. This kind of "shallow reading" brought about by the high-speed dissemination of new media information has led to a lack of in-depth knowledge and limited rational reflection, which in turn has affected the new media literacy of university students.

In conclusion, most of the current research on new media literacy in China is still at the level of theoretical research, and there are few schools that really pay attention to new media literacy and promote the implementation of new media literacy education. The existence of this situation is related to the general social environment, government policies and university students themselves, so in order to improve the new media literacy of Chinese minority students, we need to start from these four aspects and explore effective ways of new media literacy for minority students.

CHAPTER 3
EFFECTIVE PATHS OF NEW MEDIA LITERACY EDUCATION FOR CHINESE ETHNIC MINORITY COLLEGE STUDENTS

"Media literacy education is not a transient phase, but a lifelong education that can lead to university students being able to take on more responsibility as they grow up" [54, p.132 - 133]. The education of new media literacy among university students is a systematic project that cannot rely solely on school education, but requires the concerted promotion of multiple subjects, multiple channels, and multiple positions. In this chapter, based on the previous article, we will explore the effective path of new media literacy education for minority students based on survey data and reasons and dare to launch some ideas.

3.1 Universities should strengthen new media literacy education and guide university students to enhance their new media literacy

In 2022, China's Ministry of Education held a series of conferences on "Education in this decade", where Wu Yan, Director General of the Ministry's Department of Higher Education, introduced the fact that China has built the world's largest higher education system, with a higher education enrolment rate of 57.8% in 2021, and that China's higher education has entered the universalisation phase. Higher education is a window to the world and young people develop a set of ways of thinking as they are educated, and the spread of higher education means that the number of young people with such a mindset continues to climb. Higher education influences what the educated think, what they expect to achieve in life and what they expect from public policy, etc. [28, p.2]. This is why education in new media literacy in universities is so important.

— **Classroom education should be a central part of new media literacy education for university students**

It is important to strengthen educational innovation in universities and focus on building a diverse curriculum for new media literacy education. For university students, the university classroom is the best choice for new media literacy education.

Firstly, universities should offer public courses on new media literacy for all students. The school is the main environment for university students to receive knowledge and culture, and the courses offered and the design of course content play an important role in the formation of knowledge content and the construction of knowledge structures for university students. These courses can be specialised courses for the promotion of new media literacy, or courses that integrate the knowledge of new media literacy into the teaching content of specialised courses or

general studies courses, so that students can get a more systematic knowledge of new media literacy.

Secondly, it is important to enhance the harmony between media literacy courses and other courses. At the tertiary level, the media literacy course is treated as an important sub-course, along with courses in mental health and ideology and politics. Media literacy education involves many aspects of thought, aesthetics and discernment, and intersects with subjects such as the rule of law, politics and art, and there is an awkward situation where it competes with other subjects for teaching content, so the scope of media literacy education needs to be further defined [3, p.15 - 20]. As there are certain drawbacks to cross-curricular media literacy education, the characteristics of media literacy education can become blurred and the content of teaching can become broad and ineffective, so it is particularly important to grasp the scale of integration of media literacy education into other disciplines, without overwhelming or under developing it.

Thirdly, the scientific nature of the selection of media literacy education materials needs to be improved. High-quality teaching materials are the basic condition for cultivating qualified talents. Media literacy teaching materials for higher education should be suitable for the current situation of media literacy in China and should meet the age and ideological characteristics of the university student population, and be ideological, scientific and inspiring. The teaching materials management team is the direct gatekeeper for the selection of teaching materials, so it is important to create a professional and highly qualified teaching materials management team. Good media literacy education materials must firstly conform to the school's training programme and curriculum design, secondly take into account teachers' opinions on their use, and also listen to feedback from higher education students, and finally meet the needs of modern teaching media in order for the materials to be most effective.

Finally, the characteristics of minority students should be taken into full consideration. To enhance the new media literacy of minority students, universities can improve the quality of new media literacy education in universities by enriching education courses and strengthening the penetration of new media literacy education. On the basis of the level of new media literacy of minority college students, a number of new media literacy education courses are offered for them, for example, new media information cognition course, image information processing course, new media literacy ability education course, new media literacy ethics education course, etc., so that minority college students can generate more basis with the knowledge related to new media literacy and improve students' new media ability and literacy comprehensively. To strengthen the new media literacy education of minority students, universities also need to provide students with professional course materials, combine the learning needs of minority students with the latest media literacy

education content, and realise the updating of new media literacy education materials, so as to guarantee the effectiveness of new media literacy education in universities.

