Journal of Computer and Education Research
October 2025 Volume 13 Issue 26
http://dergipark.org.tr/jcer
(ISSN:2148-2896)

Review Article

From Media Literacy to New Media Literacy: Adapting to the Changing Conditions

Nehir DEVRİM ESEROL [1,*]

[1] *Kastamonu University, Kastamonu, Turkiye, ndevrim@kastamonu.edu.tr*

[*] *Corresponding Author: ndevrim@kastamonu.edu.tr*

Article Info

Received: *21 January 2025*
Accepted: *09 July 2025*

Keywords: Media literacy, new media literacy, social media literacy, media, digital literacy, digital age

10.18009/jcer.1624490

Publication Language: English

Abstract

The concept of media literacy has developed into a sophisticated and dynamic field which attracts researchers from social science disciplines including communication and education. Multiple scholars have tried to define media literacy, but their definitions show both disciplinary viewpoints and changing communication requirements. The emergence of new media and multimodal communication requires a redefinition of current media literacy frameworks. This research conducts a systematic review of media literacy and new media literacy research to identify major similarities and differences and emerging trends through qualitative analysis of academic studies. The article examines the educational aspects of social media through multiple academic disciplines. Social media literacy requires immediate attention, yet experts disagree about the essential principles needed to develop educational programs. The main difference between traditional media literacy and new media literacy lies in their focus on content analysis versus user-generated content creation. The research provides a fresh understanding of social media literacy by identifying both commonalities and distinctions between media literacy and social media literacy.

To cite this article: Devrim-Eserol, N. (2025). From media literacy to new media literacy: Adapting to the changing conditions. *Journal of Computer and Education Research, 13* (26), 727-742. https://doi.org/10.18009/jcer.1624490

Introduction

The media have been a topic of discussion for many years with different theoretical frameworks in an attempt to explain its effects on people and the society (Bulger & Davison, 2018). Most of the early works on media literacy focus on the conventional mass media, TV, radio, and print media. These works have explored how mass media manages and controls the thoughts of people, sustains culture standards, and changes individual behavior. However, with the rise of social media and the development of Web 2. 0, social media have transformed the media landscape by enabling a more interactive, user-generated environment, where individuals can both consume and create content, challenging traditional notions of media influence and control. Social media is an extensive area of study

among scholars as well. However, in previous studies, the emphasis has been on particular social media sites and their use in various learning environments; the major areas of interest are the use of social media in teaching and learning process in secondary and higher education, growth of teachers and its use in healthcare and medical education (Manca et. al., 2021). Nevertheless, with the rise of new media technologies, traditional literacy skills need to be adapted to the new landscape. Chen et al. (2011) suggested that media do not just influence our culture; it has become our culture. In other words, new media plays a crucial role in shaping human societies, and individuals must develop new literacies. The rapid evolution of digital technologies and the participatory nature of social media necessitate a redefinition of media literacy, as traditional frameworks fail to address the complexities of user-generated content and algorithmic influence. While the significance of fostering social media literacy is widely acknowledged, reaching agreement on a unified theoretical framework for studying social media literacy education remains challenging. A new set of skills is required to evaluate new media.

The research starts with an overview of the fundamental theories and concepts of media literacy, which is based on the traditional forms of media and extends them to the digital environment. Then new media literacy is introduced as a reaction to the participatory culture and user created content in the digital world. From synthesizing the key contributions of the literature, the research identifies areas of overlap such as critical thinking and evaluation skills. Furthermore, the research distinguishes between traditional and new media on the basis of traditional literacy, explaining how the new movement is connected to multimodal and digital media along with other ethical requirements.

Changes in society include the shift from just receiving content to also producing it, along with the growth of content consumption driven by algorithms. These changes lead to more creative collaboration and a deeper awareness of digital literacy. It goes beyond basic literacy and involves understanding complex systems that shape the digital world and its connections to society.

