

**Exploring the relationships of academic learning conceptions and approaches :
Taking the university students of mass communication as an example**

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***Abstract:** Previous research has established a close link between students' conception of learning and approaches to learning. But, nearly quantitative studies have investigated to the discipline of mass communication. This study sought to address this gap in the literature by assessing these possible relationships empirically through the development of two questionnaires: The Conceptions of Learning Mass Communication (CLMC) questionnaire, the Approaches to Learning Mass Communication (ALMC) questionnaire. The questionnaire responses gathered from 338 university students in Taiwan were utilized to elicit such relationships. The results were entered into a regression analysis to elicit relations between students' conceptions of learning, and approaches to learning of the mass communication. The study finding of learning Conception such as "memorizing" and "testing" were also found to have effects on the surface approaches to learning mass communication; The students' learning conceptions such as "WSF" and "PMC" had to adopt surface and deep approaches to learning mass communication. The overall findings of the present study revealed that students' learning conceptions had a tendency to adopt deep approaches to learning mass communication.*

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