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The Influence Of Artificial Intelligence On Information Integrity: A Media Literacy Approach For Young People

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Abstract:
In the digital age, the spread of fake news produced by artificial intelligence presents a serious threat to civilization. The study analyzes the influence of artificially manufactured false information on the younger population and methods to improve their ability to critically evaluate media as an efficient solution. It investigates the effects of AI-generated fake news, particularly its potential to erode public trust and alter opinions, by evaluating pertinent research highlighting the crucial significance of media literacy in empowering the young generation to discern and assess information sources with a critical mindset. For the present study 20 media educators and 180 students were chosen to identify how these individuals believe media literacy impacts their ability to identify misinformation, especially that generated by artificial intelligence. The study also examines cutting-edge teaching resources and technological innovations that interest students and promote media literacy. Moreover, the study explores the responsibilities of corporations, governments, and institutions in combating AI-generated misinformation. Companies ought to enhance algorithms and content management methods, with a focus on prioritizing transparency in the transmission of information. Governments can pass laws, incorporate media literacy into education, and provide backing for research and innovation. Promoting responsible journalism, fact-checking procedures, and media literacy instruction requires the cooperation of media and journalistic organizations, fact-checking groups, and educational institutions.

Key Words: *Artificial Intelligence, Information, Integrity, Media Literacy, Misinformation*

INTRODUCTION

Let's consider a dystopian reality where interviews have been turned into scripted fake news, and people have manipulated movies to alter their daily outputs, as well as social media posts which now contain a hybrid of both statistics and fabrications. This is not a sci-fi plot, but rather a combination of images and footage all packaged into the concept of AI fake news which is a disturbing new reality. The multitude of false information caused by the internet despite exposing people to a wide range of information.

The flood appeared due to AI created fake news which almost can be the most serious threat The shame memes edited with Photoshop and new sought of material look very different from one another in this new digital age. Texts, images and videos which a machine learning algorithm produced shatters the naive perspective and blurs the lines between what is real and what is not (Edwards et al., 2024). As the individuals are making use of the online world – while trying to learn how to use it – this is a novel reality that proves to be difficult for young people. With better exposure, individuals become smarter, but this increased intelligence doesn't always prove to be helpful, as it fuels the desire of seeking attention via individualistic lies.

The far-reaching effects can have significant impacts on their worldviews, decision making, and possibly even to the development of harmful stereotypes and harmful beliefs. (Frau-meigs 2024) notes that when fake news

masquerades as true information, it can reduce trust towards traditional authoritative figures such as scientists and journalists. This could affect anything as far as the conduct of free and fair elections to the fight against public health issues.

Artificial intelligence produced misinformation has the capacity to be weaponized to disseminate false information and reinforce biases against specific race, gender, religion and social class. This is likely to worsen prejudices and divide the society especially the youth who are still in the process of shaping their worldviews (Batista & Batista, 2024). Young people have a convenience to obtain these skills from their parents monitoring their consumption of information as well as ensuring that the reality is not distorted by fiction (Bergsma & Carney 2008). Such, development though may impair their ability to make reasoned decisions and engage meaningfully in civic activities.

Thus, the problem posed by the advent of AI generated fake news is neither easy nor impossible to deal with. We can tackle this digital frontier and ensure that the next generation is ready to deal with the ever-changing world of information by increasing awareness, teaching young people media literacy skills, and holding tech corporations accountable to their actions. Envision a universe in which newscasts become so creative that they morph the truth into all shape and forms all on its own (DiResta, 2020). As cinema makes imitations of voices and faces, the difference between the factual and the fictional is made very thin or simply disappeared. This is what truly is, the calamitous truth of AI- generated fake news, a beast that is becoming widely known and casting a dark shadow over the cyber world especially for the younger generations, not some doomsday scenario depicted in a movie.

With the use of large datasets and advanced approaches, artificial intelligence (AI) algorithms are now able to produce deep-fakes, synthetic media, and even news stories that are remarkably accurate in mimicking actual people and events. The outcome? A deluge of false information that swamps news aggregators, social media feeds, and even reliable venues, leaving impressionable minds open to its misleading currents (Ucl, 2018).

