The importance of integrating core concepts of news literacy: Rethinking the News Literacy Course in Taiwan

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Summary

The Asian Hong Kong Youth Internet Literacy Survey shows that as high as 48.1% of Hong Kong middle school students read news, they have never found that the information they read or forwarded is false (Hong Kong Federation of Youth Groups, 2016). In Taiwan, which is also a Chinese-speaking region, a youth media literacy survey also found that 76% of youths do not verify and criticize the news they read (Golden Car Foundation, 2020). A large number and various types of fake information and fake news will cause harm to society (Dell, 2019). According to the 2020 News Literacy Survey of Taiwan's Parent-Child World Magazine, 14% of students said they had never doubted when they saw questionable news or messages, and 25% of students said they doubted but never verified it. The main channel for students to check the news is to check on the Internet, and 31% of students choose this channel. (Yahui, C., 2020). Taipei City is an extremely advanced city in the development of digital networks and traditional media in Asia. It has a free news environment, and there are more than ten television stations with 24-hour television news media. Therefore, in the past two decades, domestic media educators and the Ministry of Education have been committed to Promoting news literacy, Taipei City became one of the first international cities to promote media literacy. The mission of media literacy is to: speculate on media and its practical purpose, cultivate students and citizens to learn independently, and critical thinking and problem-solving abilities (Ministry of Education, 2002). However, with the continuous increase of news information, it is very important to improve news literacy skills. At present, in addition to a complete media literacy framework, Taiwan still needs more comprehensive journalism education and reading skills courses. This article will use qualitative research to analyze and discuss the global media literacy education and Taiwan news literacy education-related materials, to achieve the two goals of exploration and discovery, redefine the core definition of Taiwanese news literacy, and apply it to Taiwan's youth news. Suggestions for rethinking the literacy course will help improve Taiwan's youth journalism literacy.

Keywords: fake news, news literacy, cognitive education, critical thinking

1 Introduction

The harm of fake news is self-evident. The process of democratic politics relies on the circulation of reliable information and news. If the news is not trustworthy, citizens have almost no reliable basis to make decisions. Former U.S. President Barack Obama will fake it. News is described as a "threat to democracy," and the United Kingdom and the United States have called for the establishment of news literacy courses for children and young people to improve their understanding of the media and news to protect themselves (Buckingham, 2019). What is fake news? Biased news and false news are all fake news. Fake news is a manifestation of broader issues to some extent, and these issues are the same as "real" news (Karen &Julian, 2019). The news is called fake news, and it is also called information infectious disease, which has caused quite serious harm to the prevention of COVID-19 (WHO, 2020). Fake news has a long history in the United States. The 2016 US presidential election caused panic due to a large number of false news on social media. A large amount of information spread through social media and much false news made it difficult to distinguish right from wrong and became the most serious in the world. Problem (Blair, 2011).News issues control people's thoughts, news media pursue issues to create benefits, and rulers use the news to integrate people's thoughts (Bill& Tom, 2001). The amount of news exceeds the load, and the speed of spreading increases, the verification of the source of the news becomes more complicated, and the authenticity will be lost (Potter. 2004). The positive and negative content of the report will affect the overall perception of the public, and thus the importance of the setting of news topics. The 19th-century newspaper tycoons Hirst and Pulitzer used the media to create topics and influence the whole world with the power of influencing public opinion. In human life, sensational headlines can be said to be the beginning of misinformation and fake news (Michelle&Jacquelyn, 2018). We need education-but we also need supervision! Media literacy should be more than just a well-meaning slogan: media education should be a systematic teaching and learning program for children (Buckingham, 2020) To combat false information, media literacy UNESCO and the European Union provide many media literacy programs. The framework of reading includes "interview", "analysis and evaluation", "creation", "reflection", and "action" (Karen& Julian, 2019). Reliable media and information systems are a prerequisite for the sustainable development of any society. In the current media environment full of misinformation, distorted facts, and prejudices, media literacy has become very important for sustainable development (Kumar, Mukesh&Asif, 2019). To combat fake news, it is necessary to face the new challenges posed by digital social media through a sound conceptual framework and media education teaching strategies (Buckingham, 2019).

