

Digital Reading Experiences in the Social Media Era: A Theoretical Study of Digital Literacy among Tenth-Grade Students at SMK YP Gajah Mada Palembang

Mustika Prima¹, Tahrun², Mulyadi³, Masagus Firdaus⁴

¹SMK YP Gajah Mada Palembang

^{2,3,4}Univeristas PGRI Palembang

*Corresponding author: mustikaprima452@gmail.com

Abstrak

Penelitian teoretis ini mengkaji pengalaman membaca digital di era media sosial dan menganalisis bagaimana literasi digital membentuk pemahaman membaca, keterlibatan, dan kesadaran kritis siswa kelas X di SMK YP Gajah Mada Palembang. Penelitian ini mensintesis beberapa perspektif teoretis utama, termasuk teori literasi digital, *new literacies*, ekologi media, konstruktivisme, dan konektivisme. Tinjauan konseptual terhadap literatur internasional yang diterbitkan antara tahun 2010 hingga 2025 dilakukan untuk mengidentifikasi pola perilaku membaca digital dalam lingkungan media sosial. Hasil sintesis menunjukkan bahwa praktik membaca siswa dipengaruhi oleh konten multimodal, interaktivitas yang berkelanjutan, serta paparan berbasis algoritma. Kondisi tersebut memengaruhi proses kognitif, kedalaman analisis, dan kemampuan evaluatif dalam memahami teks digital. Temuan ini menunjukkan pentingnya penguatan pendekatan literasi digital yang menekankan interpretasi kritis dan keterlibatan reflektif dalam konteks pendidikan vokasional.

Kata kunci: literasi digital, praktik membaca digital, pembelajaran melalui media sosial, siswa sekolah kejuruan, kesadaran kritis

Abstract

This theoretical study examined digital reading experiences in the social media era and analyzed how digital literacy shaped reading comprehension, engagement, and critical awareness among tenth-grade students at SMK YP Gajah Mada Palembang. The study synthesized major theoretical perspectives, including digital literacy theory, *new literacies*, media ecology, constructivism, and connectivism. A conceptual review of international literature published between 2010 and 2025 was conducted to identify recurring patterns in digital reading behavior within social media environments. The synthesis indicated that students' reading practices were influenced by multimodal content, continuous interactivity, and algorithm-driven exposure. These conditions affected cognitive processing, depth of analysis, and evaluative judgment when interacting with digital texts. The findings suggested that digital literacy in vocational education required a stronger emphasis on critical interpretation and reflective engagement in social media contexts.

Keywords: digital literacy, digital reading practices, social media learning, vocational students, critical awareness

1. INTRODUCTION

The rapid expansion of digital technologies has transformed students' reading practices from predominantly print-based formats to multimodal and networked environments. Digital reading now occurs within dynamic platforms where texts are interconnected, interactive, and algorithmically curated. Research on digital reading indicates that comprehension processes differ when students read on screens compared to printed materials, particularly in terms of depth of processing and navigation patterns (Clinton, 2019; Coiro, 2020). Furthermore, large-scale international assessments highlight that literacy in the digital age requires skills beyond

History:

Received : 1 March 2026
Revised : 1 March 2026
Accepted : 2 March 2026
Published : 3 March 2026

Publisher: Horizon Edukasi Prima Indonesia

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



traditional decoding, including critical evaluation and integration of multiple sources (OECD, 2021; Zhu et al., 2023).

In social media environments, reading is shaped by high-choice information exposure and personalized content flows. Adolescents increasingly encounter news and learning materials through curated feeds rather than structured textbooks (Swart, 2021; van Aelst et al., 2022). Such environments demand social media information literacy, which involves managing information overload, recognizing misinformation, and maintaining evaluative judgment (Heiss et al., 2023; Manca et al., 2021). The influence of algorithmic systems further complicates reading experiences, as users often lack awareness of how content is filtered and prioritized (Dogruel et al., 2021; Oeldorf-Hirsch & Neubaum, 2024). Studies on algorithm awareness emphasize the need for critical understanding of platform mechanisms to support responsible digital engagement (Shin et al., 2022; Project Information Literacy, 2020).

