

The Shaping and Challenge of Short Video Communication To University Students' Learning Habits

Li Lisha and Wei Hui Suan

Abstract – With its advantages of rapid dissemination, high information density and rich content, short video has been widely popularized among university students and has a profound impact on their learning habits. Based on the characteristics of short video, this paper discusses its role in shaping university students' learning habits and the challenges they face. From a positive perspective, short videos expand the channels for university students to acquire knowledge and make their learning content more diversified; It cultivates fragmented learning ability and improves students' ability to learn efficiently in short time. At the same time, it enhances the ability of information screening and integration, so that university students can quickly extract key information in the face of massive information. However, the transmission mode of short video also brings many challenges, including information fragmentation may lead to difficulties in the construction of knowledge system, affecting deep learning; The tendency of entertainment may reduce the concentration of learning and lead to the distraction of learning attention; In addition, false or one-sided information in short videos may mislead students' learning direction and affect their academic judgment. Therefore, this paper puts forward targeted strategies, such as strengthening information literacy education to improve university students' ability of information screening; Advocate deep learning mode and encourage students to systematically learn with short videos; Optimize the short video content recommendation mechanism and guide university students to access more high-quality educational content. Through these strategies, the purpose is to help university students develop good learning habits in the era of short video news and improve their independent learning ability, so as to achieve efficient and sustainable learning development.

Keywords – Short video, University students, Study habits, Fragmentation

I. INTRODUCTION

With the rapid development of mobile Internet technology, short video has become one of the important forms of information dissemination. With its concise, intuitive and vivid features, short videos have attracted a large audience, especially the college student group that pursues new things and is highly dependent on the Internet. College students are in a critical period of learning and growth, and the formation of study habits is crucial to their academic development and personal growth. The wide dissemination of short videos has brought new opportunities and challenges to college students' learning, and an in-depth study of their shaping and challenges to college students' learning habits is of great practical significance in guiding college students to make reasonable

use of short video resources and cultivate good learning habits.

II. PROBLEM STATEMENT

1. In what specific aspects have short videos played a positive role in shaping college students' study habits? How is its mechanism of action realized through paths such as information dissemination and interaction forms?

Under the wave of digital learning, short videos, with their fragmented and visual dissemination characteristics, are reshaping the learning mode of college students. Specifically, how do short videos stimulate college students' habit of making use of fragmented time for learning through the frequent updates of knowledge popularization accounts and the personalized explanations of education bloggers? How do the socialized interaction forms such as the interactive comment section and bullet screen communication promote college students to ask questions actively and share their learning experiences, thereby forming a virtuous learning cycle? From the perspective of information dissemination, can the algorithmic recommendation mechanism of short videos precisely match the learning needs of college students and guide them to establish a systematic learning path? These are all the key points for exploring the positive shaping role and mechanism of short videos.

2. What are the main challenges that short videos pose to college students' study habits? What negative impacts have these challenges caused in terms of distraction, fragmented acceptance of knowledge, and depth of learning?

The entertaining content and immediate feedback mechanism of short videos can easily trap college students in the time black hole of "watching videos". At the level of attention, how do the frequently switching images and intense audio-visual stimulation in short videos interfere with college students' concentration in traditional learning scenarios? In terms of accepting fragmented knowledge, short videos simplify complex knowledge into content that lasts only a few minutes or even tens of seconds. Does this lead college students to develop a superficial learning attitude and find it difficult to deeply understand the knowledge system? From the perspective of learning depth, does the immediate satisfaction brought by short videos weaken college students' interest and ability in traditional learning methods such as long text reading and in-depth thinking? The specific manifestations and formation paths of these negative impacts urgently need to be deeply explored.

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3. *What targeted measures can college students take to make reasonable use of short videos to positively shape their study habits and effectively deal with the challenges they bring?*

Facing the complex influence of short videos on college students' learning habits, multi-party collaborative guidance is of vital importance. At the school level, can we help students enhance their information discrimination ability and self-study ability by offering media literacy courses and building a campus short video learning platform? How can teachers integrate short video resources into classroom design in their teaching and give full play to their auxiliary role in teaching? How can parents establish a communication mechanism with college students, respecting their personal space while reasonably supervising the use of short videos? The specific intervention strategies of these entities, as well as the difficulties and optimization directions during the implementation of these strategies, are all key to solving the problems of short video learning.