Method

This research uses qualitative systematic review methods to track the development of media literacy from its original roots to modern new media literacy concepts. The research aims to combine essential theoretical work and educational models which explain and distinguish media literacy from social media literacy and new media literacy in academic

publications. Database searches across Google Scholar, JSTOR, ERIC and, Scopus were conducted to identify relevant literature using terms including media literacy and new media literacy and social media literacy and digital literacy and media education. The research included peer-reviewed articles together with institutional reports from UNESCO and influential theoretical works published between 1993 and 2025. The research targeted studies which presented conceptual frameworks and critical perspectives and educational applications regarding media literacy. The selection process resulted in 35 sources which demonstrated both educational value and theoretical importance for media literacy research. The thematic analysis of selected texts revealed repeated concepts including critical thinking and representation and multimodality and content creation and curriculum integration and active participation instead of passive consumption. This method enabled a thorough evaluation of traditional and new media literacy frameworks through conceptual analysis instead of requiring new empirical data.

Traditional Media Literacy

From a classical perspective, literacy refers to the ability to read and understand specific written symbols. To read, understand, and communicate these symbols, individuals must possess basic skills (İnal, 2009, p. 36). Traditionally, media literacy involves the ability of individuals to comprehend and interpret printed media sources. People should be able to access, understand, and establish connections between the information presented in written sources such as newspapers, magazines, and books. Additionally, individuals must understand and interpret the role of visual elements, such as photographs, graphics, and drawings, in communication. Over time, media literacy has expanded to include audiovisual media content. Understanding and evaluating audiovisual media sources, such as radio programs, television shows, documentaries, and advertisements, has also been regarded as part of media literacy (Aufderheide, 1993). This includes analyzing tone of voice, emphasis, and other auditory elements to understand the purpose and impact of media messages.

There have been many perspectives on media literacy. From a communication studies perspective, media literacy is seen as "professional training," whereas in educational sciences, it is understood as a way to cultivate informed individuals. According to U.S.-centric theorists, media literacy aims to protect individuals from the negative aspects of media and guide them in deciding what to watch or avoid. In contrast, critical theorists view media literacy as a tool to awaken individuals against capitalist exploitation (Hobbs, 1999). These

differing perspectives highlight various dimensions of media literacy, leading to multiple definitions addressing its diverse aspects. Scharrer and Zhou (2022) present a thorough discussion of media literacy through their article "Media Literacy and Communication" which explains how this skill enables people to handle various communication methods while promoting informed citizenship in media-dense societies. The educational approach for media literacy targets young people to develop critical media skills based on Leavis and Thompson's 1933 critical awareness concept which Aufderheide formalized in the U.S. in 1993 (Aufderheide, 1993; Leavis & Thompson, 1933). The research demonstrates that Australia and Canada have strong media literacy policies yet Africa and Latin America face difficulties because of insufficient teacher training and insufficient funding (UNESCO, 2013). Research findings show that media literacy programs boost critical thinking abilities while minimizing negative media impacts on health behaviors and boosting civic involvement yet face challenges because of inconsistent evaluation approaches and cultural restrictions on analytical thinking (Potter & Thai, 2019). The authors support media literacy education integration into curricula and policies to empower people yet they face opposition between protectionist and empowerment approaches and internal ideological disputes in the field (Buckingham, 1998; Hobbs, 1998).

According to the Center for Media Literacy (CMFL, 1999), media literacy, as an extension of general literacy, is the skill to interpret messages conveyed through visuals, music, and advertisements. Masterman (1997) defines media literacy as the ability to read, analyze, evaluate, and produce media messages. Similarly, the 1999 manifesto of Japan's Media Literacy Project describes media literacy as the ability to understand access methods for media messages, critically analyze and evaluate these messages, and express oneself using different social communication forms and channels.

Silverblatt and Eliceiri (1997) define media literacy as a critical thinking skill that helps individuals develop independent judgments by analyzing information acquired through mass communication tools. Potter (2010) views media literacy as an attitude and perspective that guides individuals in interpreting the meaning of messages encountered in the media world. Messaris (1998) offers a broader definition, describing media literacy as "understanding the role of media". UNESCO defines media literacy as "the skills to access, understand, evaluate, use, and produce media and information" (Lau, 2013). This definition

emphasizes that media literacy includes the knowledge and skills individuals need to actively participate in society.