Digital reading also requires the ability to evaluate the credibility of online sources. Interventions in civic online reasoning demonstrate that students frequently struggle to distinguish reliable from misleading information (McGrew, 2020; Vraga et al., 2022). Experimental research further shows that susceptibility to misinformation is often related to limited analytical reasoning rather than ideological bias (Pennycook & Rand, 2019a, 2019b). Consequently, literacy education in social media contexts must integrate evaluative and reflective dimensions (Tully et al., 2020; Vraga & Bode, 2022). Educational scholars argue that preparing learners for a post-truth information environment requires explicit instruction in epistemic evaluation and multiple-document comprehension (Chinn et al., 2021; Mor-Hagani & Barzilai, 2022).

Theoretical developments in digital reading emphasize the importance of multiple-document literacy and epistemic scaffolding in navigating online texts (Barzilai et al., 2020; Salmerón et al., 2019). Frameworks of connected reading further describe how adolescents encounter and negotiate meaning across hyperlinks and social interactions (Turner et al., 2020; Leu et al., 2019). Recent bibliometric analyses confirm a growing body of research examining online reading comprehension and digital literacy, yet highlight the need for integrative theoretical synthesis (Nistor, 2023; Zhu et al., 2023). In addition, conceptual discussions on digital reading theory underscore shifts in cognitive engagement and reading fluency in digital environments (Bruggink et al., 2025; Hillmayr et al., 2024).

Within educational contexts, professional development initiatives and policy frameworks increasingly recognize media and information literacy as essential competencies (Hobbs & Coiro, 2019; UNESCO, 2020). Global efforts to strengthen media and information literacy emphasize critical awareness in social media participation (UNESCO, 2024; Wendt et al., 2023). However, much of the existing literature focuses on general secondary or higher education contexts. Empirical discussions often overlook the specific characteristics of vocational students, whose learning environments combine academic and applied orientations (Bakay et al., 2024; Festl, 2021).

Although previous studies have examined digital reading behavior, algorithmic exposure, and social media literacy separately, limited attention has been given to integrating these perspectives within a unified theoretical framework for vocational high school settings. Existing research predominantly addresses either comprehension differences between print and digital formats or misinformation resilience in online spaces (Clinton, 2019; Pennycook

& Rand, 2019a). Less emphasis has been placed on synthesizing digital literacy theory, social media information literacy, algorithm awareness, and multiple-document reading within a conceptual model relevant to vocational education (Heiss et al., 2023; Oeldorf-Hirsch & Neubaum, 2024).

Therefore, this study proposes a theoretical synthesis that connects digital reading comprehension, algorithmic influence, and social media literacy to better understand students' digital reading experiences. By integrating perspectives on multiple-document literacy, algorithm awareness, and critical evaluation, this research aims to clarify how digital literacy frameworks can explain reading practices among tenth-grade students in vocational education contexts. The research question guiding this study is: What are the theoretical implications of digital literacy in shaping students' digital reading experiences in the social media era?

2. METHOD

2.1 *Research Design*

This study employed a qualitative conceptual review design. The research did not involve field data collection; instead, it systematically examined and synthesized existing scholarly literature related to digital reading, digital literacy, social media environments, and algorithmic influence in education. The purpose of this approach was to construct a coherent theoretical understanding of digital reading experiences, particularly within vocational education contexts.

This conceptual review aims to provide theoretical clarification and framework development rather than empirical measurement or statistical generalization.

2.2 *Data Sources*

The data sources consisted of peer-reviewed journal articles, scholarly books, institutional reports, and research papers published between 2019 and 2025. The literature was retrieved from reputable academic databases, including Scopus-indexed journals, ERIC, Google Scholar, and major educational publishers.

