Social Sciences and Humanities
ISSN Print: 3104-4328
ISSN Online: 3104-4336
CD ISSN: 3104-4344
https://doi.org/10.63313/SSH.9118

Research on the Digital and Media Literacy of Adolescents under the Background of Artificial Intelligence: Current Situation and Educational Path

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How to cite this paper: Lu, Q., & Meng, Y. (2026). Research on the Digital and Media Literacy of Adolescents under the Background of Artificial Intelligence: Current Situation and Educational Path. Social Sciences and Humanities, 4(3), 70–81. ISSN Print: 3104-4328, ISSN Online: 3104-4336.
https://doi.org/10.63313/SSH.9118
Published: 2026-07-20

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Abstract

The use of digital technology immerses young people in the online environment of "digital survival", which not only changes their lifestyle, learning mode, and social form, but also affects their values, technological perception, thinking mode, and cultural identity. Starting from the "scenario" of ubiquitous and young age exposure to digital intelligence among young people, based on the perspectives of value orientation, media scenarios, and digital abilities, this paper proposes the "digital intelligence media literacy" of young people, analyzes the types of "network media literacy", and conducts a survey on the "digital intelligence media literacy" of young people through a questionnaire. Finally, analyze the form of youth digital literacy education led by "school+family" and coordinated development, and promote a new pattern of Chinese style youth network literacy education.

Keywords

Digital-Intelligent Communication; Generative Artificial Intelligence; Online Literacy Education; Digital-Intelligent Media Literacy

1. Introduction

The world today is facing profound changes unseen in a century. In the digital-intelligent era, technologies such as artificial intelligence, big data, blockchain, and 5G are reshaping social development. Against the background of internet-based communication, ideas and cultures at home and abroad exchange, integrate, and collide, providing adolescents with information supply and interaction modes characterized by rich carriers, social interaction, diverse media, and plural symbolic forms. In the spring of 2025, the DeepSeek model became popular worldwide. Generative artificial intelligence represented by

DeepSeek has been deeply embedded in adolescents' learning and social scenarios. The trend toward younger DeepSeek users is evident, and the daily number of adolescent dialogues has exceeded 30 million. Adolescents' media literacy now faces new challenges such as information identification, algorithmic dependence, and ethical issues.

General Secretary Xi Jinping has pointed out that "artificial intelligence is an important driving force leading a new round of scientific and technological revolution and industrial transformation; it is profoundly changing the ways people produce, live, and learn, and is pushing human society toward an intelligent era of human-machine collaboration, cross-boundary integration, co-creation, and sharing." At the same time, the Third Plenary Session of the 20th CPC Central Committee explicitly called for deepening comprehensive reform in education and accelerating digital transformation in education. The National Education Conference also emphasized the need to improve adolescents' core competencies and innovation abilities in the new era. How to translate these major strategic arrangements into practice, guide adolescents in the proper use of new technologies, and improve their digital-intelligent media literacy has become an urgent issue.

2. Literature Review

2.1. The Digital-Intelligent Era: Changes in the Online Communication Scenarios Facing Adolescents and the Connotation and Boundaries of Online Literacy

In the digital-intelligent era, technologies such as artificial intelligence, big data, blockchain, and 5G are reshaping social development. Data-driven and intelligence-driven technologies, especially generative artificial intelligence, have brought a series of profound impacts to existing communication systems and have reshaped the online information environment and media landscape for adolescents. Information technology has created different "scenarios," changing the media and speech environments in which adolescents operate online.

2.1.1. AI Media Exposure: The Ubiquitous and Younger-Age Exposure of Adolescents to Artificial Intelligence

Since OpenAI launched ChatGPT in November 2022, generative artificial intelligence has risen rapidly and demonstrated remarkable potential. The year 2024 marked the first year of large-scale AI application, with the industry entering a period of explosive growth. A survey report jointly released by Houlang Research Institute and 36Kr shows that more than 95% of Generation Z youth have used AI tools, and those born after 2005 are, in effect, 100% AI experiencers. Overall, those born after 2000 are the most familiar with AI. The survey indicates that young people's familiarity with AI is inversely related to age:

the younger they are, the more proficiently they master AI. Among young people, students most commonly use AI tools for search and statistics [1]. According to QuestMobile's "2024 First-Half AIGC App Traffic and Scenario Research Report," the AIGC industry ranked first in year-on-year growth in monthly active users. As of January 2024, the user scale of the top ten AIGC apps reached 53.76 million, a year-on-year increase of 3,725%, with the main users being young people aged 25 to 35. Adolescents account for a very large share of AIGC application traffic [2]. AIGC applications cover tools, social networking, and other scenarios, and are embedded in education, social interaction, toys, and related industries, including children's educational hardware, children's media use, children's toys, and children's games. This has made adolescents' exposure to digital intelligence both younger in age and more ubiquitous.

2.1.2. AI Media Use: Adolescents Directly Facing AI Use Scenarios

As a group that has grown up in the digital era, adolescents have their own understanding of digital-intelligent trends. In December 2023, the Shanghai Academy of Social Sciences conducted an online survey of 2,000 young people. When asked about the popularization of artificial intelligence and its impacts, more than 60% of respondents said they would receive training in the use of generative AI tools, and about 50% said they would learn new specialties that are less likely to be replaced by AI and open up alternative career paths. The renewal and iteration of digital technologies profoundly affect young people's study and life. Many young people believe that the abilities they most need to improve in the digital era include data analysis and processing, the use of online tools, learning ability, and innovation ability [3]. The intelligentization of media technology scenarios and the mobilization of media terminal scenarios have expanded adolescents' online contact and enriched their online speech ecology. As users of artificial intelligence products, adolescents have diverse choices of AI tools. Media connect individuals across boundaries, enabling adolescents to move beyond the boundaries of age and social circles and enter the broad current of AI media use.

2.1.3. AI Media Influence: New Traffic and Utility Crises Driven by Technology

While new technologies create more convenience and opportunities for social development, they also bring disruptive impacts. Generative AI tools and applications, including text generation, text-to-image generation, and text-to-video generation, have successively emerged and are affecting adolescents' learning and daily lives. For example, AIGC-based virtual interaction can produce a crisis of trust by fabricating reality, a copyright crisis due to unclear creative authorship, a pan-entertainment crisis amid technological carnival, and a manipulation crisis involving social robots. Some adolescents

overuse AI learning tools, allowing them to occupy their learning and living space. Adolescents may also become dependent on AI technologies and derivative products; many are absorbed in practices such as "AI fortune-telling" and AI character companions, developing forms of "digital dependence" or "AI dependence." In addition, AI-based recommendations of learning resources may encourage lazy thinking and poor habits among adolescents. AI technologies also involve risks of stealing or misusing users' personal information and privacy.

2.2. Interpreting Models of Adolescent Online Literacy Education amid Scenario Change

2.2.1. Theoretical Level

Online literacy refers to the comprehensive ability of internet users to correctly use and effectively utilize the internet on the basis of understanding online knowledge, and to rationally use online information for personal development [4]. Adolescents' online literacy is reflected in their basic ability to adapt to the internet era and their comprehensive ability to understand and use online tools. Online literacy is a comprehensive ability through which individuals use the internet for learning, work, communication, and development in online society; it is a capability system formed by the organic integration of information technology, ideology, cultural accumulation, and mental capacity [5]. The connotation of adolescent online literacy education evolves with changes in online media. Its educational orientation is reflected in improving adolescents' ability to distinguish online information, strengthening online norms and moral cultivation, making overall plans for adolescent online literacy education, and encouraging adolescents to rationally use online information in service of their own growth.

2.2.2. Policy Level

Digital literacy and skills have become indispensable core competencies for adolescents. In 2018, the Ministry of Education issued the "Emergency Notice on Education and Guidance for Preventing Minors from Becoming Addicted to the Internet," but no related systematic policy was introduced at that time. Information literacy has received attention as part of the "Core Competencies and Values for Chinese Students' Development," which states that information awareness means being able to consciously and effectively obtain, evaluate, identify, and use information; possessing the capacity for digital existence; actively adapting to trends in social informatization such as "Internet Plus"; and having awareness of online ethics, morality, and information security.