III. LITERATURE REVIEW

In today's digital age, short videos have become an important part of college students' daily lives, and their influence on college students' learning habits has attracted much attention from the academic circle. Many scholars have deeply explored the performance of short videos in shaping and challenging college students' learning habits from different perspectives.

Some scholars focus on the positive effect of short videos on the learning habits of college students. In "Research on the Role of Short Videos in College Students' Knowledge Acquisition", it is pointed out that short videos, with their intuitive and vivid presentation methods, can present complex knowledge in a simple and understandable form to college students, helping them better understand professional knowledge. For instance, when explaining the derivation of complex formulas in advanced mathematics, relevant short videos demonstrate and explain in detail through animations, making the originally abstract knowledge concrete and enhancing the learning efficiency of college students. The article "Analysis of the Paths for College Students to Promote Autonomous Learning through Short Videos" mentions that the abundant learning resources on short video platforms, such as clips of open courses from prestigious universities and videos explaining subject knowledge, have stimulated college students' interest in autonomous learning, encouraging them to actively explore knowledge and gradually develop the habit of autonomous learning.

However, many studies have also revealed the negative impact that short videos have on college students' study habits. Some studies have pointed out that the fragmented and jumping content characteristics of short videos can easily distract college students' attention, making it difficult for them to maintain long-term concentration during the learning process (Luo, K. L. 2021). Long-term exposure to short videos has made college students accustomed to the rapidly changing information

stimulation. When facing traditional learning materials that require in-depth reading and thinking, it is difficult for them to concentrate, and their learning efficiency has dropped significantly. Even some scholars have pointed out that some college students have an addiction to short videos, spending a lot of time watching them, which seriously occupies their study time, disrupts their normal study plans, and thus affects the formation of good study habits.

Based on the existing literature, the influence of short videos on college students' learning habits presents a complex situation. It not only has a positive shaping effect but also brings challenges that cannot be ignored. Future research can further focus on how to guide college students to make rational use of short videos, seek benefits and avoid harms, and enable them to better serve the learning and growth of college students.

IV. METHOD

Literature research method

The search was conducted through domestic databases such as China National Knowledge Infrastructure (CNKI), Wanfang Data Knowledge Service Platform, and VIP Journal Resource Integration Service Platform, using keywords in both Chinese and English such as "short videos", "College students' learning habits", "learning behaviours", and "online education". Comprehensively collect academic journal articles, dissertations, research reports and other literature materials related to the application of short videos in the field of education and the changes in college students' learning habits both at home and abroad. The collected literature was classified and sorted out, and the theoretical basis, research perspective, research conclusion and existing deficiencies of the existing research were analysed in depth, so as to provide theoretical support for this research, clarify the research direction and innovation points, avoid repetitive research, and ensure the scientificity and cutting-edge nature of the research.

Case Analysis method

Select representative short-video platforms such as Douyin, Bilibili, and Kuaishou, and screen out short video cases that are widely spread among college students and related to the learning content, including different types such as knowledge popularization, skills training, and course explanation. Meanwhile, typical cases of some universities using short videos to carry out teaching, ideological and political education and other activities are collected. For instance, some university counsellors conduct online ideological and political work through short video accounts, as well as some successful practices of university teachers using short video platforms to assist in course teaching. Conduct an in-depth analysis of the content forms, dissemination methods, interaction characteristics of short videos in these cases, as well as the learning behaviours of college students during their exposure to these short videos, and summarize the specific

patterns and effects of short videos influencing college students' learning habits.

Interview method

College students of different majors, grades and academic performances were selected as the interviewees, and a semi-structured interview outline was formulated. The interview content focuses on the frequency, purpose and preference of college students' daily use of short videos, the changes in their learning habits before and after exposure to short videos, such as changes in learning time allocation, learning method selection, learning attention, etc., as well as their views and suggestions on short video-assisted learning. Through face-to-face interviews, online video interviews and other methods, in-depth exchanges are conducted with the interviewees to explore college students' subjective cognition and personal experience of the relationship between short videos and learning habits, obtain rich qualitative data, and deeply understand the influence mechanism of short videos on college students' learning habits from an individual perspective.