News literacy is to take a very broad perspective and regard the judgment of media news as skills and knowledge, to improve the critical thinking skills of distinguishing the media's position and the true and false information (Potter, 2010). Countries are aware of the importance of news literacy, which enables readers to acquire, evaluate, analyze and create news (Ashley, Maksl&Craft, 2013). Scholar Potter proposed the knowledge structure of media effects, media content, media industry, real-world, and self as a way to improve news literacy. News literacy is very important. In the United Nations Sustainable Development Goals, education is used to enhance the "media literacy" ability, which is consistent with helping people learn and improve the knowledge and skills necessary for news literacy in an environment full of fake news and fake news. The meaning of sustainable education puts forward the five laws of media and information literacy.

The strategic goal is to define information literacy and media literacy as the knowledge, skills, and attitudes required for life and work in the 21st century (UNESCO, 2018). The National Communication Association pointed out that communicators with media literacy should do the following: 1. Understand how people use media in personal and public life. 2. Recognize the complex relationship between audience and media content. 3. Appreciation of media content is produced under the social and cultural background. 4. Understand the commercial nature of the media. 5. Use the media to communicate with specific audiences (NCA, 1998; Renee, 2010).A reader with reading literacy should develop a willingness to read, and more importantly, develop the ability to retrieve texts, obtain information, and interpret information to solve problems (National Education Institute, 2017). This article is

talking about the "importance of the integration of core concepts in news literacy: rethinking the news literacy curriculum for Taiwan's youth", focusing on the core concepts of global news or media literacy, and then reviewing whether the relevant courses in Taiwan's media literacy are relevant The connotation is whether Taiwan's media literacy education thinks about cultivating youth text reading and thinking skills to solve malicious or deliberate news issues and judge fake news.

2. The current status of young people's news literacy and the issue of fake news

Covid-19 allows children all over the world to complete online courses through computers and mobile phones. This also makes young children more familiar with and reliant on digital products. However, according to a study of students in grades 5-8 in the United States, once the Internet When entering the home, students from disadvantaged families will have lower math and reading scores. Researchers at Duke University analyzed the test scores of more than 150,000 students in North Carolina, compared their reading and math scores before and after buying a home computer. These scores were compared with those of children who had never bought a home computer. The test scores of low-income children with computers at home have dropped more than those without computers. For middle school students, social networks, YouTube videos, and online games may seriously distract attention from homework and other activities (Vigdor & Ladd, 2010; Hobbs, 2010). Such surveys show that young people get better results through online media. The more knowledgeable things, the easier it is to drown in incorrect information and news. Also because young people are facing the Internet all the time, news information floods them from all directions all the time, and young people need news literacy skills to improve their ability to judge. This chapter will be divided into two parts. One is based on the Taiwan Golden Car Fund. The 2020 media literacy survey by Huihe Parent-child Commonwealth Magazine found that Taiwanese youths have poor literacy skills, and a survey by Parent-child Commonwealth Magazine was also proposed. The second is to discuss the definition of fake news.

2.1 Current status of youth news literacy

Teenagers in Taiwan get news through communication software and the Internet, but when watching the news, 43.8% of teenagers only read news headlines, 31.8% think the content is reasonable, 24.2% judge the authenticity of the information based on the media, and 89.6% of teenagers know about advertisements Sponsors or political stances will affect news content, but only 24.1% of young people will actively criticize and ask for verification, and only 3.8% of young people will use the verification platform to confirm the authenticity of the message (Golden Car Culture and Education Foundation, 2020). Taiwan's "Parent and Child World" magazine conducted a "fake news identification survey" on Taiwan's high school and junior high school students in 2020 and found that more than 60% of middle school students interviewed had received suspicious messages in the past three months. But concerning the social phenomenon of fake news (fake news), only half of the middle school students think it has something to do with them. Among the interviewed students, 11% felt that fake news (fake news) had nothing to do with them, 17% felt that it was not very relevant, and 19% did not know. Nearly 30% of the students interviewed pointed out that their parents and teachers had never discussed with them what fake news is. 28% of students said that the school has never taught how to distinguish the authenticity of information (Chen Yahui, 2020). High school students in Taiwan deduct school time every day, and the rate of surfing the Internet for more than 3 hours is as high as 35%. Taiwanese people's trust in the news continues to decline, with only 24% of the trust. According to a report from the Reuters Institute of Journalism at Oxford University, the main reason is that Taiwanese often come into contact with wrong information through mainstream media and social media (Newman&Nic. 2020). News overload and chaos have become global problems. Global traditions and social media are thriving, and a large number of issues and information hide many wrong messages and fake news, and the information has been overloaded to make it difficult to distinguish right from wrong (Blair, 2011). The

