AN ANALYSIS OF INFORMATION LITERACY TEACHING FROM A MULTIMODAL PERSPECTIVE

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Abstract: With the rapid development of Internet technology, human society has entered the stage of multimodal discourse communication, that is, the use of a variety of symbolic resources (such as words, words, images, audio, video, etc.) for information transmission. In this context, information literacy has become an essential ability for individuals to adapt to the survival and development of the information age. The purpose of this paper is to explore the significance, problems and strategies of information literacy teaching in colleges and universities from a multimodal perspective, in order to improve the quality of information literacy teaching in colleges and universities Provide references.

Keywords: Multimodality; Multimodal teaching; Information literacy teaching; Instructional design

1 INTRODUCTION

Information literacy, as a survival skill in the information age, includes four aspects: information awareness, information knowledge, information ability and information ethics. In today's deepening globalization and informatization, information literacy has become one of the important indicators to measure the comprehensive quality of individuals. As an emerging teaching method, multimodal teaching emphasizes the transmission and presentation of information through multiple modalities to promote students' comprehensive understanding and learning, and provides a new perspective and path for information literacy teaching.

2 MULTIMODALITY AND MULTIMODAL TEACHING

2.1 Definition and Theoretical Basis of Multimodality

The concept of modality is complex. Charles Forceville of the University of Amsterdam in the Netherlands defines modality as a social system of symbols that can be explained by specific perceptual processes [1], i.e., symbolic systems, such as image symbols, text symbols, gestures, sounds, tastes, contacts, etc. G. Kress et al. see modality as the way humans interact with the external environment through their senses [2]. Kress and Van Levin, in their book Multimodal Discourse: Modality and Media in Today's Communication, point out that "modality" refers to the symbolic resources formed in social culture to create meaning [3], which is the channel and medium of communication, including language, technology, images, colors, music and other symbol systems, and is also the way in which human beings interact with the external environment (such as people, machines, objects, animals, etc.) through their senses (such as vision, hearing, etc.), and common modalities include visual modality, auditory modality, tactile modality, olfactory modality and gustatory modality, etc. "Multimodality" refers to the combination of meanings from different symbol systems, and its concept was first applied to scientific research and later introduced into the field of language and literature by scholars. In the field of linguistics, Chinese scholars such as Li Zhanzi, Zhang Delu and Hu Zhuanglin have put forward unique insights and promoted the development of this field.

2.2 Multimodal Teaching

In 1996, the New London Group proposed the application of multimodality in the field of education, and put forward the concept of "multimodal teaching", which refers to a teaching method in which teachers flexibly use language, images, audio, video and other modalities to transmit and interact with information according to the teaching content and objectives [4]. This method is to actively mobilize the interaction between multiple senses and the external environment, such as the basic senses such as vision, hearing and touch, through a variety of teaching methods and multimedia technology (language, image, voice, movement, video and other technologies) used in the classroom, the students' multi-sensory experience and teaching content are actively mobilized, so that students can understand the teaching content at multiple levels and from multiple angles, stimulate students' senses, strengthen students' feelings, and thus trigger students' thinking to think about the diversified teaching mode, so as to achieve the purpose of improving the teaching effect. Stein pointed out that multimodal teaching exists in all aspects of teaching and learning activities [4]. After entering the 21st century, multimodal teaching has been widely used in the actual teaching process [5]. In multimodal teaching, teachers are no longer just imparters of knowledge and broadcasters of PPT, but multimodal selectors, collaborators, and demonstrators, teachers use multimodal systems to design classroom teaching, and with the help of online learning platforms, build multimodal curriculum resources, fully mobilize students' sensory

potential, provide learners with a multimodal interactive learning environment, and promote learners' multimodal understanding of learning content and multimodal meaning construction.

2.3 Significance of Multimodal Instructional Design for Information Literacy

The goal of information literacy teaching is to cultivate students' information awareness, information knowledge, information ability and information ethics. Among them, information awareness is the premise, information knowledge is the foundation, information ability is the core, and information ethics is the direction. Through information literacy teaching, students are equipped with the ability to acquire, evaluate, utilize and create information to meet the needs of the information age.

From a multimodal perspective, information literacy teaching is no longer limited to traditional text reading and information retrieval, but integrates multiple modalities such as images, audio, and video into the whole teaching process. This teaching method helps to enrich the teaching content, stimulate students' interest in learning, and improve students' ability to judge, process and use information.

In summary, the multimodal teaching design of information literacy has the following significance:

2.3.1 Stimulate students' interest and enthusiasm in learning

information, and multimodal teaching advocates the use of multiple teaching methods to mobilize the enthusiasm of all students and stimulate their interest in learning. In traditional classroom teaching, the teacher is in the end, while multimodal teaching emphasizes that all communicative activities in the classroom are multimodal, and the advantages of multimodal teaching mode break the boring and rigid monotony of traditional classroom teaching. Therefore, multimodal teaching is not only the teaching of knowledge, but also the construction of meaning and communication through multiple sensory channels and modalities, so as to improve students' learning interest, learning ability, critical thinking ability, teamwork ability, and ultimately achieve the purpose of improving teaching quality [6].