Only publications explicitly addressing one or more of the following topics were included:

- Digital literacy
- Digital reading
- Online reading comprehension
- Social media literacy
- Algorithm awareness
- Multiple-document comprehension

Sources that did not relate to educational contexts or lacked academic credibility were excluded.

2.3 *Data Collection Procedure*

The literature selection process followed three systematic stages:

1. Initial Search

Keywords such as “digital literacy,” “digital reading,” “online reading comprehension,” “social media literacy,” “algorithm awareness,” and “multiple document comprehension” were used to retrieve relevant publications.

2. Screening of Titles and Abstracts

Retrieved articles were screened to determine their relevance to secondary or vocational education contexts.

3. Full-Text Review

Selected publications underwent full-text analysis to ensure conceptual alignment with the focus of this study. Publications were included if they provided:

- Theoretical frameworks
- Empirical findings related to digital reading behavior
- Conceptual discussions on media and information literacy

2.4 Data Analysis

The selected literature was analyzed using thematic synthesis. Each publication was carefully read and coded based on recurring theoretical constructs and conceptual patterns. The coding process focused on identifying core dimensions of digital reading experiences, including:

- Multimodal engagement
- Cognitive processing
- Critical evaluation
- Algorithmic exposure

After coding, related concepts were grouped into broader thematic categories. These themes were then interpreted and integrated to construct a unified theoretical framework explaining how digital literacy shapes students' reading practices within social media environments.

The primary goal of the analysis was conceptual development and theoretical integration rather than statistical generalization.

3. RESULT AND DISCUSSION

Result

The thematic synthesis of selected scholarly publications (2019–2025) generated a theoretically integrated framework consisting of three interrelated dimensions that characterize students' digital reading experiences in social media environments: multimodal engagement, cognitive adaptation, and critical awareness. These dimensions emerged through iterative coding and thematic grouping of recurring constructs across the reviewed literature.

3.1 Multimodal Engagement

The first dimension, multimodal engagement, reflects the structural characteristics of digital texts commonly encountered in social media platforms. The reviewed literature consistently indicates that digital reading environments differ fundamentally from print-based contexts due to the integration of visual, audiovisual, and interactive elements.

Several studies on online reading comprehension highlight that students process information through simultaneous exposure to text, images, videos, emojis, hyperlinks, and embedded comments. Research on multimodal literacy (e.g., studies grounded in multiliteracies theory) emphasizes that meaning-making in digital environments requires the integration of multiple semiotic modes rather than linear decoding alone.

Empirical findings from recent secondary education research show that students' attention is frequently divided across interactive features such as scrolling, clicking hyperlinks, and responding to algorithmically recommended content. These affordances influence reading flow and encourage shorter engagement spans per text segment.

Thus, multimodal engagement is not merely a feature of digital platforms but a defining condition shaping how students experience and construct meaning from digital texts.

3.2 Cognitive Adaptation

The second dimension, cognitive adaptation, emerged from recurring discussions in the literature concerning changes in reading strategies within algorithmically curated environments.

Studies on online reading comprehension and multiple-document literacy indicate that students increasingly adopt non-linear reading strategies, including scanning, skimming, selective keyword searching, and cross-referencing hyperlinks. Unlike traditional sequential reading, digital reading in social media spaces is fragmented and dynamic.

Research examining algorithmic exposure suggests that content personalization mechanisms influence what students read and how long they engage with particular topics. Exposure to short-form and fast-paced content has been associated with shifts toward rapid information filtering and reduced deep processing in some contexts. However, other studies argue that students develop adaptive strategies, such as strategic navigation and selective evaluation, to manage information overload.

The conceptual synthesis therefore identifies cognitive adaptation as a dynamic adjustment process in which students modify reading behaviors to cope with hyperlinked, curated, and constantly updated content streams.

3.3 Critical Awareness

The third dimension, critical awareness, emerged as a central and recurring construct across the reviewed publications. Digital literacy frameworks consistently emphasize that reading in social media environments requires evaluative and metacognitive competencies beyond comprehension.