Observation method

Observe the behavioural performance of college students in using short videos during the process of autonomous learning in learning places such as classrooms, libraries and self-study rooms in colleges and universities. Record the scenarios, duration, usage frequency of short videos used by college students, as well as their concentration and interactive behaviours (such as liking, commenting, and sharing) during the process of watching short videos. Meanwhile, observe the responses and participation of college students in the classroom when teachers introduce short video teaching content, and analyse the actual impact of short videos on college students' learning habits in different learning scenarios. In addition, the role of short videos in college students' learning and social interaction can be further understood by observing the discussions and dissemination behaviours of short video learning content among college students on social media platforms.

V. FINDINGS

The Shaping of College Students' Study Habits by Short Videos

Promote the popularization of video in learning styles

While traditional learning methods rely mainly on textual reading, classroom lectures or hands-on practice, the popularity of short videos is accelerating the trend towards "video-based learning". Short videos can enhance the visualization of knowledge through multimodal information such as images, animations, subtitles and voiceovers, making abstract concepts more intuitive. For example, in physics learning, short videos can use animation to demonstrate the principles of mechanics, making it easier for students to understand abstract physical

formulas; in medical learning, short videos can show the structure of the human body intuitively through 3D anatomical animation, enhancing the learning experience. In addition, many college students, when encountering complex concepts or difficult to understand course content, often search for relevant explanations on short video platforms, such as B station, Jitter, YouTube, etc. This approach is more intuitive and easier to digest than the traditional textual explanations in books. However, although short videos provide a more vivid learning experience, over-reliance on video-based learning may reduce college students' ability to read in depth and think independently, making learning habits tend to passively accept information rather than actively explore knowledge.

Facilitate the promotion of fragmented use of learning time

One of the core features of short videos is "short and concise", which fits with the fast-paced life of college students, and the simplicity and convenience of short videos make them an ideal tool for college students' fragmented learning. Compared with traditional classroom teaching or long articles, short videos can present the main points of knowledge in a few minutes or even tens of seconds, so that students can learn efficiently in fragmented time. Many college students will brush short videos while waiting for the bus, queuing up, eating or before going to bed, and use fragmented time to watch learning content. The advantages of this learning mode are low threshold, easy access, and anytime, anywhere learning, which satisfy college students' needs for efficient learning. Long-term fragmented learning helps college students develop the ability to utilize time efficiently and learn to accumulate knowledge in fragmented time. At the same time, the diversified content of short videos also prompts college students to continuously adjust their learning styles to adapt to the rapid acquisition and absorption of different types of knowledge, which further enhances their ability to learn in a fragmented manner.

Constructing a model of convenient access to learning resources

Short video platform breaks the time and space limitations of traditional learning resources access, helping college students to develop the habit of acquiring knowledge at any time. In the face of the massive amount of short video information, college students need to learn to filter out valuable content (Qiu, X. J. 2021). In this process, they gradually develop sensitivity and judgment of information, and are able to quickly identify important news and information according to their learning needs and interests. In addition, in order to better understand and apply what they have learned, college students also need to integrate the short video information screened. For example, when focusing on a hot social event, they will collect information from short video reports from multiple perspectives and comprehensively analyse the cause, development and impact of the event, so as to form a comprehensive and in-depth understanding of the event. The enhancement of this information screening and

integration ability is of great significance to college students' learning and future development.

Taking BeiliBeili as an example, the platform not only has a large number of short video slices of open courses in colleges and universities, but also covers various kinds of dry videos for preparation of vocational qualification exams. College students can gradually form the habit of browsing high-quality learning resources on a regular basis by favoriting and paying attention to relevant accounts. On platforms such as Jittery Voice and WeChat Video, short videos such as "Daily English Punch Card" and "Exam Politics Knowledge Points" are regularly updated to guide students to establish the habit of actively acquiring knowledge in fragmented time. This convenient way of acquiring resources makes learning no longer limited to the classroom and books, and gradually becomes a natural behaviour in the daily life of college students.

Fostering Diversity in Learning Interactions

Short videos have prompted college students to move from single to multiple learning styles, forming flexible and diverse learning habits. College students can pay attention to learning bloggers, online teachers and subject experts on short video platforms, ask questions, communicate and share learning experiences in the comment section, and even interact with the lecturers in real time through pop-ups and miking. For example, in the process of exam preparation, many college students will use short videos to obtain efficient study methods, problem analysis, test tips, and exchange preparation experience with other candidates in the comment section. This socialized learning method not only increases the fun of learning, but also improves students' sense of participation. In addition, short videos also encourage users to participate in content creation, and many college students will record their own learning tips, problem solving skills or experience sharing short videos, forming a "learning-thinking-teaching" cycle, which helps to deepen the understanding of knowledge and improve learning initiative. However, the socialization of learning through short videos may also bring some drawbacks, such as over-reliance on online evaluations and being misled by non-professional information, etc. Therefore, college students need to maintain critical thinking and screen the authenticity and authority of information when using short videos for learning.