— **Teachers' level of new media literacy should be improved**

Teachers in colleges and universities are not only elite professionals, but also bear the important responsibility of teaching and solving problems, and are the guides, instructors, and service providers of university students. The level of media literacy of teachers in colleges and universities determines the effectiveness of their teaching and affects the formation of the three views of university students. Therefore, in media literacy education, the construction of teachers is an important part.

Firstly, training for teachers in media literacy education should be increased. Universities should increase support for teachers' training and further training in new media literacy in order to enhance their new media literacy. For example, the education authorities of universities should, on the one hand, invite more experts and scholars in communication to universities to give academic lectures on the knowledge of the operation of the new media, how the new media affects people and society, and how to improve their ability to discern media messages, and other related contents; on the other hand, they should encourage teachers to have more exchanges with teachers of other universities to learn from the useful experiences of other schools in their work on new media literacy education.

Secondly, university teachers should enhance their consciousness of improving media literacy. The accumulation of professional knowledge and the training of professional skills have always been the focus of university teachers, and they often invest a lot of time and energy to improve their professionalism, but often neglect the improvement of media literacy. According to the American communication scholar Lippmann, the objective world that "people know is actually a mimetic environment constructed by the media, a non-real world that has been deliberately filtered and modified" [23].

University teachers should be conscious of the fact that improving media literacy can not only facilitate professional development through information technology, but also explore the essential properties of events through the appearance of the "mimetic environment" constructed by the media. Therefore, university teachers should consciously and actively learn some basic theoretical knowledge of communication, familiarise themselves with the communication characteristics and operating principles of the new media, establish a correct ethical view of the new media, enhance their sensitivity and critical interpretation of the information disseminated by various media, make progress together with their students, and answer their questions in a more focused manner.

Finally, universities can hire adjunct professors or invite new media experts to give academic lectures. Knowing the current number of professionals related to new media literacy education in Chinese universities, it is clear that not only is the number

not up to standard, but the actual teaching effect is also not up to expectations. Therefore, universities can hire part-time teachers from outside the university with rich experience in new media practice, or experts in the relevant fields to organise special lectures for university students. Direct communication between students and experts is encouraged. Students can be guided by professional academics who can answer their questions.

— **New media literacy practices should be developed**

The American scholar Postman has pointed out that "only by becoming deeply and permanently aware of the structure and effects of information, and by demystifying the medium, will we be able to gain some degree of control over television, or computers, or any other medium" [31, p.192]. If the education on new media literacy is limited to the main channel of the classroom, it may be difficult to achieve the desired effect. Therefore, universities should actively carry out practical activities on and off-campus to enable students to combine theoretical knowledge with practical operation, remove the mystery of new media and deepen their understanding and use of new media in practice [41, p.133]. In terms of on-campus practice, universities should support students to personally participate in the operation and management of campus media platforms under the guidance of teachers. University students achieve the effect of information creation, production and dissemination in the process of creating the platforms, so that they become the creators and disseminators of information rather than mere receivers. Student societies are encouraged to carry out various forms of new media literacy exchanges and hold relevant competitions and debates, so that students can learn about media literacy in a competitive manner and are happy to receive media literacy education. In terms of off-campus practice, teachers should encourage students to put down their mobile phones and go out of their bedrooms to get closer to and understand social reality, so that students can realise their personal responsibility to society and enhance their civic awareness. In addition, universities should also set up off-campus network studios and cooperation platforms with local radio and television bureaus for university students, so as to increase the opportunities for students to communicate and learn from professional media workers and let them experience the process of collecting and producing media information first-hand.