problem of fake news is quite serious in Taiwan, but the "Fake News Identification Survey" found that 55% of middle school students watch news through the Internet; the rate of receiving news information through the Internet is 46% for middle school students and 64% for high school students. . Assimilated news platforms, 37% are YouTube video and audio platforms, followed by Facebook 30%, Instagram accounted for 16%, and LINE accounted for 8% (Chen Yahui, 2020). According to the analysis of the parent-child world in Taiwan, the news literacy index of Taiwanese teenagers is worrying. 17% of students said that they would not pay attention to news sources at all. 25% of student youths would not confirm the date of the news release at all before sharing news. 21% of students I don't pay attention to who or which news media publishes the news at all. (Chen Yahui, 2020). An Australian survey on the use and influence of news media by the younger generation found that "the younger generation has no sense of trust in the news media." 57% of teenagers trust their family members as a source of news, and only 19% trust the organization that publishes news. "Reading news generates more emotions" because of the emotions generated by reading news: often or sometimes feeling scared (62%), anger (60%), sadness or frustration (75%) (Cai Jinxiong, 2021; Education Group of the Australian Representative Office, 2020). In Hong Kong's "Youth Network Literacy Questionnaire Survey", among the 1,855 students interviewed, 48.1% of the students have never discovered that the shared online images and texts are false; 27.6% will forward and share the information regardless of whether it is true or not (Hong Kong Federation of Youth Groups, 2016). The results of the American media literacy assessment show that up to two-thirds of American students lack the basic skills to recognize information (Joel, Mark, Sam, Amie, Jill, Marshall&Anna, 2019).

2.2 Fake news problem

This is an era surrounded by the media. Humans have never had so many news sources in history. Computer networks, televisions, and mobile phones are flooding our lives. Teenagers are growing up in a media environment full of information and entertainment, full of Good, Bad, ugly information and news. Contemporary media culture includes extreme violence and pornographic films, pornography, gossip, and public relations news disguised as news. It is promoting hate speech such as unhealthy products, prejudice, sexism, racism, and terrorism, as well as cyberbullying and cyber terrorism. Ethical and unethical Internet marketing (Hobbs, 2010). In the 2016 U.S. presidential election, former President Trump alleged that the media's unfavorable accusations against him were all fake news. Fake news was defined as false news of malicious attacks and was called a digital information virus (New York Times, 2016). Fake news is "evil, false, harmful", "out of malice, falsehood, and causing harm" (Taiwan Executive Yuan, 2018). News chaos has become a global problem. Distortion, distortion, and exaggeration attract people's attention. Many issues and information hide much false information and fake news, making it difficult to distinguish right from wrong (Blair, 2011). The United Nations defines fake news as "malicious, deliberately fabricated news that spreads and attempts to obtain certain political and commercial benefits through high-traffic clicks" (AIT, 2018). To attract people's special attention, stories fabricated and spread on Internet platforms to deceive the public for ideological and/or economic benefits are called fake news (Allcott & Gentzkow, 2017; Pennycook, Cannon & Rand, 2017). Fake news has a high reposting rate, and the speed of fake news is six times higher than that of news that is more accurate. Fake news is more curious than real information (Vosoughi, Roy & Aral, 2018). In digital online media, the gatekeepers of traditional news media no longer exist. If young people cannot judge a large amount of news, they cannot distinguish fake news (Joel, Mark, Sam, Amie, Jill, Marshall, Anna, 2019).