The younger generation, who are digital natives navigating this sea of knowledge, is most affected. Unknowingly, people are subjected to deceptive narratives and manipulation, which can alter their worldview, shape their political opinions, and even make them lose trust in authorities and organizations. Imagine an adolescent who, oblivious to the algorithm's ulterior motive, is inundated with stories produced by AI that malign a certain social group (Epstein et al., 2020). Or a youthful voter who was influenced by a deep-fake video depicting a manufactured political controversy, which resulted in disappointment and a loss of interest in the democratic process. This risk is not merely hypothetical; it is actual and current.

According to studies, young people are particularly vulnerable to spreading and believing incorrect information online, making them prime targets for AI-driven deception. Their ability to navigate the complexities of a society that is becoming more and more shaped by technology may suffer, as well as their social relationships and mental health (Currie, 2010).

REVIEW OF LITERATURE

Propaganda and misleading advertisements have existed for decades, if not millennia; thus, fake news is not a recent phenomenon. In the modern era, fake news may now virtually instantly reach a large number of people worldwide, mostly because of social media. The advent of social media has made it possible for everyone to produce and spread fake news, when in the past only influential individuals or large organizations could produce false statements in a convincing way. Fake news can influence decisions about finances and health; therefore, the hazards are high. The study Fake News and Artificial Intelligence: Fighting Fire with Fire? explains how bogus news has spread about the current global outbreak, for instance, with some people trying to make money by peddling phone COVID-19 treatments and others stoking anti-vaccine sentiments (Dalkir, 2021).

Artificial intelligence has proven to be highly successful in producing and disseminating false information, including fake news and alternate facts. Even though AI was used to create this kind of content, it might be the strongest defense against it. For this defense, the old proverb "fight fire with fire" is a useful parallel. The most effective approach to putting out a forest fire that is rapidly moving out of sight and consuming large tracts of forestland is to deliberately place a smaller, less aggressive flame in its path. The fire is extinguished when the two come into contact, and it can cease to spread. Could this serve as a useful paradigm to counteract fake news produced by AI? The distribution of fake news typically occurs in echo chambers, and the same characteristics can also be utilized to spot fake news. Concerning the increasing number of tools that can identify phone

information based on characteristics like language style, while other tools can identify fake news by the way it circulates on social media or the Internet (the sharing patterns for legitimate and fraudulent content can differ). Furthermore, the frequency of visual elements varies across authentic and fraudulent news articles. Frequently, the latter includes more multimodal content, including pictures and videos.
Fake news and other forms of deception have grown rapidly in recent years, especially on social media, and have now spread around the world. False information and disinformation can have a negative impact on society when they proliferate.
Misinformation and fake news detection have advanced recently, but it is still difficult because of its complexity, diversity, multimodality, and expense of fact-checking or annotation. By outlining the various forms of information disorder on social media and analyzing their distinctions and relationships, describing significant and new tasks to combat disinformation for characterization, detection, and attribution, and talking about a weak supervision approach to detect disinformation with limited labelled data, the study ("Mining Disinformation and Fake News: Concepts, Methods, and Recent Advancements," 2020) lays the groundwork for understanding the difficulties and developments.

Additionally, it gives a summary of the latest developments in three connected areas: user involvement in the spread of misinformation; methods for identifying and preventing misinformation; and popular topics like clickbait, blockchain, ethics, etc. Media Literacy and AI-Powered Misinformation highlights how media literacy is essential for giving young people the critical thinking abilities they need to recognize false information produced by artificial intelligence (Data Science Connect, 2023).

The capacity to distinguish between real and fake information has grown more difficult as AI technology develops. Programs for media literacy that emphasize fact-checking, source verification, and emotional fortitude in the face of deceptive content are good strategies to help young people become more resilient to false information. These abilities are essential for spotting counterfeits and AI-driven fake news, particularly in light of algorithms that distribute misleading information quickly by taking use of emotional responses.