3.2 Create a favourable social environment, especially the new media environment, to provide environmental support for new media literacy education for ethnic minority students

The information space created by the new media has become an important forum for the exchange of ideologies and values in the era of big data. The lack of new media literacy among university students leads to real problems in the

transmission of distorted information or moral misconduct, and there is an urgent need to create a new media environment with a sound system that works to solve problems accurately. Dealing with these problems both governmental bodies and public institutions have to create, establish and promote:

— **The right view of audience orientation in the new media**

In the new media era, the needs and interests of the audience should be the starting point, and attention should be paid to the needs and feedback of the audience to provide them with high-quality and valuable content [50, p.178 - 181]. The establishment of such a concept can guide media and content creators to better consider the needs and interests of their audiences and avoid creating vulgar, false and low-quality content in pursuit of clicks or traffic. At the same time, a correct audience-oriented view of new media can also guide audiences to treat new media content more rationally and help promote the healthy development of the new media industry and social progress [29, p. 51 - 53].

— **Cultivating algorithmic logic in new media and correcting the value orientation of algorithmic recommendations**

Access to information for university students is closely linked to the mechanisms of the media platforms on which complex social relations are based. The problems arising from algorithmic recommendations are ostensibly technical, but in reality they are the result of a deviation in the value orientation of the designer [24, p. 26 - 29]. Some media outlets believe that if they cater to their audience and gain attention, they will gain the most revenue. Driven by such interests, the designers of algorithmic recommendations have turned value-oriented into traffic-oriented, and recommended content is of mixed quality, resulting in "bad money expelling good money" and leaving users trapped in the "Filter bubble".

The media should promote the development of algorithmic recommendation technology, break the "information cocoon", help users increase the number of heterogeneous information sources, and promote the flow of audience information reception rather than solidification; in terms of information screening and presentation, platforms should use their own rich information sources to create a balanced information environment for the audience, with diverse and diversified information In terms of information filtering and presentation, platforms should make use of their rich information sources to create a balanced information environment for audiences, and help users break through the filter bubble with diverse and multiple information presentation.

— **Create of new media messages need to increase their sense of self-regulation**

Firstly, "the effectiveness and usefulness of the information disseminated in the new media age often comes from the subject of the communication, i.e. the communicator" [59. p.33]. If the communicators are highly ethical, then most of the

information they disseminate is reliable. The subjects of communication are often the various media outlets, and to regulate their ethics is essentially to require them to disseminate socially ethical and positive information.

Secondly, new media practitioners should enhance their awareness of industry self-regulation and improve their professional ethics. New media practitioners should not only pursue commercial interests, but also pay attention to social benefits.

New media practitioners should play the role of "gatekeepers", strengthen their professional conduct, strictly abide by professional ethics, resist the spread of undesirable information, solve the negative impact of negative information on university students and social development from the source, and create a clear new media environment for university students.

In addition, new media practitioners should play the role of "sounding board", consciously assume social responsibility and make full use of the communication advantages of the new media to transmit new media knowledge to university students. Thirdly, new media practitioners should play the role of "matchmaker" and actively facilitate cooperation between media organisations and universities to provide equipment, resources and experienced talents for new media literacy education for university students.

Finally, the creators of new media messages should enhance their sense of responsibility and self-discipline and improve their ability to self-regulate their new media behaviour. This new media environment, which is shared by hundreds of millions of people, requires every Internet user to consciously abide by the code of conduct in cyberspace and jointly maintain the ecology of the online media space, thus forming a good situation of shared governance. Therefore, new media users should strengthen their sense of responsibility and self-discipline, and improve their ability to self-regulate their own behaviour, so as to jointly create a healthy online media environment for new media literacy education of university students.

3.3 Strengthening government regulation of the media to ensure new media literacy education for university students

—   Strengthening the advocacy and protection of new media literacy education for university students

Firstly, China's current lack of attention to new media literacy requires top-down government reform to change people's perceptions and promote the development of new media literacy education for university students.

Firstly, the government should introduce corresponding regulations and policies to guarantee the legal status of new media literacy education, and support relevant universities and research institutes to promote the development, promotion and popularisation of new media literacy education courses.

Secondly, the government should incorporate new media literacy education into the national quality education system, so that the concept of new media literacy education can gain widespread attention and support from all sectors of society, and promote the inclusion of new media literacy-related contents in teaching materials, classes and minds, so as to improve the new media literacy of university students and help them adapt to the information society.

Thirdly, the government should establish a professional qualification system for teachers of new media literacy education, so as to create conditions and provide opportunities for talents who wish to engage in new media literacy education.

Finally, the government should support and encourage the development of social media literacy training institutions to strengthen new media literacy education for the entire public, so as to equip the public with good new media literacy and thus promote the overall optimisation and improvement of the civilisation of the new media environment.

