Challenges and Strategies for Improving College Classroom Teaching Effect under the New Media Environment

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Abstract: The development of new media has facilitated the acquisition of information and had a major effect on the teaching method. On the one hand, the popularity of mobile terminals, such as mobile phones and tablet computers, has increased the channels for college students to obtain information, but it has also distracted their focus in the classroom. On the other hand, the development of video, audio and other media content has provided more and more vivid teaching materials and teaching methods for the classroom teaching. In order to capture students' attention in the classroom and improve classroom teaching effectiveness in the information explosion era, teachers must comprehend the characteristics of the new media era, understand young students' interests, use new media tools effectively, and rely on new communication methods and content forms to enhance the classroom's interactivity, vividness, and interest.

Keywords: The new media era; Classroom teaching; Effect improvement

1. Characteristics of the New Media Era

1.1 Lower transmission threshold and richer transmission routes

The vigorous development of the new media has made information dissemination easier and more convenient. People can spread information and obtain information more easily. According to the 50th Statistical Report on the Development of China's Interne, as of June 2022, China's Internet penetration rate has reached 74.4%, and the number of Internet users is 1.051 billion, which contains 19.19 million new Internet users compared with December 2021. In addition, the number of mobile Internet users is 1.047 billion, accounting for about 99.6% of the total Internet users.[1]In the new media era, the threshold for communicators is lowered, everyone can become a communicator, and the form of communication has also developed from top-down one-way transmission to two-way communication and interaction. With the development of mobile Internet, various information APPs, social software and other media attribute app applications have gradually become popular, and audiences have more diverse ways to obtain information.

1.2 Weakened gatekeeper effect and information quality

In the Internet era, with the lower transmission threshold for communicators, the effect of gatekeepers in the traditional media era has gradually weakened. The review mechanism for network information dissemination needs to be further strengthened. The information obtained by the audience in network communication varies from good to bad, and they need to make their own judgments. At the same time, on the Internet, the spiral effect of silence is becoming more and more obvious, and many viewpoints become more and more vocal because they are deliberately guided. Young people who do not understand the specific situation are easily driven and influenced by various opinions.

1.3 More fluid information exchange and weaker knowledge gaps

The dissemination form of the new media has lowered the transmission and exchange threshold of information. Regardless of identities, people can communicate and discuss equally through online platforms. Compared with the traditional media era, information resources are further open to the public. For example, forum-like websites, such as Zhihu and Douban, provide smooth channels for audiences to communicate. Social platforms, such as Weibo, provide an environment for the public to communicate. Video websites, such as Bilibili, develop knowledge sharing function of the community. The channels for the public to acquire knowledge have

become more extensive, and the knowledge gap has gradually weakened to a certain extent.

2. Challenges to improve teaching effectiveness

2.1 Students' attention is distracted by mobile phones and other media devices

With the development of mobile networks, mobile terminal devices such as mobile phones and tablets are popular among college students. The coverage of mobile networks enables them to obtain information conveniently anytime and anywhere, but it also brings certain challenges to classroom teaching activities.

As of June 2022, the size of instant messaging users in China reached 1.027 billion, an increase of 20.42 million from December 2021, accounting for 97.7% of the total Internet users. At the same time, on the personal mobile terminal, in addition to a variety of app software, instant messaging applications such as small programs and video accounts are also becoming more and more mature. As deep users of the Internet, the attention of young students is easily occupied by various Internet information. In classroom teaching activities, the information sent by many instant messaging apps such as Weibo and WeChat can easily distract students. The characteristics of fragmented information and the mechanism of personalized recommendation content can easily make students addicted to it. When young students use mobile devices to obtain effective information, they will also be attracted by other irrelevant but interesting information, which will affect the effect of classroom teaching.

2.2 Students have a stronger need for fun activities in the classroom

The contemporary youth group is the aborigine of the Internet era. At this stage, the main students of university classroom education are the generation growing up in the Internet era. The 50th Statistical Report on the Development of China's Internet shows that the proportion of Internet users under the age of 10, 10-19, 20-29, 30-39, and 40-49 accounted for 4.2%, 13.5%, 17.2%, 20.3% and 19.1% respectively. As contemporary young people who grew up in the Internet era, they are naturally adaptable to the network communication environment. The Internet is one of the main channels for them to obtain information and also the main platform for them to exchange their opinions. A large number of exchange of opinions and confrontations on the Internet platform have allowed young people to burst out more opinions. The channels for young students to obtain information are not just classrooms, the Internet provides them with great convenience.