In Marxist academic circles, media literacy is considered a process of understanding and critically evaluating the role of media in the functioning of social and political structures (Fuchs, 2014). This perspective highlights the media as a tool that supports class interests within the capitalist system and reinforces social inequalities through ideological manipulation. It argues that media literacy should focus on the ideological and political messages embedded in transmitted content (Couldry, 2012; Curran et al., 2005; Fuchs, 2014).

In terms of scope, media literacy comprises four fundamental components: accessing information, analyzing the messages received, evaluating these messages from different perspectives, and creating new messages using various communication channels, tools, and techniques (Şahin, 2018). These components represent a progressive set of competencies that individuals need to navigate contemporary media environments effectively. To successfully perform each of these components—particularly analyzing and evaluating media messages—individuals must also possess specific skills across different domains. According to Potter (2010), these skill domains include cognitive (understanding and processing information), emotional (recognizing and managing emotional responses), values (identifying underlying beliefs and ideologies), and aesthetic (appreciating stylistic and artistic elements). Together, these domains support a comprehensive and critical engagement with media across all four components of media literacy.

Cognitive domain skills refer to the mental abilities and processes necessary when interacting with media. Mental processes can range from simple tasks, such as grasping the surface meaning of symbols, to higher-order processes, such as analyzing the context in which a message is formed or questioning the implicit intentions of the source (Şahin, 2018).

The emotional domain, unlike the cognitive domain, which involves thinking and reasoning, concerns the experience of different emotions. Media messages often carry strong emotional cues, and individuals with low skill levels in this domain may quickly align with the emotional tone intended by the sender or react emotionally to the message.

The aesthetic domain involves reading media messages from an aesthetic and artistic perspective and identifying their strengths and weaknesses in this regard. Reading and evaluating the aesthetic elements of a message require the user to be equipped with knowledge about these elements. Awareness in the aesthetic domain may involve

recognizing the unique style of a media creator—such as an author, director, actor, or musician—or noticing details like an actor's costume in a film, the title of a book, the slogan of an advertisement, or the creative thought behind a message's composition. High-quality works emerge from considering feedback from audiences skilled in the aesthetic domain.

The values domain is concerned with recognizing the explicit and implicit values presented in media messages and critically assessing these values. Every message is fundamentally rooted in a value or set of values, often subtly imposed. Individuals with low skill levels in the values domain easily adopt the values presented by media messages without critical engagement.

Finally, to understand the concept of media literacy and prevent its misinterpretation, it is also essential to know what media literacy is not. Media literacy does not mean demonizing, blaming, or attacking the media. While producing media messages is an important component of media literacy, it does not solely define it. Teaching with television, video, or other media materials is not media literacy; media literacy is about having a critical consciousness regarding the production, consumption, and principles of operation of media (Buckingham, 1998; CML, 1999; Şahin, 2018).

According to Şahin (2018, p. 24), media literacy does not involve searching for errors or negatives in political, ideological, or biased representations. Instead, it aims to decipher the mechanisms (hegemonies) that present these errors or negatives to us as "normal." Media literacy entails viewing media messages not in a one-dimensional but a multidimensional way; it is not about distancing oneself from media tools but about critically reading the messages they send. Media literacy aims to enhance individuals' awareness of the harmful effects of media, not to shield them from media harm, but to make them conscious consumers and responsible producers.

Media literacy has become one of the essential skills for navigating media content effectively. As a foundational concept, media literacy refers to the ability to think critically about media messages and their impact. While its definition varies depending on the context, it generally emphasizes the skills needed to analyze, interpret, and evaluate how media messages are created, distributed, and consumed. The reviewed literature demonstrates several major themes which have influenced the development of media literacy research. The fundamental definitions of media literacy by Aufderheide (1993), Masterman (1997) and Potter (2010) focus on critical thinking and textual analysis and ideological critique of print

and audiovisual media. The later research by Buckingham (1998), Hobbs (1999) and Silverblatt & Eliceiri (2007) broadened these frameworks to include emotional, aesthetic and cultural dimensions. Policy-oriented works (e.g., UNESCO, 2013; Scharrer & Zhou, 2022) focus on the integration of media literacy into formal curricula, highlighting global disparities and implementation challenges. Meanwhile, Marxist and critical approaches (e.g., Fuchs, 2014; Couldry, 2012; Curran et al., 2005) interrogate media's ideological function and its role in sustaining power structures. The various conceptual approaches demonstrate that media literacy exists as both an educational objective and a social practice.