The age of audience should be used as a basis for a hierarchy of the content of the new media. This grading system generally refers to a system of different identification of the different content of the new media, so that the audience can make their family and surroundings choose carefully according to the content of the new media. According to the current trend of the new media in the world, it is urgent that the new media establish an age-based content grading system in China. In particular, a number of countries such as the USA, Germany and Sweden have already set up grading systems in different forms, systems that include new media such as digital TV, films, software and music. The establishment of a "content decentralisation mechanism", based on the requirements of the Chinese context, would eliminate or reduce the possibility of university students being exposed to media violence at the root.

— **Improving the efficiency of monitoring and managing the new media environment**

Firstly, relevant management regulations and rules should be improved to enhance the punishment of Internet criminals. The improvement of relevant management and regulations in the internet industry is conducive to establishing evaluation standards and correct guidance for the economic behaviour of online market players, reducing the possibility of disorderly competition between media platforms and media organisations in the new media market, and maintaining a good economic order in the new media market. For example, special regulations have been introduced for issues such as copyright, intellectual property rights and false marketing to guide new media market players to assume social responsibility and operate in accordance with the law.

Secondly, the regulatory authorities should focus on technological upgrading and optimisation, so that the network management technology can keep pace with the

new media. Only when the speed of regulatory technology is updated to match the speed of development of the new media can the negative effects of the new media be addressed more efficiently. For example, through certain technical means, the content published by information disseminators can be censored, and negative information such as pornography and violence can be intercepted; blockchain can be used to encrypt intellectual copyright, technology patents, personal information and other content to prevent theft or leakage; and the new media behaviour of users can be tracked and recorded, so that online criminal acts can be traced.

3.4 University students should strengthen their self-education on new media literacy and increase their intrinsic motivation to improve their new media literacy

The self-construction of new media literacy among university students is very necessary. Only by having the ability to distinguish the authenticity of new media information, and by mastering and proficiently using new media, can university students really stabilise themselves in the mixed online information and not be influenced by negative information. At the same time, only university students themselves have a high degree of rationality and understand the social responsibility behind their communication behaviour.

— **Take initiative, learn and embrace new media-related technologies and knowledge on their own initiative**

University students should take the initiative to improve their comprehensive quality with the help of new media technology, strengthen their new media literacy through continuous learning, be able to effectively distinguish the truth from the falsehood of the information disseminated by the media in the complex and ever-changing network environment, and actively participate in the discussion and guidance of cutting-edge social issues to promote the common progress of themselves and society.

On the one hand, university students should develop an awareness of automatic cognition, learn more about the direction of media changes in their daily lives, and learn relevant basic knowledge and practical skills in a targeted manner to build and enhance media literacy.

On the other hand, they should optimise their own level of new media literacy by participating in practical activities. Practice is an important way for students to understand and improve their new media literacy, and through independent training they can master the correct application of new media skills. For example, participation in magazines, radio stations and other aspects of learning, or participation in school activities related to new media, can in some way strengthen

the new media literacy of university students and complete the self-education of new media literacy.

— **Break the "Filter bubble" by starting with yourself**

In fact, algorithms do not have good or bad points. While they can determine people's interests, they cannot determine their opinions and attitudes. University students can use the search function to actively explore for evidence to form their own perceptions and actively break the "Filter bubble".

Firstly, university students can take the initiative to seek out and read information from different sources and perspectives. There are various information platforms and channels on the Internet, and university students should try to diversify their sources of information and not just focus on what they like or agree with. They can use search engines, social media and news websites to find information with different or opposite views to their own and try to understand and analyse their views and arguments, so as to increase their knowledge and thinking skills.

Secondly, reflect on and examine your information acquisition habits and cognitive biases. Breaking out of the information cocoon is an ongoing process that requires regular reflection and examination of one's information habits and cognitive biases. There are a number of ways that university students can help themselves to reflect and examine. For example, reviewing the content, sources and timing of the information they view and read on a daily basis; assessing their attitudes, feelings and behaviours towards different or opposing information; comparing their views and positions on certain topics or issues with those of others, etc.