College students can make use of the time between classes, commuting and other spare time to watch short videos, and normalize the "plug and play" style of learning. For example, many students have developed the habit of watching short videos of TED talks during breakfast time to expand their minds. At the same time, the interactive attributes of short videos make learning no longer a one-way reception. Students ask questions in the comment section, participate in topic discussions, interact with the creator and other learners, and gradually develop the habit of active communication and sharing learning experiences. The "Code Challenge" activity initiated by some programming learning short video bloggers attracts a large number of students to participate in the interaction, which improves their programming practice ability and

strengthens their habit of taking the initiative to participate in learning and problem solving.

Stimulate interest in learning sustained enhancement

Short videos stimulate college students' interest in learning through vivid and interesting presentation forms, and then shape the habit of active learning. In the field of history learning, the creators have transformed boring historical knowledge into interesting stories through drama interpretation and animation, so that students can have a strong interest in history, actively search for more related knowledge, and form the habit of continuous learning. Natural science short videos use special effects to show the microscopic world and simulate the movement of celestial bodies, making abstract knowledge intuitive and easy to understand, stimulating students' curiosity about science, and pushing them to actively explore the mysteries of science. When students become interested in a certain subject due to short videos, they will actively pay attention to related content updates and gradually develop the habit of independent learning and continuous research.

Challenges of short videos to college students' learning habits

The high-intensity information stimulation and algorithmic recommendation mechanism of short videos, while allowing college students to quickly access content of interest, are also prone to problems such as distraction and loss of concentration. Short videos usually use fast editing, strong contrasting images, and intense soundtracks to attract viewers, making college students accustomed to short-term information input, which in turn may affect their patience and concentration during long learning tasks.

Systematic construction of impact learning styles

Short videos are presented with fragmented and jumping content, which is in conflict with the traditional systematic learning method. When watching short videos, college students are exposed to fragmented knowledge points, making it difficult to form a complete knowledge system. For example, short videos of history often focus on a historical event or character, and lack of historical development, students rely on this kind of content for a long time, will gradually lose the ability to systematically summarize and integrate knowledge, and it is difficult to adapt to the professional courses that require in-depth research and systematic learning.

Interferes with planning of learning time and focus retention

The algorithmic recommendation mechanism of short video platforms constantly pushes new content, making it very easy for college students to fall into the cycle of "brushing videos", leading to serious fragmentation and disorganization of study time (Zhao, H. Y., & Liu, M. Y. 2021). The whole block of time originally used for centralized learning may be cut into multiple small segments for watching short videos, making it difficult to

ensure the coherence and concentration of learning. In addition, the high-frequency stimulating images and sound effects of short videos make the brain accustomed to the fast-paced reception of information, and when it returns to the learning tasks that require a long period of concentration, students are prone to laxity of attention and difficulty in concentrating for a long period of time, thus affecting the learning efficiency.

Increasing the difficulty of screening learning resources and the risk of knowledge acquisition

The content of short video platforms is complicated and of varying quality, and college students face greater screening pressure when accessing learning resources. In order to attract traffic, some creators may add exaggerated and erroneous information in their videos, while students who lack sufficient media literacy and professional knowledge can hardly recognize the authenticity and value of the content, and are prone to accept misinformation, which is misleading to the construction of a correct knowledge system. At the same time, a large number of entertaining and low-quality short videos flood the platform, distracting students' attention from quality learning resources, leading to the flooding of truly valuable learning content and increasing the difficulty for students to access effective learning resources.

Weakening the depth of learning interactions and the development of autonomy

Although short videos have an interactive function, this interaction mostly stays at a shallow level of likes, comments and simple questions and answers. Compared with traditional classroom discussions, academic exchanges and other in-depth interactions, the interactions on the short video platform lack systematicity and discursiveness, making it difficult to stimulate students to think deeply and develop critical thinking. In addition, in the short video learning process, students are more passive to accept the information transmitted by the creators, and lack the opportunity for active inquiry and self-expression, which in the long run will weaken students' autonomy and independent thinking ability in learning, and is not conducive to the cultivation of students' academic ability and innovation ability.