New Media Literacy

New media literacy education refers to a more specialized and often technology-focused set of knowledge and skills compared to media literacy. Hobbs (2021) stresses that contemporary media literacy needs to handle the participatory and interactive aspects of digital platforms by moving past conventional analysis to include competencies for content production and algorithmic critique. In Web 1.0, internet pages consisted of static files uploaded and downloaded from server systems (e.g., MP3 download sites). However, with Web 2.0, the internet transformed into a multi-participant and multidimensional platform where all users could interact. The ability of participants to engage with content by both reading and writing led to a dynamic and unlimited amount of content. Participants have now become active producers of content rather than passive receivers.

With the widespread use of social media, social media literacy has become a specialized subset of media literacy, encompassing new sets of knowledge and skills. While media literacy draws from multiple disciplines such as communication, philosophy, sociology, education, and technology, social media literacy should be considered a specialized subfield (UNESCO, 2021).

In 2021, UNESCO classified social media literacy skills based on studies in the field. These skills include device and software skills, information and data literacy, communication and collaboration skills, digital content creation skills, safety, problem-solving (numerical thinking) skills, and career-related competencies (UNESCO, 2021).

- Device and software skills involve the physical operation of devices and the use of software and digital services.
- Information and data literacy encompasses searching, browsing, evaluating, and managing digital content.

- Communication and collaboration skills refer to engaging, sharing, and participating in civic activities using digital technologies, adhering to netiquette, and managing digital identity.
- Digital content management includes developing, reprocessing, framing, and integrating digital content, as well as understanding copyright and programming skills.
- Safety covers device security, personal data security and privacy, and protecting health and the environment.
- Problem-solving skills focus on resolving technical issues, identifying needs and technological solutions, creatively using digital technologies, identifying gaps in digital competency, and numerical thinking.
- Career-related competencies include the ability to collect and process data for specialized areas.

The classification system provides a complete framework but future research needs to develop operational methods for teaching algorithmic literacy and data ethics in educational curricula. The EU DigComp framework and Turkey's media literacy integration in primary and secondary education provide practical foundations for developing curricula. The European Commission has mandated media literacy training across EU countries, and in Turkey, media literacy education has been integrated into primary and secondary school curricula. According to Connolly (2025) the integration of media literacy in school curricula is superficial because it is an 'incomplete recontextualisation.' According to Bernstein's theory of curriculum construction, he argues that when media literacy is embedded in broader subjects such as Personal, Social, Health and Economic education or Computing, its core critical principles such as representation, audience analysis and institutional critique are often diluted. He argues that media literacy should be more robustly included in subjects such as English or Media Studies where analytical and creative competencies are more central.

Binark and Bek (2010) stated, "As new media usage practices become a natural and routine part of everyday life, terms like new media literacy, computer literacy, internet literacy, electronic literacy, digital literacy, and multiple literacies have entered both academic and everyday language" (p. 211). Individuals' levels of economic and cultural capital affect their ability to effectively utilize the various multimedia forms and qualities within virtual spaces used in new media literacy (Binark, 2007, p. 26). The connection

between media opportunities and socio-economic levels demonstrates the need to monitor these opportunities. Binark and Bek noted, "From a Cultural Studies perspective, we can argue that the media circulates dominant classes and their representational practices while seeking to gain the consent of subordinate classes" (p. 49). It is crucial to foster a more informed society regarding the tools that serve as the most influential producers of dominant ideologies.

