Linkage around the Axis: Application of Micro-Curriculum in the Field of Media Literacy

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Abstract—**Micro-curriculum is an important part of information-based classroom. At present, the application of micro-curriculum lays more emphasis on the presentation of learning content than on the integration with real classroom and learning process. Taking media literacy as a starting point will provide a more open perspective for micro-curriculum application research. There is a strong linkage between media literacy and micro-curriculum application: media literacy skills determine the effect of micro-curriculum application, and micro-curriculum application promotes the improvement of media literacy. Teachers should attach importance to "visual literacy", "coding rules" and "multi-subject" multi-literacy in micro-classes, and cultivate students 'ability to use micro-classes from "visible" to "touchable" and "cognitive". In the application of micro-curriculums, we should subdivide the types of micro-curriculums with the aim, take "multi-point intervention" thinking as the leading factor, develop "case micro-curriculums" and "mixed micro-curriculums" with students as the recording subject, attach importance to students 'subjective feelings and participation process, and take media literacy as the "axis" to carry out the interaction between Micro-curriculums and real classroom on the basis of traditional "knowledge Micro-curriculums".**

Keywords—media literacy; micro-curriculum application; classroom integration; learning mode

I. INTRODUCTION

"Media literacy is what every citizen should possess: One ability to access, analyze, evaluate and create multiple information"[1]. Its critical paradigm, participatory empowerment paradigm, multi-literacy theory and education theory provide different perspectives for us to cultivate positive media skills and cultural literacy in the era of social media. The core of "education theory" of media literacy is to deeply understand the purpose of media literacy application. Taking education as a practical path, media literacy is defined as an educational activity. "This kind of educational activity is designed to help people improve their skills of understanding, producing and communicating media information, acquire knowledge, and build media literacy between people and media to determine the application effect of micro-curriculum" [2]

At present, micro-curriculum emphasizes the presentation of learning content, ignoring the integration with real

classroom and learning process. Discussing micro-curriculum application from the perspective of media literacy will provide us with a more open perspective. By incorporating micro-curriculum in teaching activities into the communication system for in-depth discussion, the core elements of media literacy such as "process", "influence", "strategy" and "criticism" are fully embodied. Therefore, there is a strong linkage between media literacy and micro-curriculum application: media literacy skills determine the application effect of micro-curriculum, and micro-curriculum application promotes the improvement of media literacy. From the microscopic point of view, attaching importance to the improvement of media literacy of teachers and students, and linking micro-curriculum with real classroom with media literacy as an "axis" will effectively improve the application effect of micro-curriculum. On the macro level, micro-curriculum, as an effective supplement to traditional classroom in the information age, is also an important part of media literacy improvement. The integration of micro-curriculum with real classroom and the application effect of micro-curriculum reflect the media literacy of teachers and students as the main body of teaching to a certain extent.

II. MEDIA LITERACY IN MICRO-CURRICULUM TEACHING ACTIVITIES

In micro-curriculum teaching activities, the media literacy skills of teachers and students should be given full attention. Teachers 'literacy helps to form effective micro-curriculum content, make better use of the advantages of micro-curriculum, and realize its optimal integration with traditional classroom. The media literacy of students determines the content absorption of micro-curriculum. The media literacy based on the "participation and empowerment paradigm" provides a good direction for us to better organize micro-curriculum classroom.

A. Teachers 'Media Literacy

1) Visual Literacy: Image Power for Effective View Expression

"Sitting in line, listening to teachers, taking notes in a chatty way, the reader prints out-of-date textbooks, and an ever-widening gap divides the world from the outside world of the school," wrote Time magazine in a report published on the education sector. The traditional teaching mode with paper textbooks as the core carrier has damaged the timeliness of

education to a certain extent. However, the emergence of micro-curriculum makes educators fully aware of the power of "image" and the form of "visual literacy" easier to understand and even exist in the instincts of all people. In this educational practice, which is praised by German philosopher Karl Jaspers as "one soul awakens another soul", the media literacy of teachers is "spear", and only when the teacher is fully aware of the power of image narration can micro-curriculum have more "nutrition", and his curriculum will be directly directed to the people. But we must deny the one-sidedness of the view that the traditional media literacy of the book and printing era is over. With the help of the power of images, micro-curriculum can effectively express ideas and better integrate with traditional teaching.