2.2.3. Adolescent Subject Level

At the current stage, adolescents are mainly composed of those born after 2000.

They are a group with strong individuality, a focus on inner pleasure and circle-based identity, and diversified interests. Their growth has accompanied the development of digital-intelligent technologies, and their familiarity with and access to AIGC far exceed those of other age groups.

3. The Connotation and Survey of Adolescent Digital-Intelligent Media Literacy in the Context of Ubiquitous AI

3.1. The Connotation of Adolescent Digital Media Literacy

Media literacy refers to people's ability to interpret and critically evaluate various media messages, as well as their ability to use media information for personal life and social development[7]. Relevant scholars have summarized media literacy education from four aspects: media characteristics, characteristics of media information, media ecology and organization, and audience behavior management. Starting from the concept of media literacy and combining it with the historical context of digital-intelligent communication, this paper proposes "digital-intelligent media literacy" based on adolescents' use of digital-intelligent media. Drawing on online media literacy, it explains the types of digital-intelligent media literacy across five dimensions: digital-intelligent media use literacy, digital-intelligent media information consumption literacy, digital-intelligent media information production literacy, digital-intelligent media social communication literacy, and digital-intelligent media social collaboration and participation literacy. Analysis of adolescents' digital-intelligent media literacy covers their cognition of digital-intelligent media, critical response to digital-intelligent information, self-management of digital-intelligent media exposure, awareness of using digital-intelligent media for self-development, safety awareness in digital-intelligent media use, and moral literacy.

Table 1. Interpretation of Digital-Intelligent Media Literacy

No.	Online Media Literacy Type	Digital-Intelligent Media Literacy Type	Digital-Intelligent Information Contact	Interpretation
1	Online media use literacy	Digital-intelligent media use literacy	Channels and processes of information reception	The basic ability to use media is one of the fundamental elements of media literacy. Digital-intelligent media use literacy explores adolescents' reasonable and lawful use of new digital-intelligent technologies and applications. It includes AIGC media such as Doubao, ERNIE Bot, Tiangong, and iFLYTEK Spark, as well as sharing and social platforms that involve digital-intelligent communication technologies, such as short-video platforms, livestreaming platforms, and Xiaohongshu.
2	Online information consumption literacy	Digital-intelligent media information consumption literacy	Information feedback, processing, and production	This discussion explores the information literacy of young people in the context of digital media. It examines their abilities to select, evaluate, and discern information, as well as their capacity to identify the authenticity, timeliness, and credibility of information. Additionally, it addresses their ability to critically interpret information. Social media

3	Online information production literacy	Digital-intelligent media information production literacy		creates more opportunities for public discourse. Therefore, young people should be cautious about the information they share, especially when using AIGC tools to create content. This responsibility includes verifying the accuracy of information and considering the social impact of one's own messages and statements.
4	Online social communication literacy	Digital-intelligent media social communication literacy	Active participation and construction of the media environment	Liu Xiaochun, director of the Internet Rule of Law Research Center at the University of Chinese Academy of Social Sciences, believes that "in the already arrived era of artificial intelligence, the empowerment of technology for minors may reach unprecedented heights. Minors are likely to rapidly transform from audiences of the online ecosystem into active participants, creators, and ecosystem shapers. Therefore, the process of young people actively participating in and constructing the media environment, namely 'digital media social communication literacy' and 'digital media social collaboration and social participation literacy,' reflects aspects such as the selection of media communication partners and circles, the maintenance of social networks, respect for the rights of others, and the understanding of the boundaries and limits of digital technology use (such as the protection of intellectual property rights) among young people."
5	Online social collaboration and participation	Digital-intelligent media social collaboration and participation literacy		

3.2. Survey of Adolescent Digital-Intelligent Media Literacy

The survey analysis of of adolescent digital-intelligent media literacy covers adolescents' cognition of digital-intelligent media, their critical responses to digital-intelligent information, and their self-management of digital-intelligent media exposure. The specific analytical framework is as follows:

- Adolescents' cognition of generative artificial intelligence;
- A survey of adolescents' use of generative artificial intelligence;
- An analysis of adolescents' attitudes toward generative artificial intelligence,
- such as their attitudes toward using generative AI for homework and academic research;
- Adolescents' normative cognition of generative AI use, including whether generative AI requires governance, whether legislation should be introduced as soon as possible, and whether generative AI has ethical boundaries.