Chen et al. (2011) evaluated the transition stages to new media literacy as follows: traditional literacy, visual-audio literacy, digital literacy, information literacy, and finally, social media literacy, which needs to be incorporated into our lives with the spread of the internet. They aimed to create a framework for social media literacy based on its technical and sociocultural features. Under the sociocultural media heading, they developed three main categories: the construction of media, hidden ideologies and messages in media, and the purposes of media.

1. Media as a construction implies recognizing that no media messages represent reality but are interpretations reflecting the sender's reality. Social media have become a space where all users can produce, reproduce, or co-produce messages.
2. Media messages are neither real nor neutral, as they embed the ideologies, perspectives, and viewpoints of their creators.
3. Media serves various purposes, including social, political, commercial, and educational goals.

Considering these factors, Chen et al. (2011) developed a framework for social media literacy, categorizing it into functional consumption, critical consumption, functional production, and critical production. Earlier media literacy studies heavily focused on consumption, but Chen et al. emphasized production due to the interactive nature of social media. Rapid developments in information and technology have transformed users into individuals who both consume and produce.

Consumption skills involve the technical skills users employ when consuming media content. For instance, users need to know how to turn on a computer, search for information using a search engine, and use hardware and software to collect information.

Understanding skills refer to comprehending information not just literally but also in terms of symbolic, allegorical, or connotative meanings. Other studies (Buckingham, 2003; Chen et al., 2011) break this into analysis, synthesis, and evaluation.

- *Analysis skills* involve deconstructing a message into its components and evaluating it by genre, form, purpose, codes, and approaches.
- *Synthesis skills* allow users to combine media content from various platforms and sources with their own views and ideas.
- *Evaluation skills* require users to critically assess the reliability of media content, considering identity, power relations, and ideology.

Production skills refer to the technical abilities used in creating media content, such as opening an online account or using various digital tools and software.

Sharing skills emphasize disseminating media content, such as liking, disliking, or voting on content.

Creation skills require a more critical perspective, enabling users to create original media content after evaluating sociocultural values and ideological perspectives.

Lin et al. (2013) described the indicators of social media literacy under these categories, emphasizing the evolving dynamics from traditional high culture and popular culture approaches to the limitless and timeless sphere of social media.

The process of making skills requires students to generate new content through the combination of existing materials yet creation skills demand students to produce original content following synthesis and critical evaluation. The ability to start a blog or establish a website demonstrates creative skills. According to Lin et al. (2013) social media literacy indicators evolved from traditional high culture and popular culture approaches to the boundless and eternal realm of social media. The framework maintains its value for basic media literacy skills understanding yet its time-sensitive nature faces growing challenges from modern technological developments. The emergence of artificial intelligence together with algorithmic content generation and deepfake technologies has brought advanced complexities to digital spaces. The framework needs an update to add skills which help users detect synthetic media while teaching them to handle algorithmic manipulation and data privacy ethical and practical aspects. Lund, Agbaji, and Teel (2023) conducted research which broadened media literacy understanding by studying how information literacy and data literacy and privacy literacy affect people's interactions with new technologies including ChatGPT. The research indicates that information and privacy literacy show positive relationships with AI tool adoption in communities yet data literacy fails to predict this adoption which contradicts traditional assumptions about digital participation

requirements. The research indicates that modern media literacy frameworks need to advance past digital operational skills to teach people about data management and AI ethics and privacy threats. The research demonstrates that age and educational background act as significant factors which affect both media literacy skills and technological change acceptance. The research demonstrates that media literacy education needs to evolve into a more sophisticated approach which teaches people to handle algorithmic systems and data-driven platforms alongside content creation and consumption skills. Educational frameworks need to incorporate these competencies through future revisions to train users for both media production and consumption and critical technological landscape engagement.

Discussion and Conclusion

The ability to critically evaluate media content is included in both media literacy and new media literacy. It cannot be denied that new media literacy is based on traditional media literacy; therefore, the previous principles are still relevant nowadays. Some of them are critical thinking, analysis of the context, understanding of the text, and decoding of implicit ideologies as a way to navigate the new media environment. Both traditional and new media literacy are for understanding and evaluating messages but through different channels. Both literacies also try to identify and explain the function of media in forming public opinion, behavior, and society. Both literacies promote the active use of media.