In conclusion, the education of new media literacy among minority students requires the combined efforts of the government, schools and the media, as well as the students themselves. As a place to provide the basic theories of new media literacy education, universities are the basic guarantee of new media literacy education for minority students; while the media, as a channel of information dissemination, is the "mirror" for minority students to understand the society, and must adhere to professional ethics, create a calm social environment and provide effective guidance. The external factors are the conditions, but the internal factors are the fundamentals, and the new media literacy of minority students needs to be learnt in their own practice.

CONCLUSIONS

This thesis draws the following conclusions from an analysis of relevant literature and empirical data:

In this study, based on the knowledge of media theory and combining the theoretical achievements of communication and education disciplines, the author conducted a survey in the form of questionnaires and interviews with ethnic minority college students in universities in Gansu Province, China. The survey summarises the current situation, problems and causes of new media literacy and its education among ethnic minority university students, and proposes an effective path for new media literacy education among ethnic minority university students. The results of our study can be summarised as follows:

— **The current state of new media literacy among ethnic minority university students**

From the survey results, it seems that the current new media literacy of ethnic minority university students is generally good, but some of them still have the problems of over-reliance on new media, insufficient ability to manage new media information, immature new media participation behaviour and immature new media moral cognitive literacy.

— **New media literacy education for Chinese ethnic minority university students is lagging behind**

The new media education of ethnic minority college students is not only reflected in the education of colleges and universities, but also in the new media environment, government policy guarantee, and self-education of college students. From the perspective of universities, the lack of attention to new media literacy education, the unscientific setting of new media literacy education activities and the unbalanced development of new media literacy level of some university teachers are the general situation of new media literacy education for Chinese minority students at the present stage, which is also an important reason for the problems of new media literacy among university students; from the perspective of new media environment, the information

From the perspective of the new media environment, the information cocoon brought about by algorithmic recommendations, the deviation of the issue-setting characteristics of the media system, the chaos of the new media ecology, the diluted atmosphere of new media literacy education in society, and the negative orientation of the new media environment are the characteristics of the external environment of new media literacy education for college students of ethnic minorities, which are also important factors affecting the new media literacy of college students.

From the perspective of the government, the insufficient guarantee of government policies and the inefficiency of supervision and management of the new

media environment are the problems of new media literacy education for college students of ethnic minorities. The lack of government policies and the inefficiency of supervision and management of the new media environment are the supervision and guarantee of the new media literacy education of university students, which are also important reasons for the problems of the new media literacy of university students. The internal factors that affect the new media literacy of university students.

The research in this paper has important implications for theoretical and practical aspects of the field of new media literacy among ethnic minority university students.

— **Theoretical significance**

This study helps to expand the research audience of the new media literacy and promotes the precision of media literacy theory. The emphasis on media literacy in the era of mass communication is mainly aimed at professionals in the news media industry. Nowadays, new media such as the Internet, mobile phones and digital television are becoming more and more closely connected to people's lives. More and more people are realizing that media literacy is no longer the unique domain of journalism professionals, but a necessary skill for every citizen in the information age. Therefore, the study of new media literacy among university students expands the target audience of new media literacy research.

— **Practical significance**

Due to their geographical location, educational resources, social environment and historical development, university students from ethnic minorities have a large degree of deficiency in access to and use of media compared to other university students, and education on new media literacy is insufficient. However, due to the inter-temporal nature of the Internet and the high popularity of new media, all university students are in the same media environment. Therefore, the study of the current situation of new media literacy among ethnic minority university students, the existing problems and the corresponding educational approaches is one of the important topics of comprehensive quality education for ethnic minority university students in the new media environment.

Based on the findings and significance of the study, this study puts forward suggestions and outlooks, i.e. to explore the effective path of new media literacy education for college students in view of the current problems of new media literacy education for minority college students and its causes.

From the perspective of university education, classroom education should be the central part of new media literacy education for college students, teachers' new media literacy level should be improved and new media literacy practice activities should be carried out; from the perspective of new media environment construction, a correct view of new media audience orientation should be established, the algorithmic logic of new media should be cultivated, the value orientation of

algorithmic recommendation should be corrected, the self-regulatory consciousness of new media managers should be enhanced, and an integrated new media literacy education system consisting of government, school and media should be constructed.

At the level of government, it is necessary to strengthen the advocacy and guarantee of new media literacy education for university students, and improve the efficiency of supervision and management of the new media environment; at the level of self-education of university students, university students should take the initiative to consciously learn and accept new media-related technology and knowledge, and break the "filter bubble" from themselves. The "Filter bubble".