The production of fake news is becoming automated by artificial intelligence, which is causing a surge in online content that imitates true stories but instead spreads misleading information about elections, conflicts, and natural disasters. News Guard, a misinformation tracking organization, reports that since May 2023, the number of websites containing AI-generated fake content has skyrocketed from 49 to over 600, a more than a thousand percent rise (Sadeghi et al., 2024). In the past, propaganda campaigns have created websites that look authentic by using highly coordinated intelligence groups or armies of low-paid laborers.
Yet, AI is making it simple for almost anybody, be they a teenager in their basement or a member of an espionage organization, to start these sites and produce content that can occasionally be difficult to distinguish from legitimate news. A News Guard investigation revealed that one AI-generated piece told a fabricated tale about Benjamin Netanyahu's psychiatrist, who allegedly passed away and left a message implying the Israeli prime minister was involved. The claim was made on an Iranian TV show, and although the psychiatrist seems to have been a fake, it was shared by people on TikTok, Reddit, and Instagram and distributed on media websites in Arabic, English, and Indonesian. The increased volume of divisive and false information could make it hard to discern what is real, which would be detrimental to humanitarian efforts, military leaders, and political candidates. The swift expansion of these websites is especially concerning in the lead-up to the 2024 elections, according to misinformation specialists.

Post-truth discussions and the acceleration of digitalization brought on by the pandemic process center on technology and its impacts. In addition, people are in the midst of a centralization as the order shifts from the known cosmos to the metaverse, with a single technologically close-by gadget controlling everything. By combining multiple options into one device, centralization makes communication easier and more accessible for everyone, but it also enables information flow more quickly and uncontrollably than before, which lessens the value of the truth. Individuals in this post-truth era build their own reality, which has the greatest influence on their own development. At this stage, cyberbullying starts to occur, putting the development and emotional

health of kids and teens at risk. From the standpoint of the media, technical developments do not ensure accurate information is disseminated.

False news and information proliferate together with the rate of spread and opportunity. The disregard for the truth leads to the proliferation of fake news, misinformation, and cyberbullying. As a result, information verification becomes necessary. Fact-checking techniques have a direct connection to issues with media and digital literacy. It is essential to know how to check the facts and guard against misleading, fraudulent, and false news. Two platforms for information verification are examined in the study Media Literacy, Fact-Checking and Cyberbullying: Information Verification Methods (Makalesi et al., 2023).
According to research, news is validated using a variety of strategies and tactics across several platforms, mostly through photo or video footage. This leads to the identification of information distortions, including fabricated-manipulated content and false linkages. The survey also discovered that anonymous websites and a variety of photo/video verification methods were regularly employed.

Spreaders vs. Victims: The nuanced relationship between age and misinformation via FoMO and digital literacy in different cultures (Jo et al., 2022) investigates the mediated relationships between age and misinformation via digital literacy and fear of missing out (FoMO) in two distinct cultures using online surveys of 469 Chinese and 729 US respondents. According to the findings, elderly people are more susceptible to being victims of false information since they are less inclined to investigate dubious content and are generally less inclined to share information online. On the other hand, because they are more motivated to share information online, young adults are more likely to propagate false information if they are not wary of the content. The association between age and responses to disinformation is strongly mediated by digital literacy, whereas the association between age and impulses to share information is highly mediated by FOMO. Young people's considerably better level of digital literacy makes them more inclined to verify the content when they start to doubt the accuracy of information, they find online.

Compared to senior citizens, they are somewhat protected by their greater propensity to check false information. Conversely, the discovery that older adults are significantly less likely to heuristically or consciously check false information illustrates why they are so vulnerable on the internet. Due to a lack of digital literacy, people are likely to be exposed to false information online even if they do not intentionally spread it to hurt others. Interesting trends pertaining to sociocultural variations are also revealed by the moderated mediation analyses: For US respondents compared to Chinese respondents, the moderating effect of FOMO in online information promotion is constantly more prominent. The more collectivistic social structure of Chinese society, which gives people more and stronger offline interactions with others (such as family, friends, and coworkers), is probably the cause of this discovery. In contrast, people are more prone to experience FOMO and look for ways to make up for their social requirements in a culture that values individual liberty and self-reliance over societal obligations.