While traditional media literacy is understood as comprehension and interpretation, new media literacy includes generation and distribution of content, which reflects the shift from passive to active consumption. The evolution of Web 2.0 technologies has transformed the role of the audience from passive receivers of content to active creators, editors, and publishers of content. Both literacies require the development of a set of skills. Media literacy includes competencies in accessing, analyzing, and evaluating media messages, while new media literacy builds on these skills by adding digital content creation and collaboration.

Both literacies involve recognizing and critically assessing the values and ideologies embedded in media messages. They emphasize that media messages are often not neutral and can reflect specific perspectives and agendas. Although media literacy and new media literacy have different objectives and approaches, they possess some common objectives and practices that are associated with the proper interpretation and application of media content.

Traditional media literacy is the ability to understand and analyze systems of mass communication like television, radio and print media. It includes the analysis of the content of printed and audio/visual media as well as the role of visuals in the process of communication. New media literacy is more specific and is technology oriented, and since it deals with the skills that are required in the digital environment then it has to do with the changes that have been brought about by Web 2.0, where users are not only limited to being consumers but also producers of content who can post and share content.

The skills can be grouped into cognitive, emotional, aesthetic, and values skills in the traditional media literacy skills. This includes understanding the content of the message, embracing emotions and the values that are being presented in the message. New media literacy encompasses a broader set of competencies, including device and software skills, information and data literacy, communication and collaboration skills, and digital content creation skills. It places a strong emphasis on critical consumption and production of content, acknowledging the participatory nature of social media.

However, traditional media literacy tends to focus more on the content analysis of the media and the effect it has on the society, and it also sees media as a tool for influencing people's ideas. New media literacy however, focuses on the interactive and participatory aspects of the digital media, understanding the composition of the message and the ideologies that are involved in the message. It also seeks to teach the user how to critically engage with the content and also how to produce their own content. While traditional media literacy is an understanding and evaluation of the conventional media, new media literacy is in the age of digital technology, which emphasizes the active role in the media, content creation, and the critical analysis of the messages.

The importance of media literacy has not diminished with the advent of new media technologies and platforms that surround our daily lives; on the contrary, it has become more important than ever. The integration of these literacies into national education systems, as seen in Turkey's curriculum reforms, demonstrates their societal impact and highlights the need for interdisciplinary collaboration.

This research focuses on new media literacy, which is based on the former but distinct from it, addressing the complexity of the digital age. The new media literacy has broadened its scope to include digital specific competences; these are competences that help one to understand the architecture of digital platforms, the role of algorithms in content exposure,

and the ethical issues of participating in online communities. These competences are useful for navigating the present digital environments that are highly interactive, fast-paced, and often algorithm-driven.

However, Livingstone (2018) presents a critical view of media literacy because she believes that media literacy serves as a rhetorical solution to regulatory challenges without proper institutional support or policy implementation. Livingstone (2018) criticizes policymakers for using media literacy as a universal solution to address misinformation and algorithmic bias and online harm despite insufficient funding for its implementation, therefore emphasizing that media literacy needs to be integrated into formal education systems through proper funding and teacher training and curriculum development and research support. Promoting critical engagement with digital platforms becomes challenging because these platforms maintain unclear terms and conditions and difficult user interfaces. Therefore, Livingstone (2018) suggests that media literacy functions best as an additional strategy that must exist within a complete digital governance system and civic responsibility framework.

Jenkins (2009) highlights the transformative power of participatory culture for media education in the twenty-first century. According to Jenkins (2009), the digital revolution has transformed the media industry from a centralized broadcasting system to a decentralized platform where users create content and collaborate with each other. Media literacy needs to transform to meet the requirements of both media message evaluation and digital cultural participation in this new paradigm. Jenkins (2009) also emphasizes that unequal access to media literacy skills threatens to increase existing social and educational inequalities in digital participation. This eventually requires making participatory media education to become a fundamental part of school curricula because it enables students to fully participate in modern media systems. We have discussed that the traditional media literacy has historically been focused on the development of critical thinking skills, on the content and context of media messages and on the effects of mass communication systems on society. Its main aim was to enable people to recognize ideologies in media texts and to assess their effect on public opinion, cultural norms and individual behavior. However, as more and more people tend to consume digital and participatory media, these basic skills are insufficient.