Despite the great contribution of this study, there are some limitations that should be acknowledged. In terms of empirical analysis, although the author has reviewed a large amount of data and tried to improve the questionnaire, the questionnaire may not be able to fully and deeply reflect all the problems of new media literacy and education among ethnic minority university students; in terms of the exploration of new media literacy education pathways, although the author has attempted to construct an integrated network of new media literacy education for university students, it may not be well thought out due to its insufficient level.

In order to address these limitations and further our understanding of new media literacy education for ethnic minority university students, future research should be conducted in the following areas:

(1). A cross-cultural comparative study of new media education for ethnic minority college students. The cultural backgrounds and educational experiences of ethnic minority college students differ from those of other groups. Therefore, the study can explore the characteristics and problems of new media education for ethnic minority college students in different cultural backgrounds, compare the similarities and differences of new media education in different cultural backgrounds, and how to carry out cross-cultural new media education in a targeted manner.

(2). The Impact of New Media Education on College Students' Learning Outcomes. This study examines the impact of new media education on college students' learning outcomes, including academic performance, interest in learning, and motivation, and explores the facilitating effects and influencing factors of new media education on college students' learning, so as to provide guidance and reference for the practice of new media education.

In conclusion, this study has profound practical significance in the study of new media literacy education for ethnic minority university students in China. It summarises the current situation, problems and causes of new media literacy and its education among ethnic minority university students, and proposes an effective path for new media literacy education among ethnic minority university students. Our study provides some reference for the research field and relevant departments to understand new media literacy among college students, so that new media literacy

education can gain more attention and focus, attract more forces to participate in the theoretical research and practical work on new media literacy among college students, and provide practical and operational implementation strategies for new media literacy education among college students. Although there are some limitations, we believe our findings lay the foundation for future research in this area and help to build a new media literacy education network for university students and improve their overall new media literacy.

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LIST OF FIGURES

Questionnaire on the current status of university students' new media literacy

Hello! This is an academic research questionnaire designed to understand university students' knowledge and use of new media such as the Internet, smartphones, and social media, and thus their new media literacy status. This questionnaire is anonymous, and the results will be used for research purposes only. Your valuable input will help this study and we appreciate your cooperation!

1. What is your academic qualification?
A. Specialist   B. Undergraduate   C. Postgraduate

2. What grade are you in?
A. First year   B. Second year   C. Third grade   D. Fourth grade

3. What is your gender?
A. Male   B. Female

4. (Multiple choice) What is your main communication channel with ethnic minority students in your daily life?
A. Face-to-face conversations   B. Phone calls   C. Emails
D. WeChat, Weibo and other apps   E. Letters   F. Other

5. (Multiple choice) What is your main channel of communication with non-minority students in your daily life?
A. Face-to-face conversations   B. Phone calls   C. Emails
D. WeChat, Weibo and other apps   E. Letters   F. Other

6. (Multiple choice) What is your main channel of communication with professors, teachers, and university staff in your normal life?
A. Face-to-face conversations   B. Phone calls   C. Emails
D. WeChat, Weibo and other apps   E. Letters   F. Other

7. (Multiple choice) What is your main channel of communication with people outside of school in your normal life?
A. Face-to-face conversations   B. Phone calls   C. Emails
D. WeChat, Weibo and other apps   E. Letters   F. Other

8. What are the main sources of the comments you usually discuss with your friends?
A. Internet   B. Newspapers   C. Radio   D. Television   E. Books

9. What is the average amount of time you spend each day using new media such as smartphones, the internet, and social media?
A. less than 1 hour   B. 1-3 hours   C. 4-6 hours   D. more than   6 hours

10. What period of time can you ensure that you do not have access to online media?
A. 1 day or less   B. 2 days to 10 days
C. 10 days to 20 days   D. More than one month

11. (Multiple choice) What type of media information do you regularly view?
A. Current Affairs and Politics   B. Economic and financial management
C. People's life D. Sports reports   E. Celebrity gossip
F. Education information   G. Others

12. What is the main purpose of your use of new media?
A. Recreation   B. Finding information
C. Acquiring knowledge   D. Social needs E. Other

13. Are you always able to use new media to get the information you need?
 A. definitely can't   B. can't   C. not sure   D. Can   E. definitely can

14. When you use new media to learn or find information, do you get distracted by irrelevant information?
A. definitely won't   B. won't   C. not sure   D. Will   E. definitely will

15.(Multiple choice) What do you often do with new media？
A. commenting on their own views on certain popular events
B. expressing one's emotions
C. Exposing certain negative events

16. Please respond to the following statements about the use of new media technologies according to your level of conformity.