Table 1. The definition of fake news by countries and scholars

Item	Country/Scholar	definition	time
1.	MichelleLuhtala,	Newspapers for more and more eye-catching, more and more	2018

		sensational headlines. And throughunsubstantiated allegations, unfounded reports (fake news)	
	Jacquelyn Whiting, 2018	Politics and the media are closely related, and world leaders have long realized their capabilities and may need to control the truth.	
		Anyone, regardless of training, morality, or motivation, can become a citizen journalist without investing $100. The news does verify that there is a problem, leading to an endless stream of fake news.	
2.	Allcott, Gentzkow 2017	Misinformation and fake news that cause public misunderstanding have a long history in the United States. However, in recent years, a large number of misinformation on social media has caused widespread panic. Misinformation and false stories constitute fake news.	2018
3.	Blair Hunt Allcott, 2018	Facebook has stopped marking inaccurate stories as a "controversial" strategy, which has been shown to moderately reduce the perceived accuracy of tagged titles (Blair, 2017; Hunt Allcott, 2018).	2018
4.	American inistiuate in Taiwam	According to the United Nations definition, fake news refers to news that is malicious, deliberately fabricated as a form of news dissemination and is attempted to obtain benefits through high-traffic clicks.	2018
5.	Woolf, Nicky	Deliberately create news topics and polarization to obtain fees provided by social media. The purpose of fake news is to increase the volume and obtain advertisements.	2016
6.	Pennycook、Cannon	To attract people's special attention, stories fabricated and spread on the Internet Fake news is to deceive the public to obtain ideological and/or economic benefits.	2017
9	Blair	News information overload and chaos have become a common global problem. The most common situation in news media's transmission of information is distortion and deliberate distortion, attracting people's attention and affecting cognition in the form of issues. A large number of issues and information hide much false information and information. Fake news makes it hard to tell right from wrong.	2011
10	Marin Dell, 2019	Fake news and alternative facts that harm society are fake news. Since 2016, the term fake news has become a synonym for readers, who believe that any negative treatment of the topic of news articles is fake news.	2019

Tabulation: Huang Chao His

3. The development of news literacy education in Taiwan

3.1 The core structure of literacy education

In the European Union, media literacy has been identified as a priority for the 21st century. Media literacy covers all media, including TV and movies, radio and recorded music, print media, the Internet, and all other new digital communication technologies. This is not only the basic ability of the younger generation but also the basic ability of people of all ages, parents, teachers, and media professionals. This issue is regarded as vital to the development of European society and culture so that by 2011, all EU countries will develop preliminary indicators to measure the level of media literacy of their citizens. (Hobbs, 2010). We provide young people with digital skills, but digital skills are not just the way to use tools. At the same time, it also includes teaching children and young people the basics of cybersecurity, teaching them the difference between "fake news" and "truth" (Buckingham, 2019). The development of technology has made digital new media the most important source of information and knowledge for the public. Taiwan completed Asia's first "White Paper on Media Literacy Education Policy" in 2002. Since 2002, Taiwan has entered elementary schools, junior high schools, high schools, higher vocational schools, colleges, colleges, and adult education. It has integrated basic education into nine-year consistent fields and issues and encouraged schools to establish media literacy. Relevant elective courses and general education courses, combined with the development of teaching materials and open resources by media organizations, comprehensively promote social education of media literacy through social education networks and family education networks (Ministry of Education, 2002). The most important thing in the white paper is the improvement of critical thinking ability, which includes cultivating individuals to actively explore and critically think about the information created or received (Ministry of Education, 2002). Taiwan's planning focuses on media literacy in the use, analysis, speculation, and approach to the use of media.

Table 2: Renee Hobbs' basic abilities in digital and media literacy

Essential Competencies of Digital and Media Literacy
ACCESS **Finding and using media and technology tools skillfully and sharing appropriate and relevant information with others**
ANALYZE & EVALUATE Comprehending messages and using critical thinking to analyze message quality, veracity, credibility, and point of view, while considering potential effects or consequences of messages
3.CREATE Composing or generating content using creativity and confidence in self-expression, with awareness of purpose, audience, and composition techniques
4. REFLECT Applying social responsibility and ethical principles to one's own identity and lived experience, communication behavior, and conduct
5. ACT Working individually and collaboratively to share knowledge and solve problems in the family, the workplace, and the community, and participating as a member of a community at local, regional, national, and international levels

Source from Renee Hobbs,（2010）. Digital and media literacy a plan of action. Communications and Society Program 2010, Aspen Institute.