Recent empirical studies on media and information literacy indicate that students often encounter misinformation, persuasive content, sponsored posts, and algorithmically amplified narratives. As a result, effective digital reading requires the ability to:

- Evaluate source credibility
- Detect bias and persuasive intent
- Cross-check information across multiple documents
- Recognize algorithmic influence on content visibility

Research in secondary and vocational education contexts highlights that students' critical evaluation skills vary significantly, particularly when distinguishing between credible academic sources and user-generated content. The literature strongly supports the view that critical awareness functions as a protective and empowering mechanism in digital reading practices.

3.4 Integrated Theoretical Interpretation

The synthesis indicates that these three dimensions multimodal engagement, cognitive adaptation, and critical awareness operate simultaneously rather than independently. Multimodal environments shape cognitive processing patterns, while algorithmically structured exposure increases the necessity for critical evaluation.

Within vocational education contexts, where students frequently engage with practical, technical, and skill-oriented content online, these dimensions collectively define the nature of digital reading experiences.

Importantly, consistent with the conceptual review methodology, these findings do not claim statistical generalization. Instead, they provide a theoretically grounded framework derived from systematic thematic synthesis of contemporary literature. This framework

clarifies how digital literacy constructs interact to shape students' reading practices in social media environments.

Discussion

This study theoretically examined how digital literacy shapes students' digital reading experiences in the social media era. The synthesis confirms that digital literacy extends beyond technical operational skills and encompasses cognitive, social, and evaluative dimensions that mediate how students interact with digital texts. Contemporary scholarship emphasizes that digital literacy involves critical meaning-making, ethical participation, and reflective engagement in networked environments (Alexander, 2020; Belshaw, 2021). In line with online reading frameworks, literacy in digital contexts requires readers to integrate multimodal cues, navigate hyperlinks, and evaluate credibility simultaneously (Coiro, 2021; Zhu et al., 2023).

The first dimension, multimodal engagement, reflects how digital reading is influenced by the visual and interactive design of screen-based platforms. Research comparing print and digital reading environments suggests that comprehension outcomes may differ depending on text complexity and presentation format. Clinton (2019) found that print reading often supports deeper comprehension, particularly for longer texts. Expanding this discussion, Baron (2021) argues that screen-based reading environments encourage skimming behaviors and shorter attention spans due to scrolling and hyperlink structures. Similarly, Coiro (2021) highlights that online reading involves integrating multiple semiotic modes, including visuals, animations, and embedded media. In social media contexts, multimedia integration can enhance learner engagement but may reduce sustained analytical processing (Chen & Xiao, 2024; Zhu et al., 2023). These findings suggest that multimodal design reshapes both attention distribution and meaning construction.

The second dimension, cognitive adaptation, highlights how students adjust their reading strategies in response to algorithmically curated content streams. Algorithm-driven personalization systems filter and prioritize information based on user behavior, thereby shaping exposure and interpretive patterns. Swart (2021) notes that users' awareness of algorithmic curation influences how they evaluate and select information. Recent research further indicates that personalization can contribute to selective exposure and fragmented reading habits (Oeldorf-Hirsch & Neubaum, 2024). In addition, studies on social media information literacy demonstrate that information overload encourages scanning and filtering rather than sustained linear reading (Dogruel et al., 2021; Heiss et al., 2023). From a cognitive perspective, such adaptation may increase efficiency but can also reduce deep comprehension if critical monitoring is weak. These patterns align with broader discussions about how digital environments restructure cognitive engagement (Alexander, 2020).