OBJECTIVES OF THE RESEARCH

1. To Identify the awareness and understanding of AI-generated misinformation among youth
2. To find out the media literacy knowledge and skills among youth
3. To study the awareness of digital media credibility analysis skills among youth

RESEARCH METHODOLOGY

This study used a mixed methodology to examine how media literacy can counteract AI-driven misinformation and equip young people to critically assess produced content. A quantitative approach is utilized to better understand attitudes, experiences, and perceptions of media literacy activities in a digitally deceptive environment through in-depth interviews and a study of prior research on the subject. A purposive sample technique was employed with a sample size of 200 respondents in order to select people with the necessary knowledge or involvement in media literacy initiatives. The qualitative approach includes analysis of prior studies, including looking at media literacy curriculum materials, AI-powered disinformation detection tools, and media literacy

instruction standards. The objectives are to comprehend the framework of current treatments and evaluate their suitability and effectiveness in addressing AI-generated content.

RESULTS AND DISCUSSION

A new era of information distribution has been brought about by the quick development of AI technology, but it has also brought about a serious problem: misinformation produced by AI. This fake information, which is frequently indistinguishable from real information, can have serious repercussions for both people and society at large (Gamage et al., 2022). Thus, raising awareness and understanding of AI-generated disinformation is essential for defending people's opinions and choices, defending democratic processes, maintaining economic stability, and developing awareness-raising and understanding-promoting tactics.

Objective-1 To Identify the awareness and understanding of AI-generated misinformation among youth

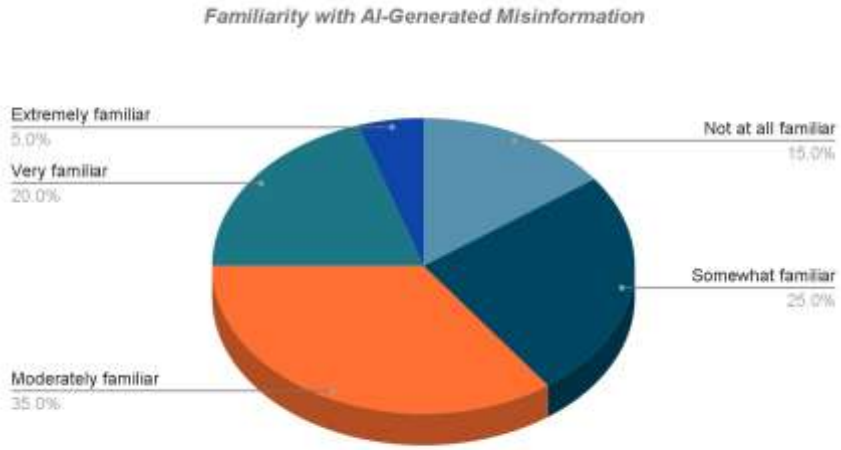
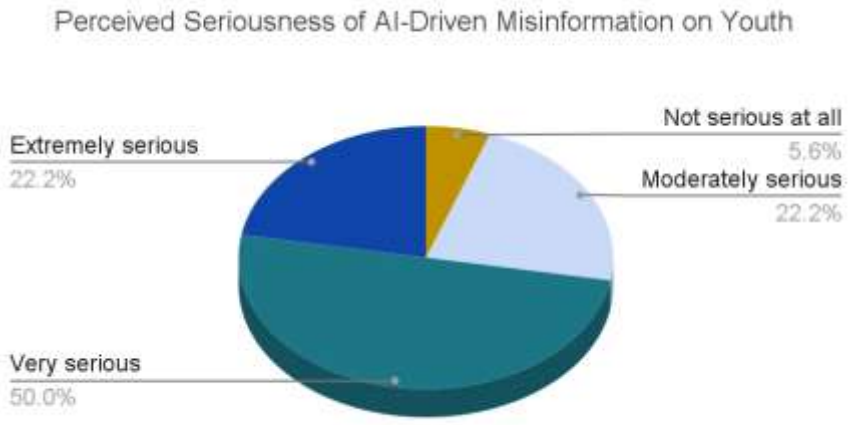