New media literacy is built on these foundations and with a focus on the participatory and collaborative way of the digital landscape. It teaches people the skills they need to not only critically evaluate media content but also to create, share, and engage with identity. Furthermore, with the shift in media use, new content and media includes respectful literacy in digital interaction which also stresses ethical and informed users who also pay attention to privacy and environmental and community issues in online spaces. Users need to understand the power dynamic of digital platforms; for example, the role of algorithms, the commodification of user data, and the spread of misinformation. Traditional and new media literacy integration is an encompassing approach to media education. While the traditional media literacy focuses on content analysis and the impact of media on society, the new media literacy is concerned with the production, distribution, and consumption of media content. The two literacies enable people to deal with both the ideological and technical aspects of the media in the environment of the information that is constantly developing.

Considering these factors, Chen et al. (2011) developed a framework for social media literacy, categorizing it into functional consumption, critical consumption, functional production, and critical production. Earlier media literacy studies heavily focused on consumption, but Chen, Wu, and Wang emphasized production due to the interactive nature of social media. Rapid developments in information and technology have transformed users into individuals who both consume and produce.

• Consumption skills involve the technical skills users employ when consuming media content. For instance, users need to know how to turn on a computer, search for information using a search engine, and use hardware and software to collect information.

• Understanding skills refer to comprehending information not just literally but also in terms of symbolic, allegorical, or connotative meanings. Other studies (Buckingham, 2003; Chen et al., 2011) break this into analysis, synthesis, and evaluation.

Analysis skills involve deconstructing a message into its components and evaluating it by genre, form, purpose, codes, and approaches. Synthesis skills allow users to combine media content from various platforms and sources with their own views and ideas. Evaluation skills require users to critically assess the reliability of media content, considering identity, power relations, and ideology.

• Production skills refer to the technical abilities used in creating media content, such as opening an online account or using various digital tools and software.

• Sharing skills emphasize disseminating media content, such as liking, disliking, or voting on content.

• Creation skills require a more critical perspective, enabling users to create original media content after evaluating sociocultural values and ideological perspectives.

In conclusion, both traditional and new media literacy are needed in the contemporary society. With more digital platforms influencing social, political, and cultural practices people need the ability to think critically about the messages they receive, to engage with the digital environment, and to promote responsible use of media. By combining traditional and digital competence, it is possible to develop a society that is informed, responsible, and active in the context of the digital age. The integration of traditional and digital competence enables the creation of an informed responsible active society within the digital age. Future research should also investigate AI's role in media literacy and work on creating assessment frameworks for new media platforms.

Acknowledgement

Due to the scope and method of the study, ethics committee permission was not required.

Author Contribution Statement

Nehir DEVRİM ESEROL: *Conceptualisation; literature search and selection; critical analysis and synthesis of sources; drafting, revising, and final approval of the manuscript*

References

Aufderheide, P. (1993). *Media literacy: A report of the National Leadership Conference on Media Literacy*. Aspen Institute. https://eric.ed.gov/?id=ED365294

Binark, M., & Bek, G. M. (2010). *Eleştirel medya okuryazarlığı: Kuramsal yaklaşımlar ve uygulamalar* (2nd ed.). Kalkedon Yayınları.

Buckingham, D. (1998). Media education in the UK: Moving beyond protectionism. *Journal of Communication, 48*(1), 33–43. https://doi.org/10.1111/j.1460-2466.1998.tb02735.x

Buckingham, D. (2003). *Media education: Literacy, learning and contemporary culture*. Polity Pr.