Based on the above questionnaire design framework, this study used a questionnaire survey to collect research data. Respondents were recruited through targeted distribution to adolescent groups and through snowball sampling. The questionnaire was collected from September 10, 2024 to December 10, 2024. A total of 208 questionnaires were received. After excluding samples that did not meet the research criteria, especially those whose age did not fall within the adolescent category, 178 valid questionnaires remained. The questionnaire adopted the commonly used five-point Likert scale. The relevant data analysis is as follows.

3.2.1. Basic Description of Sample Data

From the perspective of digital-intelligent media use literacy, adolescents have relatively widespread awareness of generative AI: 65.74% of respondents reported that they "understand" generative AI, and 61.25% reported that they "habitually use" generative AI products. The generative AI models actually downloaded and

used include large language models represented by ChatGPT (77.78%), as well as popular domestic products such as Doubao, ERNIE Bot, Tiangong, iFLYTEK Spark, Kimi intelligent assistant, and Xingye (63.89%), showing that domestic AI models have a certain degree of recognition among adolescents. More than 90% of respondents have used generative AI media. In terms of usage purposes, text-generation models and domestic models are dominant, mainly for learning and work tools, such as searching for materials, and for writing textual materials.

From the perspective of digital-intelligent media information consumption and production literacy, 64.81% of adolescents tend to be "satisfied" with generative AI, and 72.22% believe that generative AI has had a positive impact on their personal lives. However, adolescents differ in their views on the purposes for which generative AI should be used. Among respondents, 48.1% support the use of generative AI for homework, 27.78% oppose its involvement in homework writing, and as many as 25.93% hold a neutral attitude. Regarding the involvement of generative AI in scientific research, the proportions of support and opposition are close to 1:1. Whether generative AI should be involved in academic research among adolescents therefore requires further discussion.

From the perspective of digital-intelligent media social collaboration and participation literacy, adolescents have relatively clear awareness of generative AI regulation. In the source text, 63.89% and 76.85% of respondents are both reported as believing that generative AI on online platforms requires governance. In addition, 79.63% of respondents believe that generative AI has ethical boundaries and should comply with ethical norms.

3.2.2. Correlation Analysis Between Media Use and Digital-Intelligent Media Literacy

Table 2. Pearson Correlation between Generative AI Media Use and Attitude toward Generative AI

Pearson Correlation - Standard Format	
	Attitude Toward Generative AI
Degree of generative AI media use	0.361**
* p<0.05 ** p<0.01	

Correlation analysis was used to study the relationship between respondents' "attitude toward generative AI" and their "degree of generative AI media use," with the Pearson correlation coefficient used to indicate the strength of the relationship. The analysis shows that the correlation coefficient between the two variables is 0.361 and is significant at the 0.01 level, indicating a significant positive correlation. In other words, the more proficiently adolescents use generative AI, the more likely they are to consider it important.

Table 3. Pearson Correlation between Generative AI Media Use and Perceived Positive Impact of Generative AI on Life or Work

Pearson Correlation - Standard Format	
	Belief That Generative AI Positively Affects Life or Work
Degree of generative AI media use	0.276**
* p<0.05 ** p<0.01	

As shown in the table above, the correlation coefficient between "believing that generative AI has a positive impact on your life or work" and "degree of generative AI media use" is 0.276 and is significant at the 0.01 level. The two variables therefore have a significant positive correlation. That is, the more proficiently adolescents use generative AI, the more likely they are to believe that generative AI has a positive impact on young people's life or work.

4. Innovative Paradigms for Adolescent Digital-Intelligent Media Literacy Education

The concept of digital-intelligent media literacy education needs to shift from managing and restricting minors' use of AIGC toward actively building a healthy and orderly AIGC development ecosystem[6]. This should be a collaborative paradigm of digital-intelligent media literacy education involving multiple subjects: educational authorities, schools, families, media platforms, society, and adolescents.