2.3.2 Enhance students' learning experience and promote knowledge understanding and internalization

Multimodal teaching takes teachers and students as participants, takes multimedia technology as the carrier, and makes full use of video, audio, courseware and other symbols to present the information that needs to be transmitted vividly and concretely[7]. Therefore, the cooperation of multiple modalities can better and more vividly interpret the teaching content, have a strong impact on students' senses, and enable students to understand the teaching content more deeply, thereby promoting the internalization of knowledge.

2.3.3 Promote the cultivation of students' interdisciplinary comprehensive ability and innovation ability

The traditional division of disciplines often leads to the fragmentation and fragmentation of knowledge, while interdisciplinary integration can promote the communication and interaction between disciplines, so as to cultivate students' critical thinking and interdisciplinary thinking, and then promote the cultivation of their comprehensive ability and innovation ability.

3 THE CURRENT STATUS OF INFORMATION LITERACY TEACHING FROM A MULTIMODAL PERSPECTIVE

In practice, teachers have begun to try to apply multimodality to the teaching of multiple subjects, especially in English teaching. For example, in the English audio-visual class, teachers develop students' multi-cultural literacy and cross-cultural communication skills by playing English original sound videos and using PPT production exercises. Although multimodal teaching has achieved certain results in information literacy education, the application of multimodal teaching in the information literacy education of college students is insufficient, and it also faces many problems.

3.1 Teachers Lack a Deep Understanding of Multimodal Teaching

Due to the limitations of their own cognition, many teachers may not have a deep understanding of multimodality, and still stay at the level of tool use, believing that they only use multimedia tools, which will affect their systematic reconstruction of teaching design [8]. Simply adding videos and pictures to the classroom does not synergistically promote learning.

3.2 Students Lack the Ability to Process Information in Multiple Modalities

Traditional education often focuses on the transmission of information in a single modality (e.g., textbooks), resulting in a lack of experience and training in dealing with multimodal information. In the face of massive text, images, audio, video, and other multimodal information, they lack the ability to quickly identify and extract valuable content from it, and are easily disturbed by irrelevant information or false information [9], and the presentation of multimodal information may also increase students' cognitive load, making it difficult for them to effectively process this information.

4 INFORMATION LITERACY TEACHING STRATEGIES FROM A MULTIMODAL PERSPECTIVE

4.1 Improving Teachers' Multimodal Teaching Ability

High-quality teaching ability can improve teaching effectiveness, but improving teachers' multimodal teaching ability is a comprehensive and slow process, involving all aspects. First of all, it is necessary to strengthen teachers' awareness of multimodal teaching. Only when teachers recognize the importance of multimodal teaching will they be psychologically receptive and proactively improve their abilities. Secondly, relevant courses and professional training are offered. Colleges themselves or use the multimodal teaching theory courses of other educational institutions to help teachers master the basic concepts, principles and methods of multimodal teaching. Through systematic learning, teachers can better understand the connotation and value of multimodal teaching. At the same time, teachers are organized to participate in professional training on multimodal teaching, and experts are invited to give lectures or workshops to improve teachers' practical ability and teaching skills through practical case sharing and interactive discussions. Thirdly, to promote exchanges and cooperation among teachers. On the one hand, teachers are regularly organized to observe teaching activities, so that teachers can learn from each other and learn from each other's multimodal teaching experience and methods. On the other hand, through WeChat groups, enterprise WeChat groups and QQ groups, a communication platform between teachers is established to facilitate teachers to share teaching experience, resources and experience at any time. Finally, focus on classroom practice and innovation. According to the teaching content and objectives, teachers present the teaching content in combination with images, audio, video and other modalities, promote students' interaction and participation through role-playing, group discussions, etc., and design multi-modal teaching activities. Colleges and universities create multimodal teaching and learning environments, including providing the necessary equipment and resources, as well as creating an open and inclusive learning atmosphere. All of these help to stimulate students' interest and initiative in learning.
Through the above methods, the multimodal teaching ability of teachers is gradually and steadily improved, and the teaching quality and effect are improved.

4.2 Hierarchical Teaching, Teaching Students According to Their Aptitude

For students with different levels of information literacy, teachers should adopt a hierarchical teaching approach to teach students according to their aptitude. For students with poor information literacy foundation, attention should be paid to the teaching of basic knowledge and the cultivation of basic skills. For students with a high level of information literacy, they should be encouraged to process and apply information at a deeper level.

4.3 Integrate a Variety of Teaching Resources and Enrich Teaching Content

Teachers should make full use of the Internet, libraries and other teaching resources to integrate information in various modalities and enrich teaching content. Through the introduction of practical cases, simulated situations and other methods, students' interest and enthusiasm in learning are stimulated.

4.4 Strengthen the Practical Link and Improve the Ability of Students to Use Information

Information literacy teaching should focus on the design and implementation of practical links. Through group discussions, project practice, information retrieval competitions and other activities, students can improve their information processing and application skills. At the same time, students are encouraged to actively participate in social practice and volunteer service activities, and apply the knowledge they have learned in real life.

5   CONCLUSION

Information literacy teaching from a multimodal perspective is an emerging teaching method, which emphasizes information transmission and interaction through multiple modalities, which helps to enrich the teaching content and stimulate students' interest and enthusiasm in learning. However, there are still many problems and challenges in practical application. Therefore, teachers should strengthen the study and research of multimodal teaching concepts and methods, adopt strategies such as hierarchical teaching and teaching according to aptitude, integrate multiple teaching resources, and strengthen practical links to improve students' information literacy.

COMPETING INTERESTS

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