Micro-curriculum concentrates knowledge information on various display screens and turns it into a landscape, which not only realizes the free movement of time, embodying that can not only be "warmhearted" at any time, but also be deeply explored and "knows the new" but also realizes the comprehensive switching of space: resource flow sharing based on information technology, flexible switching of online and offline classrooms, compatibility of large-screen and small-screen carriers, joint efforts of open discussion and private introspection.

2) Coding Rules: Reasonable Use of Video Skills

The digital revolution has promoted the development of image language, which gradually has its own visual elements and basic norms. Therefore, the success of micro-curriculum as an image depends on the ability of teachers to understand the language. In micro-curriculum teaching activities, teachers should follow certain rules in selecting media technology, using codes and producing information. As a "instructor", every frame of pictures appeared in micro-curriculum by a teacher plays a guiding role in guiding students, guiding them to see, listen, understand and feel what they want. Coding rules restrict the ability of information recipients to choose, interpret and influence. For example, the narrative law of film, the inheritance and transformation of drama, teachers must fully understand the characteristics and coding rules of the media itself in the process of making micro-curriculum.

Micro-curriculum based on video technology as a linear transmission of time flow, information transmission process should fully mobilize the senses, use different rhetoric techniques, by choosing the content of the picture to focus students 'attention so as to create an infectious picture. The tendency of content expression is achieved by memorizing the code mark of the course content; the viewpoint is expressed by penetrating sound and good rhythm; and the complete micro-curriculum structure is constructed by audience-oriented video editing. An ideal video should be able to arouse a high degree of resonance among students, and produce the feeling of being understood and related to them. Therefore, the ability to integrate text and image is a key skill in making micro-curriculum, and also a full reflection of teachers 'media literacy. This does not mean that teachers need to invent a new language, but to master an existing language.

3) Multi-Subject's "Multi-Literacy": Transforming Micro-curriculum's Teaching Thought

The viewpoint of "multi-literacy" puts the practical goal on the construction of an active and effective information dissemination system [4]. As an important organizer of micro-curriculum teaching activities, teachers should fully realize the diversity of "media literacy" formed by students 'main body differences, which is also the personal media literacy embodied in the process of dealing with the relationship between micro-curriculum and classroom integration. Otherwise, the identical, standardized and duplicated micro-curriculum is not conducive to the benign interaction among multiple subjects, which leads to the gap between theoretical interpretation and concrete practice. Micro-curriculum teaching has even evolved into a "self-talk" personal "performance", which is difficult to put into teaching practice and directly affects the teaching effect of micro-curriculum.

As a different student subject, micro-curriculum education should not only teach students according to their aptitude, but also teach them how to fish. We should change our mindset, focus on the cultivation of students 'media literacy, and give students the right to use media, let students participate in the production of micro-curriculum, make micro-curriculum by themselves, and express themselves by means of images, instead of becoming a "video container person". Teachers form good media literacy, micro-curriculum teaching activities will be more targeted and the purpose of teaching will be deepened: instead of simply measuring the quality of micro-curriculum by the sophisticated production of video lessons, it is based on the ability to cultivate students 'comprehensive abilities of critical thinking, effective communication, analysis and problem solving, and collaboration.