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	Not very inconsistent	Not inconsistent	General	Consistent	Very consistent
Be able to use social media to communicate with others in a flexible manner					
Ability to use search engines					
Ability to use tools and software to perform simple manipulation of image, audio and video material					

17. Do you make a conscious effort to discern the truthfulness of information disseminated by new media?

A. Not at all, just browsing in general

B. No, I think it's basically true and objective

C. Don't know

D. Yes, but only superficially, without looking deeper

E. Definitely yes, can see false information at a glance

18. When evaluating the veracity of media information, do you try to find more relevant information (e.g. authors, publishers, data sources, other people's opinions, etc.) to help you in your judgement?

A. definitely won't

B. won't

C. not sure

D. will

E. definitely will

19. What do you think is the relationship between the news reported by the media and objective facts?

A. essentially the same between the two

B. more different between media messages and objective facts

C. somewhat similar between the two

D. identical and completely different.

20 Please respond to the following statements about new media message discernment based on your level of conformity.

	Strongly disagree	disagree	General	Agree	Strongly agree
I often feel overwhelmed and overwhelmed when faced with a large and complex flow of information					
Simply being informed about a lot of new media information without looking into it					
I tend to be more or less influenced by my own subjective tendencies in receiving new media information					
I don't know what criteria should be used to measure the vast majority of new media messages					

21. Please answer the following statements about new media engagement according to your level of conformity.

	Not very inconsistent	Not inconsistent	General	Consistent	Very consistent
Ability to post and re-post information content or audio and video files on social media					
Will actively participate in online e-learning					
will use the internet to submit ideas or suggestions to schools, social service agencies and government departments					

22. How do you feel about the hiring of sailors, spamming and eye-grabbing in the new media environment?
A. understandable for the sake of fame
B. meaningless
C. vulgar, resist
D. irrelevant to me

23. What do you do when you see certain information that is untrue and unjust?
A. consult the information for proof and express their own opinions
B. attacked with strong words
C. think it has nothing to do with me

24. Please answer the following statements about moral perceptions according to your level of conformity.

	Not very inconsistent	Not inconsistent	General	Consistent	Very consistent
I don't feel guilty about being gullible or spreading negative or false information.					
I believe that new media should have the primary aim of meeting the needs of the audience.					
I believe that new media should put economic efficiency first.					

25. (Multiple choice) In what ways do you feel that new media has influenced you?
A. Lifestyles   B. Behavioural styles   C. Thinking styles
D. Communication styles   E. Learning styles   F. No influence

26. Do you think it is necessary for universities to educate university students on new media literacy?
A. Not at all necessary   B. Not necessary
C. Not concerned   D. Necessary   E. Very necessary

27. Have the teachers in your school taught you about new media literacy in the context of your course content?
A. Yes, very detailed   B. Rarely, slightly mentioned   C. Never D. Not sure

28. (Multiple choice) What forms of new media literacy education practices are in place in your school?
A. Organizing student journalist groups
 B. Student participation in the operation and management of campus public websites, official microblogs, websites, etc.
C. Inviting professionals to give lectures on new media knowledge
D. Visiting off-campus media organizations E. Others

29. What advice do you have for improving the new media literacy of university students?

(This concludes the questionnaire, thank you again for your cooperation!)

Outline of the interview

1. Your school, major, grade?

2. What are the main tools you use when interacting with other non-minority students?

3. What are the problems in the process of communicating? What in your opinion are the causes of such problems?

4. Do you have any non-minority friends at school? How did you meet and become friends?

5. When you entered university, how often did you communicate with your parents or friends outside of school?

6. Do you see a link between your profession and the new media?

7. What impact do you think the new media has had on your studies and life?

8. Do you use new media regularly? Why?

9. Do you post irresponsible information in the internet? If yes, please state the type of information, the channel of publication and the reason for publication.

10. What do you think is the current level of new media literacy among university students? What is the specific performance? What are the main reasons?