4.1. Policy Level: Creating a Clear Digital Sky

The core of online literacy education is to emphasize adolescents' active use of online media[8]. Therefore, the core of adolescent digital-intelligent media literacy education is to help adolescents better understand and scientifically use digital-intelligent tools in digital-intelligent scenarios. From the formal implementation of the Law on the Protection of Minors in 2020, to the independent establishment of information technology courses in compulsory education in 2022, and then to the formal implementation of the Regulations on the Online Protection of Minors, online literacy education has been explicitly incorporated into school quality education. At the policy level, treating the cultivation of young people with digital-intelligent literacy and competence as a national strategic arrangement and implementation task is necessary to grasp new trends in AI technology development, adapt to the digital era, welcome the intelligent era, enjoy the benefits brought by AI technology, and maintain a strong position in fierce international competition in artificial intelligence.

4.2. School Level: Strengthening Subject-Oriented Education

The Regulations on the Online Protection of Minors define the central position of schools in adolescent online literacy at the policy level. Schools should therefore assume responsibility for adolescent digital-intelligent online literacy education. Adolescents have already become a major user group of generative AI. Accordingly, schools should update media literacy education models, strengthen the cultivation of digital-intelligent talent, and enhance the supply of online literacy education so as

to reinforce adolescents' subject position in online literacy.

4.2. Identify the Headings

4.2.1. School-Based Digital-Intelligent Media Education Models

School-based digital-intelligent media education should focus on transforming educational models, changing educational elements, and optimizing textbooks, laboratories, and resource construction. Professional training should be strengthened for teachers' AI use capabilities; the curriculum system should be updated; adolescents' computational thinking, design thinking, and interaction thinking should be trained; and AI should comprehensively empower the entire process of student cultivation.

The integration of school-based media literacy education into school curricula can take the following forms:

First, it can serve as a component of media literacy education courses;

Second, it can be integrated into other school curricula, such as language courses, through explanations of concepts related to digital-intelligent media literacy, including digital interaction, cyber violence, trends in the development of generative AI, and analysis of Sora's principles;

Third, digital-intelligent media literacy education can be offered as an independent course;

Fourth, schools should deeply integrate digital-intelligent education with school education, further improve educational quality and efficiency, and expand adolescents' access to AI and other digital-intelligent educational resources.

4.2.2. School-Based Cultivation of Digital-Intelligent Talent

The Chinese government attaches great importance to cultivating talent in the field of artificial intelligence. In 2022, the Ministry of Education issued the Information Technology Curriculum Standards for Compulsory Education (2022 Edition), which explicitly included artificial intelligence as curriculum content. To actively promote the deep integration of AI and education, advance educational reform and innovation, make full use of the advantages of AI, accelerate the popularization of generative AI education, and improve young people's digital-intelligent literacy, efforts can be made in the following areas:

First, guide adolescents to establish a scientific view of artificial intelligence;

Second, help adolescents explore their own potential, make good use of new AI technologies and tools, improve learning efficiency and quality of life, and allow generative AI to empower learning;

Third, guide adolescents to view the risks of AI rationally;

Fourth, take "AI for good" as the value goal of adolescent AI literacy education. AI for good means not only reducing technological risks, but also promoting social public causes such as educational equity, health care, environmental protection, and

cultural communication through technological innovation, while advocating the idea that technology should serve human well-being;

Fifth, guide young people to use intelligent talent platforms and career assessment technologies to develop interest-based or career plans suited to their own characteristics. In this process, school education should cultivate not only students' instrumental ability to use AI, but also their ethical awareness and sense of social responsibility. In AI application scenarios, adolescents should gradually grow from passive recipients who merely follow existing rules into active explorers who participate in ethical construction.