B. Students 'Media Literacy

1) Visibility: Information Processing Ability in the Background of Micro-curriculum Information Excess

In the era of micro-curriculum, without good media literacy, students are still the last link in teaching activities. The knowledge of "cramming" is just a new form, covered with "micro-video", and still does not change the nature of one-way. Students with good media literacy can accurately give meaning to media information and use; accurately understand the construction of knowledge and skills by words, images and sounds, in order to achieve the basic function of micro-curriculum. Therefore, micro-curriculum teaching aimed at cultivating visual literacy is to cultivate students 'wisdom in the current environment of excessive information.

2) "Touch": Subjective Turn of "Participation Empowerment Paradigm"

Media literacy education has gone through three stages: inoculate, liberate and empower. The stage of "epidemic prevention" emphasizes the resisting ability of information, while the stage of "release" weakens the conflicting mentality, accepts the media information with a more open mind, and emphasizes the cultivation of the ability to think independently of the media. After the 1960s, the diverse background of the times and the diverse media has turned the main body of media literacy education. People gradually realize that "media literacy should be given to the public in the stage of communication

ability and power, and advocate the cultivation of the ability to use and express the media by the whole people". [5]

Developing effective and reliable production skills is very important for students 'media literacy. Students 'media literacy requires that they not only understand the content of micro-curriculum, but also use it effectively and efficiently. Therefore, students with media literacy are able to use production technology and create useful media information. At present, the structure and organization of micro-curriculum are not the same. Some micro-curriculum is made according to classroom teaching materials. Some micro-curriculum is integrated into micro-curriculum process by recording and explaining content through TV and other media tools. Most of the micro-curriculum production is based on teachers 'teaching, interpolated with PPT, audio and video materials, classroom teaching records, while students are basically in a passive and vacant state in the course recording.

Students with media literacy should give full play to their subjective creativity. The teaching mode based on students 'recording subject creates more time for the course, while the "45 minutes" in class is a "meeting place" for teachers and students to interact, comment, discuss and summarize experience and lessons. Therefore, it is an innovative exploration to develop micro-curriculum recording with students 'practical activities as the main body, which provides an effective connecting point for the integration of micro-curriculum and traditional curriculum.

3) "Recognition": Extension of Micro-curriculum Effect under Critical Thinking

The limitations of the teaching system and the difficulty of quality control make it customary for us to adopt quantitative criteria to judge the effectiveness of teaching, such as the concepts of "pass rate", "admission rate" and "excellent ratio". If we do not use specific figures to evaluate teaching, then this effect cannot be fully reflected. However, critical spirit, one of the core components of media literacy, provides a new path for our micro-curriculum construction. Our micro-curriculum production does not require much "subscription rate", "click-through rate", "comment number", but the "flowing thinking" hidden behind these video streams: whether we can get meaningful information through this micro-curriculum, whether we can extend more broad implications from these information, whether these meanings can play a guiding role in self-development and whether these guiding roles have practical guiding significance? "Recognition" is a critical thinking skill advocated by media literacy. In critical thinking, students can decipher the micro-curriculum information they receive, and have independent judgment ability on micro-curriculum content.

III. MICRO-CURRICULUM MODEL DESIGN BASED ON IMPROVING MEDIA LITERACY

The design of micro-curriculum should abandon the traditional thinking of micro-curriculum production, jump out of the errors of classroom recording, PPT video recording and teachers 'self-presentation of micro-curriculum, and design micro-curriculum by improving media literacy to enhance the application effect of micro-curriculum. This paper argues that the design of micro-curriculum should aim at giving full play to the initiative of teachers and students.

A. Micro-curriculum Fine Partition based on Goal Orientation

(1) "Knowledge micro-curriculum" - teachers make "knowledge list". In order to make students understand the whole knowledge framework, teachers can record the basic "knowledge points" according to the course content, and try to cover the main knowledge points of the course for the purpose of knowledge transmission. The list of knowledge points should be arranged in accordance with the cognitive law of students step by step, and the content organization and arrangement should be from easy to difficult.