Fig. 1 represents that a majority of respondents (80%) said that they are at least somewhat aware of the notion of AI-generated misinformation when questioned about it (e.g., deepfakes, falsified news). Remarkably, 35% say they are just fairly familiar with these technologies, indicating a rudimentary knowledge of their operation and possibly the capacity to spot such false information. Although overall knowledge is high, deep familiarity is less prevalent, as just 25% of respondents (combined from "Very" and "Extremely familiar") have an advanced comprehension of AI-generated misinformation. By increasing fundamental awareness of AI-driven disinformation tactics like deepfakes, media literacy initiatives could fill the knowledge gap of the 15% who are completely unfamiliar

The respondents' views regarding the gravity of the influence of AI-driven fake news on the opinions and choices of young people are depicted in the figure below (fig. 2). According to the responses, a sizable majority of participants (65%) believe that AI-driven disinformation is a critical or extremely serious problem that influences the opinions and choices of young people.

Awareness of the potential for deepfakes and manufactured content to sway public opinion or foster polarized viewpoints may be the reason for this high level of concern. Only 15% of respondents say that the problem is "not serious at all" or "slightly serious," suggesting that most respondents are aware of the impact that such false information can have, particularly on audiences who are younger and more susceptible to being influenced. This sense of seriousness highlights the necessity of educational programs to give young people the tools they need to recognize and challenge potentially deceptive content.

These results point to a moderately aware audience with gaps in in-depth understanding of AI-driven disinformation tactics, as well as a high degree of concern regarding the impact of AI-driven disinformation.



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OBJECTIVE- 2. TO FIND OUT THE MEDIA LITERACY KNOWLEDGE AND SKILLS AMONG YOUTH

Media literacy is now a need rather than a luxury in today's information-rich society. It gives people the ability to assess and critically analyze the information they come across, which helps them make wise decisions and take an active role in society. People with media literacy are better able to spot biases and covert objectives in media messaging. People can use it to evaluate the credibility of information sources. Making educated decisions is facilitated by an awareness of how the media shapes people's feelings and viewpoints.
Media literacy encourages appropriate online conduct, such as avoiding cyberbullying and communicating politely (Aufderheide, 1993). It assists people in managing their digital identities and comprehending the consequences of their online behavior. People who are media literate are better able to identify and steer clear of internet risks and scams. Making educated decisions regarding goods and services is facilitated by media literacy. It makes it possible for people to support social change and take part in democratic processes. People who are media literate are more able to comprehend different cultures and viewpoints. It promotes understanding and empathy for other people. People can navigate the complicated media world, become educated citizens, and make valuable contributions to society by cultivating good media literacy abilities (Bergsma & Carney, 2008).
When asked how confident they are in their ability to spot AI-generated misinformation, the majority of respondents (55%) say they are moderately to highly confident in their ability to do so. Of those, 35% say they are moderately confident, and another 30% say they are very or extremely confident (fig. 3). Though many respondents have some trust in their ability to spot misleading AI information, a sizable portion—35% of respondents—indicate low confidence (10% not confident at all and 25% slightly confident). This suggests that a significant proportion may not have the requisite knowledge or skills. This suggests a possible need for focused instruction in media literacy programs to increase self-assurance and proficiency in spotting AI-driven fraud.

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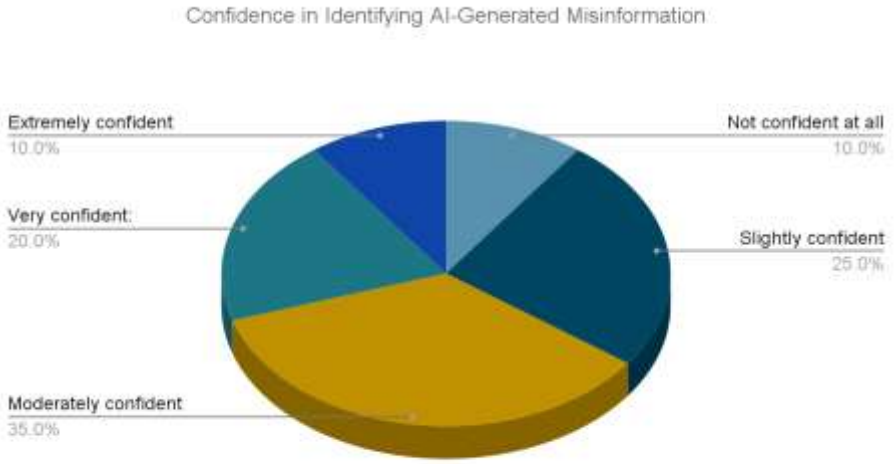