4.2.3. Building a Scientific Evaluation Mechanism for Digital-Intelligent Media Literacy

Based on the evaluation concept of literacy as the foundation, adolescent digital-intelligent media literacy should become a growth indicator that can be quantified, tracked, and improved. Building a scientific and systematic evaluation mechanism is therefore of primary importance. In light of the complex ecology of digital-intelligent media literacy use today, an assessment system for adolescent digital-intelligent media literacy can be constructed across four dimensions: cognition, skills, critique, and ethics. The cognitive dimension concerns whether adolescents understand the basic principles, functional characteristics, and technical limitations of generative AI. The skills dimension concerns whether they possess basic operational ability with digital-intelligent tools and the ability to retrieve and organize data. The critical dimension concerns whether they can identify the truthfulness of information, recognize algorithmic bias, and assess the value and risks of media content. The ethical dimension concerns whether they possess digital citizenship awareness, personal information protection awareness, and the ability to comply with AI ethical rules. Diverse evaluation methods should also be emphasized, combining process and outcome evaluation as well as quantitative and qualitative approaches. Finally, a growth curve should be constructed for each adolescent across primary school, junior high school, senior high school, and higher education, creating a longitudinal development indicator system.

At the same time, the design of specific evaluation indicators should place special emphasis on AI ethics and responsibility. Scenario tests and contextualized teaching can be used to examine adolescents' judgments and responses when they face situations such as false AI-generated content, cases of algorithmic discrimination, and disputes over copyright ownership, and to assess whether they can propose reasonable solutions. This educational orientation will encourage adolescents to move from simple rule compliance toward active ethical construction. They will not only know what can and cannot be done, but will also understand why certain actions should be taken, thereby achieving deeper improvement in literacy.

4.3. Giving Full Play to the Leading Role of the Family

The family plays a leading role in digital-intelligent literacy education. Families should strengthen the cultivation of young people's creativity and innovative thinking and help adolescents establish a scientific view of digital intelligence. As guardians of adolescents, parents should strengthen family education and family culture, and should educate, demonstrate, guide, and supervise minors' online behavior, so that parents and children can improve online literacy together.

At the family level, parents should regulate their own online behavior. If parents' online literacy can be improved, it will help enhance adolescents' online literacy, cultivate adolescents' ability to process online information, and support adolescent online literacy education.

4.4. From User-Driven to Driving Users: Defining the Responsibilities of Media Platforms

Media platforms should be flat, multidimensional, open, inclusive, and demonstrative public spaces. However, algorithms have changed the neutrality of platforms and endowed them with media attributes in communication. Their communication architecture has shifted from being "user-driven" to "driving users." Algorithms have three related but not identical meanings. First, algorithms generate content and participate in content production, distribution, and feedback. Second, they enable precise user profiling by collecting, aggregating, and analyzing personal information to form a user profile of a specific natural person and analyze or predict that person's online behavior. Third, they distribute content, providing personalized information push services based on data analysis, namely precise information push [9]. As the main structural actors of the online ecosystem, media platforms should assume responsibilities including governing cyber violence, actively responding to algorithmic black boxes, and regulating problems such as the abuse of data algorithms to gain competitive advantages, thereby providing a sound media environment for adolescent digital-intelligent literacy education.

In the application of generative AI, platforms should optimize youth modes, strengthen protection of adolescents' privacy rights, limit the scope and authority of platforms in collecting adolescents' information, and enhance classified protection of adolescent users' information. In communication ethics, they should uphold fairness, justice, and objectivity, and avoid improper information collection, information cocoons, and black-box operations.

5. Conclusion

In the digital-intelligent era, breakthroughs in digital-intelligent technologies such as generative artificial intelligence (AIGC) continue to promote innovation in the content forms, media carriers, and interaction modes of youth cultural communication, profoundly changing young people's emotional expression and cognitive patterns. This paper explains a collaboratively developed

digital-intelligent media education paradigm led by schools and families, with the aim of helping adolescents better understand and scientifically use AI tools in digital-intelligent scenarios, guiding them to connect personal learning and growth with broader social progress, and enabling artificial intelligence to become a positive force for common human advancement.

Funding

This paper is a phased research outcome of Shanghai Youth Work Research: "Virtual Companionship: Youth Groups and AIGC Digital Virtual Interaction" (2025QYKTLX15-11), and of the key project of Shanghai School Communist Youth League Work Research: "Research on Adolescent Digital-Intelligent Media Literacy in the Context of Ubiquitous Artificial Intelligence" (J3-9).

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