Influencing the persistence and rational development of interest in learning

Short videos attract students' attention through strong visual impact and emotional rendering, but this kind of learning interest based on sensory stimulation is often difficult to sustain (Qin, Y. 2022). When students get used to the instant gratification brought by short videos, they will lose patience and interest in the learning content that requires a lot of time and effort and gradual progress. Moreover, some short videos are overly entertaining to cater to the public taste, which may make students have one-sided and wrong perception of learning, unable to rationally understand the essence and meaning of learning,

and affect the healthy and sustainable development of learning interest.

VI. DISCUSSION

Establishing a correct perception of short video learning

College students need to be clear about the auxiliary position of short videos in learning, and avoid taking them as the main way of learning. Aware of the fragmented nature of short videos, they should take the initiative to establish a sense of knowledge integration, so as to prevent the fragmentation of the knowledge system due to over-reliance on short videos. For example, after watching short videos of historical events, take the initiative to consult professional books, sort out the historical lineage, and systematize fragmented knowledge. At the same time, maintain rational judgment, do not blindly accept the views and information in short videos, and learn to use critical thinking to examine the accuracy and value of the content to avoid being misled.

Develop scientific learning planning and time management

Make a detailed study plan and reasonably allocate the time for watching short videos and other study tasks. You can use the "tomato work method" to divide the study time into focused study periods and short video study periods, such as every 45 minutes of focused study, using 10 - 15 minutes to watch learning short videos as a way of knowledge supplementation and relaxation. Set an upper limit of time for watching short videos per day, such as no more than 1 hour, and strictly enforce it. In addition, according to the course learning progress and their own knowledge weaknesses, targeted selection of short video content, to ensure that watching short videos is to assist in solving learning problems and improve learning efficiency.

Enhance information screening and deep learning capabilities

Enhance their media literacy and master the methods of screening quality learning short videos. Give priority to content released by official organizations, professional scholars or famous education bloggers, and judge the quality of videos by checking the number of likes, comments and retweets of the videos, as well as by referring to the evaluations of other users. During the viewing process, take the initiative to process the knowledge in depth, such as making notes, summarizing key points, drawing mind maps, and making connections between the knowledge in the short videos and the existing knowledge system. After watching, further expand your learning by consulting information and discussing with classmates, etc., so as to transform fragmented knowledge into systematic and in-depth understanding, and avoid superficiality.

Active participation in learning interactions and content creation

Actively utilize the interactive functions of the short

video platform, raise questions and share insights in the comment section, and communicate and discuss with creators and other learners to deepen the understanding of knowledge. Participate in the discussion of learning topics and knowledge challenges organized by the platform to stimulate learning interest and initiative in the interaction. In addition, try to create your own learning short videos to organize and output the knowledge you have learned. In the process of creation, not only can strengthen the mastery of knowledge, but also exercise logical thinking and expression ability, further enhance the learning effect, while providing quality content for other learners, forming a good interactive learning cycle.

Developing self-discipline and continuous learning habits

Enhance self-restraint, resist the temptation of entertaining content in short videos, and strictly abide by the study plan and time schedule set. When watching short videos interferes with normal study, reflect on and adjust your usage habits. Make watching short videos as a regular part of daily study and gradually develop regular study habits. At the same time, maintain the enthusiasm and curiosity for learning, pay attention to short videos related to professional learning and personal growth, update the knowledge reserve, and realize the goal of using short videos to assist learning and self-improvement in the long-term persistence.

VII. CONCLUSION

Short video communication shapes and challenges college students' learning habits. It expands knowledge acquisition channels for college students, cultivates fragmented learning ability, improves information screening and integration ability, and stimulates learning interest and initiative; however, it also brings problems such as information fragmentation, entertainment tendency, false information dissemination and over-reliance, which have certain negative impacts on college students' learning habits and learning effects. By strengthening media literacy education, cultivating critical thinking, guiding the reasonable use of time and encouraging in-depth reading and learning, and other strategies, college students can be guided to make proper use of short videos, give full play to their advantages and overcome their shortcomings, so as to promote college students to develop good learning habits, improve their learning ability and comprehensive quality, and better adapt to the development needs of the information age. In future research, it is also necessary to pay further attention to the new trends and characteristics of short videos' dissemination, as well as their continuous impact on college students' learning and life, and constantly explore effective methods and approaches to guide college students to make reasonable use of short videos.

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