As a generation growing up in the network environment, the ideology of contemporary young students is more likely to be influenced by network information. The massive information and multiple voices on the network make their viewpoints more diverse. Circle cultures such as non-mainstream and secondary elements also make young students have a greater sense of identity and are more likely to be influenced by the same interest group.

Compared with the traditional classroom teaching era, college students in the new media era show richer and more diverse viewpoints in the classroom. Usually, students are not dissatisfied with teachers when they play mobile phones in the classroom, but the classroom is really too uninteresting and unattractive[2]. In fact, they are more eager to participate in classroom discussions after acquiring massive information on the Internet. Therefore, contemporary students demand higher interactivity, vividness and interest in classroom teaching.

2.3 Teacher authority is diminished

With the development of society, the growth environment of contemporary young students has improved, the material conditions have become more adequate and the comprehensive national power of the country has been further increased. Young students who grow up in this big environment have a stronger objective self-confidence.

The development of the Internet has weakened the knowledge gap effect to a certain extent, while the natural authority of teachers has also been affected to a certain extent. Students do not only acquire knowledge through classrooms, but they also can obtain all kinds of information conveniently through the Internet. The sense of authority of the teacher in the classroom teaching is relatively weakened.

In addition, a large number of young students have given full play to their strengths on the Internet, received great support in their areas of expertise, and realized self-identity. For example, some students were beauty bloggers with hundreds of thousands of fans before enrolling in school, and some students were well-known blogger of Bilibili. In terms of personal value recognition, they have more opportunities to gain recognition and self-confidence compared with in the traditional teaching era, and they are objectively more confident. They value the teacher's praise or approval less than they once did.

3. Strategies to improve teaching effectiveness

The development of new media has not only brought challenges to classroom teaching activities in colleges and universities, but

also brought opportunities. Grasping the development direction of the times, the interactivity and vividness of new media also provide a very convenient and beneficial content forms and channels for improving the effect of classroom teaching.

3.1 Keep learning and be an expert in the Internet era

As classroom leaders, teachers should uphold the attitude of continuous learning, take the initiative to learn about the connotations and communication laws of the new media era, and gain insight into the ideological trends and interests of contemporary young students.

The new media era is the dominant trend of development. The new generation of information technologies, such as the Internet, big data, and artificial intelligence are driving significant changes in educational practices[3]. Teachers should adhere to the laws of evolution. They must have an understanding of the Internet and be skilled with modern media tools. In addition, teachers should increase their knowledge reservoirs based on their professional expertise. The development of new media is public-oriented. In order to prevent being overwhelmed by students, teachers can conveniently increase their expertise and extend the classroom's curriculum.

3.2 Respect students and strengthen the role of students

In the classroom, the role of students should be emphasized. Establish a model in which the teacher is the classroom leader and the students are the classroom subjects. Abandon one-way knowledge instillation and increase two-way classroom interaction. In the design of teaching, consciously set up interaction to guide students to actively participate in classroom teaching activities. Outside the classroom, teachers should be familiar with the online discourse system, comprehend the hottest subjects on the Internet, discover a common language with young learners, integrate into the students, strengthen the relationship with students, and communicate with them as a friend.

At the same time, teachers should also be conscious of being a guide for young students and play their leading role in classroom teaching. In classroom teaching, consciously use the content that students are interested in as an entry point to improve students' classroom attention. When there are hot social issues, consciously pay attention to what the students think and understand their thoughts. Teachers should immerse themselves in their students and guide students to analyze issues from a more objective and comprehensive perspective, cultivate students' ability to concentrate in messy information and look at problems objectively.

3.3 Innovative teaching format to increase the interest of the classroom

In the new media era, it is more convenient to obtain various teaching materials and resources. From the perspective of teaching form, the Internet makes remote links such as video links possible. Smart classrooms and other network-based hardware construction also make teaching forms more diverse. In classroom teaching activities, the classroom teaching courseware can be combined with audio, video, H5 and other forms to display more vividly. At the same time, the Internet can be relied on to enhance the interactivity and vividness of classroom teaching in the form of remote interaction and group discussion, strengthen students' sense of participation, and create a more attractive classroom atmosphere in which students are more willing to participate.

The development of new media has brought challenges and new opportunities to improve the effectiveness of classroom teaching. Regardless of the era and environment, respect and seriousness for classroom teaching are the most important gist. In the new media era, teachers should keep learning, enhance their comprehensive quality, further play a leading role in the classroom, take the initiative to learn and master the characteristics of the new media, expand their knowledge reserves, understand what students think, skillfully use new media tools for classroom teaching activities, grab students' attention in the classroom, and further improve the effectiveness of classroom teaching.

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