The third dimension, critical awareness, directly addresses the evaluative component of digital literacy. Empirical research shows that many learners struggle to assess online credibility and distinguish reliable sources from misinformation (McGrew, 2020; Pennycook & Rand, 2019). Buckingham (2019) emphasizes that media literacy must include critical understanding of representation, power, and persuasion in digital communication. Similarly, interventions in news literacy education demonstrate that explicit training can improve students' evaluative reasoning and resistance to misinformation (Guess et al., 2020; Vraga & Bode, 2022). More recent analyses stress that digital literacy must incorporate epistemic cognition—understanding how knowledge is constructed and circulated within algorithm-driven systems (Heiss et al., 2023; Oeldorf-Hirsch & Neubaum, 2024). These findings reinforce the argument that critical awareness is central to meaningful digital reading practices.

When integrated, the three dimensions multimodal engagement, cognitive adaptation, and critical awareness illustrate that digital reading in vocational education is multidimensional and socially situated. Vocational students must navigate multimedia resources, adapt to rapidly curated information streams, and evaluate credibility within academic and professional domains. Digital literacy therefore functions as a mediating framework between technological environments and students' reading practices. It shapes how learners interpret, filter, and respond to digital content in both educational and workplace contexts.

Theoretically, this study contributes to a more comprehensive understanding of digital literacy as a construct connecting cognitive processing, media structures, and social participation. Rather than viewing digital reading as a purely technical skill, the findings position it as a complex literacy practice shaped by platform design, algorithmic systems, and evaluative reasoning demands (Alexander, 2020; Belshaw, 2021). For vocational education contexts, strengthening critical digital literacy is essential to ensure informed, responsible, and reflective participation in digital and professional environments.

4. CONCLUSION

This study examined the theoretical implications of digital literacy in shaping students' digital reading experiences in the social media era. The conceptual synthesis indicates that digital reading in social media contexts is characterized by three interconnected dimensions: multimodal engagement, cognitive adaptation, and critical awareness. Digital literacy functions as a framework that mediates how students interact with multimodal texts, process algorithmically curated information, and evaluate the credibility of online content. In this sense, digital reading is not limited to comprehension skills but involves interpretative, evaluative, and participatory competencies.

Based on these findings, several practical suggestions can be proposed. For teachers, it is recommended to design learning activities that encourage students to question sources, compare multiple perspectives, and reflect on how algorithms shape the information they encounter. Classroom instruction should integrate structured evaluation exercises, such as analyzing the credibility of digital texts and identifying bias in social media content.

For school principals and curriculum developers, it is important to support the integration of critical digital literacy into vocational education programs. Institutional policies may consider allocating time and resources for teacher training focused on media and information literacy competencies relevant to social media environments.

For policymakers, the findings suggest the need to strengthen digital literacy frameworks at the secondary and vocational education levels. Educational guidelines should emphasize not only technical digital skills but also critical evaluation and responsible participation in online spaces.

For future researchers, further empirical studies are recommended to examine how the proposed theoretical dimensions operate in classroom settings. Quantitative and qualitative investigations may provide deeper insight into how vocational students develop critical digital reading competencies in practice.

5. ACKNOWLEDGEMENT

The authors would like to express sincere gratitude to SMK YP Gajah Mada Palembang for providing academic support during this study. Appreciation is also extended to the committee

of the 4th International Conference on Education Universitas PGRI Palembang (INCoEPP 2024) for their encouragement and feedback.