(2) "Case-based micro-curriculum" a "practical case" recorded by students. Teachers provide a list of knowledge points, arrange course contents and assignments, students take the initiative to learn, and shoot video assignments according to the content of knowledge points and assignments, focusing on the process of practice and self-learning gains. Teachers collect video homework before class, then summarize and refine it, form a summary and report, and select "typical cases" to make "case micro-curriculum" in the process of practice.

(3) "Mixed micro-curriculum" teachers and students jointly recorded "Difficulty Advancement". This exercise is mainly aimed at knowledge difficulties. Because of the unbalanced difficulty of knowledge points in curriculum, some students have difficulty in understanding knowledge points, and cannot be used accurately in practice. In the deep advanced practice mode, teachers can provide case teaching. Teachers organize students to record micro-curriculum videos together, while explaining, shooting and producing. Through the deep advanced mode, students will interact with teachers in time to complete difficult chapters together. The post-production of "hybrid micro-curriculum" can be watched and understood repeatedly by students.

B. Multi-point Intervention: Micro-curriculum Reversal Based on Students 'Participation Feeling

At present, micro-curriculum mainly focuses on teachers 'recording of "knowledge micro-curriculum". In this micro-curriculum teaching process, information begins when it is transformed into micro-curriculum video, and ends when students watch video. In this traditional micro-curriculum mode, students 'media literacy has been largely eliminated: students' critical thinking skills, micro-curriculum production process participation, micro-curriculum information strategy analysis and discussion are placed outside the micro-curriculum teaching activities. The micro-curriculum application, with the promotion of media literacy as its core, advocates "multiple points of access", that is, advocate understanding media content from different perspectives and learning to enjoy, understand and appreciate media content.

In the course of micro-curriculum that taking students as main subjects, the teaching mode will subvert the traditional classroom order. Mixed learning mechanisms can be formed from the following aspects：

Information Open Room - with teachers as the main body. Teachers are required to provide teaching materials and theoretical support before class. With the help of open information management platform, all the materials required in the course, including knowledge micro-curriculum, are provided to students.

Micro-curriculum practice room - student-oriented. According to the basic knowledge points and teaching materials provided by the teachers, the students take the initiative to learn and shoot video homework based on the proficiency of knowledge, forming a group "case micro-curriculum".

Preparing for the study room - taking the teacher as the main body. According to the video micro-curriculum recorded by the students, the teachers conduct in-depth research and lesson preparation, accurately locate the problems existing in the application of the curriculum, refine and summarize the errors in students 'understanding as much as possible, and form a report.

Classroom Interaction Room - This stage of teaching activities is arranged in the traditional classroom for 45 minutes. Teachers and students participate in the observation of students 'case micro-curriculum and "hybrid micro-curriculum" with difficult knowledge points as the object. Teachers and students jointly participate, brainstorm, summarize the problems in practice, and send micro-curriculum to students for archiving and watching repeatedly.

Information Open Room - Teachers will reopen the summary of the course content, case-based micro-curriculum, hybrid micro-curriculum and other contents to the information management platform, so as to facilitate the construction and management of the course system.

Through the complete process of this model, the traditional 45-minute classroom is no longer a battlefield for learning theoretical knowledge, nor a "chicken rib" time for students to practice. Learning efficiency will be greatly improved, and it also follows the law of media practical courses to the greatest extent.

IV. CONCLUSION

"Around the axis", with media literacy as the axis; "linkage", with micro-curriculum and real classroom integration linkages. In the future, micro-curriculum design will no longer stop at content delivery, but will shift from "focusing on the expressive power of resources to focusing on the organic combination of resources and learning process" [6]. Media literacy provides an open and systematic perspective for the application of micro-curriculum. We should fully realize that the media literacy of the main body of educational activities is closely related to the application effect of micro-curriculum. Therefore, as the subject of micro-curriculum practice, teachers and students should take media literacy as the "axis" and look at the linkage between micro-curriculum and traditional classroom in the information age from a more macro and long-term perspective.

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