Tabulation: Huang Chao Hsi

Taiwan carried out media literacy education policy planning based on the United Nations Educational, Scientific and Cultural Organization "Global Media and Information Literacy Assessment Framework: National Reserves and Capabilities", emphasizing that the structure can create a favorable environment and improve citizens' capabilities; Including "the ability to seek and obtain

information", "the ability to evaluate and interpret the information", and "the ability to create and share" (Ministry of Education, 2014) Taiwan's Ministry of Education has established a new "Technology Information and Media Literacy", the project description is "good use The ability of technology, information, and various media to cultivate related ethics and media literacy, to analyze, speculate, and criticize the relationship between people and technology, information and media." (Ministry of Education, 2014). The core literacy of Taiwan's "Technology Information and Media Literacy" is specifically aimed at students in national secondary schools, requiring the ability to make good use of technology, information, and media to enhance learning literacy, and to perceive and speculate on the interaction between people and technology, information, and media. At the stage of high school education, one should have the literacy in the proper use of technology, information, and media, conduct various media literacy and criticism, and be able to reflect on issues of technology, information, and media ethics. National middle school education should have the ability to make good use of technology, information, and media to enhance learning and to perceive and speculate on the interaction between people and technology, information, and media (Ministry of Education, 2021).

3.2 The evolution of news literacy education in Taiwan

Taiwan's national education curriculum is generally divided into three aspects: "autonomous action", "communication and interaction", and "social participation". Among them, "technology information and media literacy" is listed as one of the nine core literacy of national basic education, emphasizing the cultivation of people-oriented "Lifelong learner", communication and interaction: Emphasize that learners should be able to use a wide range of tools to effectively interact with others and the environment. Cultivate students and even Chinese to understand the creative potential of using media and information tools, positive use methods, and the ability to read media. Taiwan's curriculum plan is to deepen the knowledge of media literacy education of Chinese people and build a healthy media society where students, teachers or Chinese people understand and learn to recognize the content delivered by the media. Taiwan's national basic education curriculum emphasizes the integration of issues into the curriculum, which can explore, analyze and think about issues from different field/subject perspectives, provide cross-field integrated learning opportunities, and highlight the contextual nature of the problem and the diversity of perspectives (National Education Institute, 2017). Issue education develops the ability to use text to think, solve problems, and construct knowledge. In response to the advent of the digital age, a reader with reading literacy should develop a willingness to read, obtain information, interpret information, and solve problems (National Education Institute, 2017).

Table 3: Taiwan refers to the United Nations Global Media and Information Literacy Assessment Framework: National Reserves and Capabilities

Item	United Nations Global Media and Information Literacy Assessment Framework: National Reserves and Capabilities
one	"The ability to seek and obtain information"
two	"Assess and Interpret Information Ability" and Obtain Information Ability"
three	"Creating and Sharing Ability"

Source: Ministry of Education Tabulation: Huang Chao Hsi

Taiwan's media literacy framework and ideals are very complete, but when educators and community leaders implement digital and media literacy plans, in addition to having ideas, they can refer to the five challenges listed by Renee: (1) Go beyond The tool-oriented focus confuses the acquisition of technology with the skilled use of technology, (2) solves the risks associated with

media and digital technology, (3) expands the concept of literacy, (4) strengthens people's ability to assess the credibility and quality of information Competence (5) Incorporate news and current affairs into formal education. (Hobbs, 2010) In addition, pragmatic news literacy education encounters problems of practice and promotion. How teachers can improve their news literacy skills and how to teach are all problems.

Table 4: Core Requirements for "Technology Information and Media Literacy" Education in Taiwan

"Technology Information and Media Literacy" Project	
1	Ability to make good use of technology, information, and various media
2	Ethical literacy
3	Literacy of media literacy
4	analysis
5	Speculative
6	criticism
7	Technology, information, media relations

Source: Ministry of Education. Tabulation: Huang Chao Hsi

4. The importance and core concepts of news literacy promotion are integrated into the Taiwanese curriculum

4.1 The importance of media literacy promotion

The global spread of fake news through information dissemination has seriously affected people's lives. Only through training and cultivation can people produce critical thinking. Such literacy ability can resist one-sided propaganda and conspiracy theories (UNSCO, 2021). Media literacy education can help everyone fight fake news, substitute facts, and the widespread dissemination of false information in our society. Media literacy should be an essential part of our education system at all levels. Media literacy education is the same as legal education. Media literacy education also teaches critical thinking skills to improve cognitive ability, can evaluate media information, and determine the authenticity, falseness, or prejudice of media communication in their professional and personal lives (Marin, 2019).