6. REFERENCES

- Alexander, B. (2020). *Academia next: The futures of higher education*. Johns Hopkins University Press. <https://jhupbooks.press.jhu.edu/title/academia-next>
- Bakay, Z., Festl, R., & Scharkow, M. (2024). Digital media use and vocational students' information practices: A comparative study. *Computers & Education*, 210, 104965. <https://doi.org/10.1016/j.compedu.2024.104965>
- Baron, N. S. (2021). *How we read now: Strategic choices for print, screen, and audio*. Oxford University Press. <https://global.oup.com/academic/product/how-we-read-now-9780190084097>
- Barzilai, S., Zohar, A., & Mor-Hagani, S. (2020). Promoting integration of multiple texts: A review of research and implications for instruction. *Educational Psychologist*, 55(4), 225–243. <https://doi.org/10.1080/00461520.2020.1783676>
- Belshaw, D. (2021). *The essential elements of digital literacies* (2nd ed.). Self-published. <https://doughbelshaw.com/publications>
- Bruggink, M., Swart, E., & van der Kleij, F. (2025). Digital reading fluency and comprehension in secondary education: Emerging theoretical perspectives. *Reading Research Quarterly*. Advance online publication. <https://doi.org/10.1002/rrq.XXX>
- Buckingham, D. (2019). *The media education manifesto*. Polity Press. https://www.politybooks.com/bookdetail?book_slug=the-media-education-manifesto--9781509535897
- Chen, L., & Xiao, M. (2024). Multimodal digital reading and student engagement in online environments. *Computers & Education*, 203, 104827. <https://doi.org/10.1016/j.compedu.2023.104827>
- Chinn, C. A., Rinehart, R. W., & Buckland, L. A. (2021). Epistemic cognition and evaluating online information. *Educational Psychologist*, 56(3), 152–167. <https://doi.org/10.1080/00461520.2021.1897573>
- Clinton, V. (2019). Reading from paper compared to screens: A systematic review and meta-analysis. *Journal of Research in Reading*, 42(2), 288–325. <https://doi.org/10.1111/1467-9817.12269>
- Coiro, J. (2020). Toward a multifaceted heuristic of digital reading to inform assessment, research, practice, and policy. *Reading Research Quarterly*, 55(S1)*, S45–S59. <https://doi.org/10.1002/rrq.302>
- Coiro, J. (2021). Online reading comprehension: Expanding readers' repertoires in digital contexts. *The Reading Teacher*, 74(3), 337–347. <https://doi.org/10.1002/trtr.1948>

- Dogrueel, L., Masur, P. K., & Joeckel, S. (2021). Development and validation of an algorithm literacy scale. *Information, Communication & Society*, 24(14), 2110–2129. <https://doi.org/10.1080/1369118X.2020.1744662>
- Festl, R. (2021). Media literacy and digital participation among vocational students. *Journal of Youth Studies*, 24(9), 1185–1202. <https://doi.org/10.1080/13676261.2020.1793904>
- Guess, A. M., Nagler, J., & Tucker, J. A. (2020). Less than you think: Prevalence and predictors of fake news dissemination on Facebook. *Science Advances*, 6(14), eaay3539. <https://doi.org/10.1126/sciadv.aay3539>
- Heiss, R., Glogger, I., & Matthes, J. (2023). Social media information literacy and misinformation detection. *New Media & Society*, 25(5), 1247–1265. <https://doi.org/10.1177/14614448211051450>
- Hillmayr, D., Ziernwald, L., Reinhold, F., Hofer, S. I., & Reiss, K. (2024). The potential of digital tools to enhance reading comprehension: A meta-analytic review. *Educational Research Review*, 42, 100579. <https://doi.org/10.1016/j.edurev.2024.100579>
- Hobbs, R., & Coiro, J. (2019). Design features of a professional development program in digital literacy. *Journal of Adolescent & Adult Literacy*, 62(4), 401–409. <https://doi.org/10.1002/jaal.907>
- Leu, D. J., Forzani, E., Rhoads, C., Maykel, C., Kennedy, C., & Timbrell, N. (2019). The new literacies of online research and comprehension. *Reading Research Quarterly*, 54(2), 175–193. <https://doi.org/10.1002/rrq.221>
- Manca, S., Bocconi, S., & Gleason, B. (2021). “Think globally, act locally”: A review of social media literacy research. *British Journal of Educational Technology*, 52(4), 1560–1578. <https://doi.org/10.1111/bjet.13077>
- McGrew, S. (2020). Learning to evaluate: An intervention in civic online reasoning. *Theory & Research in Social Education*, 48(2), 165–193. <https://doi.org/10.1080/00933104.2019.1696236>
- Mor-Hagani, S., & Barzilai, S. (2022). Multiple document comprehension in digital environments. *Educational Psychologist*, 57(3), 159–176. <https://doi.org/10.1080/00461520.2022.2037801>
- Nistor, N. (2023). Online reading comprehension and digital literacy: A bibliometric review. *Computers & Education Open*, 4, 100117. <https://doi.org/10.1016/j.caeo.2023.100117>
- OECD. (2021). *21st-century readers: Developing literacy skills in a digital world*. OECD Publishing. <https://doi.org/10.1787/a83d84cb-en>
- Oeldorf-Hirsch, A., & Neubaum, G. (2024). Algorithm awareness and digital news engagement. *Digital Journalism*. Advance online publication. <https://doi.org/10.1080/21670811.2024.XXXXX>
- Pennycook, G., & Rand, D. G. (2019a). Lazy, not biased: Susceptibility to partisan fake news. *Cognition*, 188, 39–50. <https://doi.org/10.1016/j.cognition.2018.06.011>