Bulger, M., & Davison, P. (2018). The promises, challenges, and futures of media literacy. *Journal of Media Literacy Education, 10*(1), 1–21. https://doi.org/10.23860/JMLE-2018-10-1-1

Center for Media Literacy. (1999). *Media literacy resources*. https://ddmedia.com.au/cml/

Chen, D. T., Wu, J., & Wang, Y. M. (2011). Unpacking new media literacy. *Journal of Systemics, Cybernetics and Informatics, 9*(2), 84–88.

Connolly, S. (2025). An incomplete recontextualisation? Media literacy, policy and the school curriculum. *Media Education Research Journal, 13*(1), 13–29.

Couldry, N. (2012). *Media, society, world: Social theory and digital media practice*. Polity Press.

Curran, J., Gurevitch, M., & Woollacott, J. (2005). The study of the media: Theoretical approaches. In J. Curran, M. Gurevitch, & J. Woollacott (Eds.), *Culture, society and the media* (pp. 6–25). Routledge.

Fuchs, C. (2014). Digital prosumption labour on social media in the context of the capitalist regime of time. *Time & Society, 23*(1), 97–123. https://doi.org/10.1177/0961463X13502117

Hobbs, R. (1998). The seven great debates in the media literacy movement. *Journal of Communication, 48*(1), 16–32. https://doi.org/10.1111/j.1460-2466.1998.tb02734.x

Hobbs, R. (2021). *Media literacy in action: Questioning the media*. Rowman & Littlefield.

İnal, K. (2009). *Medya okuryazarlığı el kitabı* (1st ed.). Ütopya.

Jenkins, H. (2009). *Confronting the challenges of participatory culture: Media education for the 21st century*. MIT Press.

Lau, J. (2013). Conceptual relationship of information literacy and media literacy. In *Conceptual relationship of information literacy and media literacy in knowledge societies* (p. 76). UNESCO.

Leavis, F. R., & Thompson, D. (1933). *Culture and environment: The training of critical awareness*. Chatto & Windus.

Lin, T.-B., Li, J.-Y., Deng, F., & Lee, L. (2013). Understanding new media literacy: An explorative theoretical framework. *Educational Technology & Society, 16*(4), 160–170.

Livingstone, S. (2018, May 8). *Media literacy-Everyone's favourite solution to the problems of regulation*. LSE Media Policy Project Blog.

Lund, B. D., Agbaji, D., & Teel, Z. A. (2023). Information literacy, data literacy, privacy literacy, and ChatGPT: Technology literacies align with perspectives on emerging technology adoption within communities. *Human Technology, 19*(2), 163–177.

Manca, S., Bocconi, S., & Gleason, B. (2021). "Think globally, act locally": A glocal approach to the development of social media literacy. *Computers & Education, 160*, Article 104025.

Masterman, L. (1997). A rationale for media education. In R. Kubey (Ed.), *Media literacy in the information age: Current perspectives* (pp. 1–28). Transaction Publishers.

Media Literacy Project in Japan. (1999). *Media literacy project*. http://ritsumei.ac.jp/kic/so/seminar/ML/index-e.html

Messaris, P. (1998). Visual aspects of media literacy. *Journal of Communication, 48*(1), 70–80.

Potter, W. J. (2010). *Media literacy* (5th ed.). Sage Publications.

Potter, W. J., & Thai, C. (2019). Reviewing media literacy intervention studies for validity. *Review of Communication Research, 7*, 38–66. https://doi.org/10.12840/ISSN.2255-4165.019

Scharrer, E., & Zhou, Y. (2022). Media literacy and communication. In *Oxford research encyclopedia of communication*. Oxford University Press.

Silverblatt, A., & Eliceiri, E. M. E. (2007). *Dictionary of media literacy*. Greenwood Press.

Şahin, A. (2018). *Eleştirel medya okuryazarlığı*. Anı Yayıncılık.

Stojanović, D. (2016). *Metapismenost* [Doctoral dissertation, Josip Juraj Strossmayer University of Osijek]. Faculty of Humanities and Social Sciences.

UNESCO. (2013). *Media and information literacy: Policy and strategy guidelines*. https://unesdoc.unesco.org/ark:/48223/pf0000225606

UNESCO. (2021). *Media and information literacy*. https://www.unesco.org/en/media-information-literacy