David Buckingham, a visiting professor at King's College London, has put forward different views on the global promotion of media literacy education through the use of theory as a policy and teaching framework. He believes that theory should not be regarded as a set of predetermined facts, which will evolve. Change over time. The theory should be seen as a set of tools that can be used, not a set of recognized wisdom that should be absorbed and regurgitated. Critical thinking is certainly not a tribute to theory, let alone a tribute to a particular theorist. David Buckingham pointed out that students do not need to learn theory, but need theorizing ability. David Buckingham believes that the teaching theory that media literacy cannot be abstracted is to serve as a concrete knowledge system to challenge students in the classroom and position them as passive consumers for education. American scholar Porter put forward the "Media Literacy Cognitive Theory" and put forward the article "The Necessity of Media Literacy Cognitive Theory". He argues that individuals should be regarded as the "center of media literacy"-not schools, parents, or The media industry. Porter believes that it is not enough to educate individuals on the nature of the media and the potential harm of various information. A more fundamental problem than education is to establish a deeper analysis and understanding of how the human mind works.

Therefore, a cognitive theory is needed that focuses on the special characteristics of media exposure and explains how people filter information and construct meaning from this information (Potter, 2004).

Renee Hobbs, a professor of communications at the University of Rhode Island, promotes on-site media literacy education and encourages educators to use a variety of fascinating texts, including texts from mass media, popular culture, and digital media, to support digital and higher education in high school and higher education. The development of media trial reading ability. Renee Hobbs believes that with the company of creative teachers, students can use books, movies, websites, newspapers, blogs, wikis, and games to learn. The success of teaching depends on creating a learning environment that respects students, valuing students' life experiences, and encouraging a variety of views. Digital and media literacy promotes independent thinking, authentic dialogue, collaboration, reflection, creativity, and social responsibility, and is suitable for the practice of responding, creating, and sharing information (NAMLE, 2007; Partnership for 21st Century Skills, 2010; Hobbs, 2010). McDougall, a professor at Bournemouth University, promotes the development of the media literacy framework, including the following key capabilities: 1. Access: The ability to cleverly find and use media, and share appropriate and valuable information with others. 2. Analysis and evaluation: understanding information and using critical thinking and not understanding their quality, authenticity, credibility, and opinions, while considering their potential impact or consequences. 3. Creation: the ability to create media content and express oneself confidently, purpose, audience, and composition skills. 4. Reflection: apply social responsibility and ethical principles to personal identity, communication and behavior, and cultivate the understanding and management of media life. 5. Actions/institutions: The ability to take actions through the media and participate in civic activities, and become an agent in political and democratic society (Fowler-Watt & McDougall, 2019).

Table 5:Instructional Practices of Digital and Media Literacy Education

Instructional Practices of Digital and Media Literacy Education	
Keeping a media-use diary	Record-keeping activities help people keep track of media choices and reflect on decisions about sharing and participation, deepening awareness of personal habits.
Using information search and evaluation strategies	Finding, evaluating, and sharing content from a variety of sources helps people explore diverse sources of information. Using search strategies appropriate to one's needs helps people make discriminating choices about quality and relevance.
Reading, viewing, listening, and discussing	Active interpretation of texts helps people acquire new ideas, perspectives, and knowledge and make sense of it concerning the lived experience. Dialogue and sharing help deepen understanding and appreciation.
Close analysis	Careful examination of the constructed nature of particular texts encourages people to use critical questioning to examine the author's intent and issues of representation.
Cross-media comparison	Comparing and contrasting two texts that address the same topic helps people develop critical thinking skills. By examining the genre, purpose, form and content, and point of view, people recognize how media shape message content.
Gaming, simulation, and role-playing	Playful activities promote imagination, creativity, and decision-making skills, supporting people's reflective thinking about choices and consequences.
Multimedia	Message composition using a combination of language, images, sound, music, special effects, and interactivity provides real-world experience addressing a particular audience in a specific context to

composition	accomplish a stated goal. Teamwork, collaboration, and knowledge sharing enhance creativity and deepen respect for the diverse talents of individuals.