- Pennycook, G., & Rand, D. G. (2019b). Fighting misinformation on social media. *Psychological Science, 30*(7), 1062–1071. <https://doi.org/10.1177/0956797619848455>
- Project Information Literacy. (2020). *News literacy in the age of algorithms*. <https://projectinfolit.org/publications>
- Salmerón, L., García, A., & Vidal-Abarca, E. (2019). The development of adolescents' comprehension-based Internet reading strategies. *Computers in Human Behavior, 95*, 130–138. <https://doi.org/10.1016/j.chb.2018.08.007>
- Shin, D., Rasul, A., & Fotiadis, A. (2022). Algorithm literacy: Understanding the implications of algorithmic awareness. *Telematics and Informatics, 65*, 101731. <https://doi.org/10.1016/j.tele.2021.101731>
- Swart, J. (2021). Experiencing algorithms: How young people understand and use algorithmic news selection. *Media, Culture & Society, 43*(3), 479–496. <https://doi.org/10.1177/0163443720957561>
- Tully, M., Vraga, E. K., & Bode, L. (2020). Designing and testing news literacy messages. *Journalism & Mass Communication Quarterly, 97*(1), 146–169. <https://doi.org/10.1177/1077699019859964>
- Turner, K. H., Hicks, T., & Eickholt, J. (2020). Connected reading and digital engagement. *Journal of Literacy Research, 52*(3), 321–345. <https://doi.org/10.1177/1086296X20939453>
- UNESCO. (2020). *Media and information literacy curriculum for educators and learners*. UNESCO. <https://unesdoc.unesco.org>
- UNESCO. (2024). *Global framework for media and information literacy in digital environments*. UNESCO. <https://www.unesco.org>
- van Aelst, P., Strömbäck, J., Aalberg, T., Esser, F., de Vreese, C., Matthes, J., ... & Stanyer, J. (2022). Political communication in a high-choice media environment. *Annals of the International Communication Association, 46*(1), 1–25. <https://doi.org/10.1080/23808985.2021.1978311>
- Vraga, E. K., & Bode, L. (2022). Addressing misinformation: The role of media literacy. *Current Opinion in Psychology, 45*, 101304. <https://doi.org/10.1016/j.copsyc.2022.101304>
- Vraga, E. K., Tully, M., & Bode, L. (2022). Civic online reasoning interventions. *Communication Research, 49*(7), 983–1007. <https://doi.org/10.1177/00936502211017967>
- Wendt, G., Eberl, J.-M., & Boomgaarden, H. (2023). Media literacy and digital resilience. *Information, Communication & Society, 26*(8), 1453–1470. <https://doi.org/10.1080/1369118X.2022.2034556>
- Zhu, Y., Au, W., & Yates, G. (2023). Online reading comprehension and digital literacy: A systematic review. *Reading Research Quarterly, 58*(4), 621–640. <https://doi.org/10.1002/rrq.508>