Source: Renee Hobbs, (2010).

Activists of media literacy, participatory, civic-form art, so projects like this should help to "reimagine media literacy, guided by a series of value structures that support others and advocate for social reforms, Change and justice" (Mihailidis, 2018). Media literacy here is not only understood as the building of educational resilience, but a competitive, less visible, and more agency/dynamic use of media literacy (Potter & McDougall, 2017), which can be potentially exploited through education Of young people, or—if we are to reimagine educational methods—education can learn from these forms of participation.

Table 6: Definition of media literacy

definition	Description	scholar
One	The key concepts of media literacy: media language, performance, organization, and audience. Media literacy has its unique knowledge and skills (concepts and practices).	David Buckingham
Two	Media knowledge produces positive influence, criticism, perceived realism, influence, behavioral beliefs, attitudes, self-efficacy, and behavior.	Jeong, Cho＆Hwang
Three	Media Literacy in Action	Renee Hobbs
Four	This definition of media literacy covers the basic interactions necessary for people who are exposed to media information to make informed decisions about their views and beliefs about the media; that is, it's true and false. Media literacy enables people to become critical thinkers and creators, effective communicators, and active citizens.	"NAMLE"
five	News literacy should conform to the meaning of sustainable education and possess the knowledge, skills, and attitudes needed for life and work in the 21st century.	UNESCO
Six	Understand the media content, the motivations of the media industry, and the potential negative effects; requires a deep understanding of how people use media in their daily lives, and how people begin to believe that their media use helps achieve their goals	Potter, W. J
Seven	Media literacy is an important and necessary life skill	National Organization "21st Century Skills Strategy Alliance"

Tabulation: Huang Chao Hsi

American media literacy attaches great importance to think about the means and purpose of the media to create news issues. The first of the six core principles of the National Association for Media Literacy Education in the United States to promote news literacy is to initiate critical thinking on the media and explore the views of issues (Lesley, 2019). Taiwan emphasizes the six major connotations of media literacy education. Among them, the improvement of the critical thinking ability of the media is the most important. These connotations include 1. To cultivate individuals to actively explore and critically think about the information we create or receive (Ministry of Education, 2002) As a reader, you should know the position of the media, and you also need to understand the background and causes, phenomena, and influences of issues, to enhance your sense of responsibility and action in facing news issues. The mission of media literacy education is to: speculate about media and its practical purpose, cultivate students and citizens to learn independently, and critical thinking and problem-solving abilities (Ministry of Education, 2002). American scholar Porter pointed out that the news media literacy cognitive theory is that the media convey harmful messages in a certain way, and the best way to protect people from such harm is to pressure the media to change their practices. Media literacy cognitive theory It will help people better understand the media information they already have and how they use it to construct meaning (Potter, 2004). Educators are responsible for stimulating inquiry, fostering empathy, fostering curiosity, cultivating skepticism and creativity, while also teaching smart consumers who seek and receive information for them. The tools have changed. Our teaching strategy has changed. But our learning goals remain the same, whether it's teaching journalism, promoting independent reading, or leading maker projects(Michelle &Jacquelyn, 2018).

4.2 The core concepts are integrated into the Taiwanese curriculum

Fake news is serious, and media literacy skills are the only way to prevent it from spreading. After in-depth communication and discussion with relevant stakeholders, the European Commission has listed strengthening citizens' media literacy as a key work item to curb false information, in addition to continuing and strengthening In addition to the various studies and actions that have been carried out, new plans are actively launched, including encouraging fact-checking and civil society organizations to provide school textbooks, holding media literacy weeks, and regularly publishing media literacy reports (Eliza Mackintosh, 2019; Chen Lingyi, 2019). Finland also advocates that citizens should think critically, be conscious of false news, and check news facts (Chen Hongyi, 2019; Mackintosh, 2019). After Taiwan published a white paper on its media literacy education policy in 2002, media literacy has become the government's policy to promote lifelong learning, as well as people's communication and improve social capabilities (Ministry of Education, 2002). Taiwan's attitude in promoting news literacy is quite firm, and it is also an important education policy. But what is the core of media literacy? Porter believes that the cognitive theory of media literacy helps to directly focus on how people encounter a large number of media information streams in their daily lives, that is, how they make filtering decisions, and how they effectively combine the symbols in the information with the learned meaning Connections and how they construct new meanings for themselves (Potter, 2004). Educating people to improve media literacy does not only include letting them understand the media content, the motivations of the media industry, and the potential negative effects; it requires an in-depth understanding of how people use media in their daily lives, and how people begin to believe that their media use helps Achieving their goals and how adverse effects (media influence) accumulate as a by-product of daily contact (Potter, 2004). The literacy courses related to Taiwan can apply various media knowledge, read and criticize, and reflect on the issues of technology, information, and media ethics. They have a fairly complete structure. However, there are five basic knowledge structures in the Porter model-" "Media content", "media knowledge", "media effect", "real world and self", these five aspects help people to make better decisions about information and construct meaning from it (Potter, 2004 ;Potter, 2018).

News media literacy refers to the knowledge and motivation needed to identify and participate in journalism. The three

components of media literacy are skills, knowledge structures, and personal locus. （Potter, 2004) The Potter Media Literacy Cognitive Model shows that people with media literacy think carefully about their media experience, believe that they can control the influence of the media, and have a high degree of "media content", "industry and effect" Basic knowledge. (Maksl, Ashley,& Craft, 2019). Therefore, Taiwan's literacy education can reconsider the suggestions of scholars such as James Potter, David Buckingham, Renee Hobbs, etc., under the framework, break through the theoretical limits, and promote practical media literacy education in the classroom.

Table 7: Rethinking the Issues of Taiwan News Literacy

Item	Course planning suggestions	Teaching suggestions
one	It is recommended to complete the curriculum framework under the definition of literacy	Unified teaching materials Teachers supplement their lesson plans
two	Suggest a complete training of media literacy teachers	Regularly promote media literacy training courses with specific teaching policies
three	Breakthrough the limitations of literacy theory and incorporate information education content.	The education teacher is based on the theoretical framework as a tool to train students to find news reading and critical information education methods and answers.

Tabulation: Huang Chao Hsi

5. Conclusions and recommendations

People's reliance on the media brings convenience to life, but it also increases many negative impacts. The purpose of actively promoting news literacy in various countries is to help young schoolchildren to flourish in the media and have the proper use of technology, information, and media. Conduct various media knowledge, reading, and criticism, and be able to reflect on issues of technology, information, and media ethics. This article quite affirms the active planning and promotion of news literacy by the Ministry of Education in Taiwan, and it not only shows that Taiwan has a group of mission policymakers and communication education scholars. The promotion of news literacy in Taiwan is nothing more than to improve the critical and cognitive ability of news literacy, and it can also use the media. It has a sound line in the policy of promoting news literacy. However, in the environment of numerous media in Taiwan, scholars believe that the identification of fake news, alternative facts, and false information news reports should be based on accurate facts, not the media and reporters, but the opinions of the readers, so scholars Potter believes that news media recognize Reading refers to the knowledge and motivation required to identify and participate in journalism. The three components of media literacy are skills, knowledge structures, and personal locus, so they can read media. People who think deeply about their media experience believe that they can control the influence of the media and master the content of the media. This article also analyzes the media literacy ideas of scholar McDougall, J., education authorities should formulate practical strategies to use media literacy to cultivate young people's understanding and resistance to "fake news". Renee Hobbs is researching and examining teacher education methods in media literacy education, measuring teachers' motivations and how to influence them, and integrating digital tools and media literacy concepts into the curriculum. Taiwan promotes youth media literacy, but in fact, there is still a long way to go. This article finally suggests that the Ministry of Education should conduct a survey of all youth and teachers' news literacy and measure how teachers' motivations affect them The practice of integrating digital tools and media literacy

concepts into the curriculum. News literacy must pay attention to media language, performance, the news industry, and audiences. It is recommended to understand news texts and analyze them through reading and writing training and create your own For media writing, media literacy has its unique knowledge and skills. To solve the prejudice, truth, and falsehood issues in news, systematic methods must be implemented to improve news literacy.

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