Fig.3

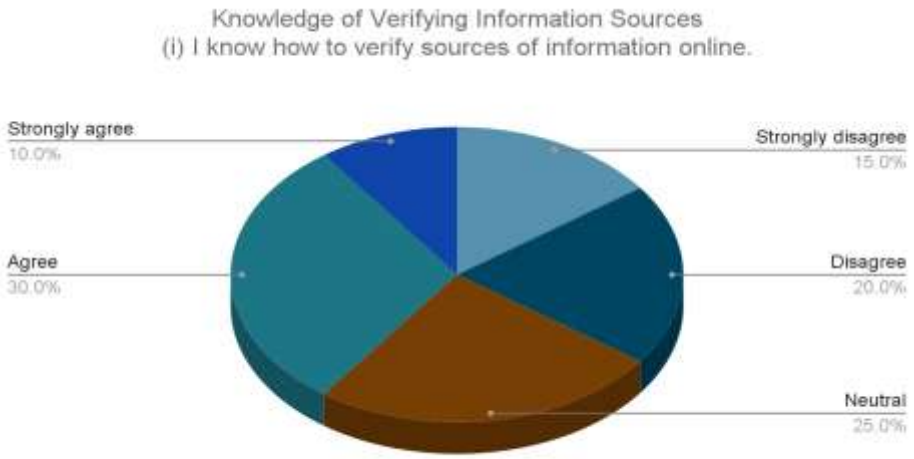

Fig.4

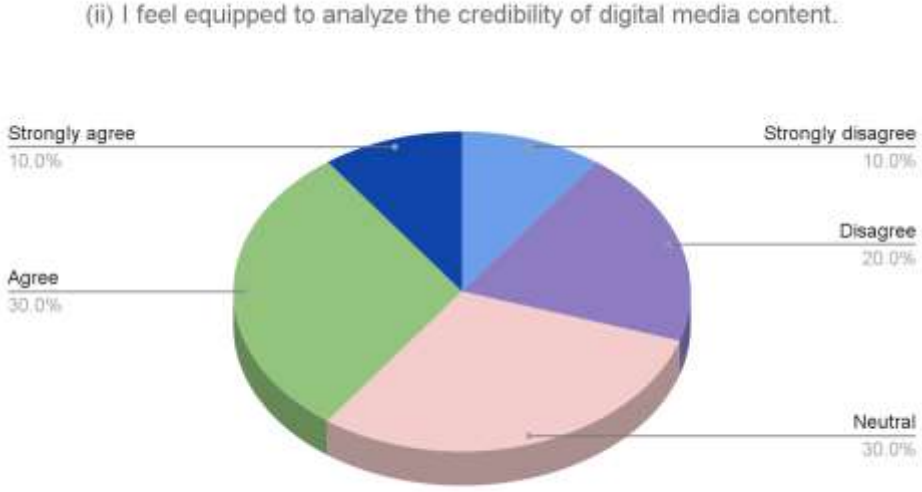

Fig. 5

As represented in the figure below (Fig. 4), a notable portion of participants (35%) indicate either disagreement or strong disagreement, suggesting they lack confidence or skill in source verification. This group may struggle to assess the credibility of online sources, making them more susceptible to misinformation.

While 40% agreed that they feel capable of verifying sources, the 25% neutral response indicates uncertainty or a lack of consistency in verification skills. These findings suggest a need for stronger focus on source-verification practices within media literacy programs.

Just 40% of respondents said they were confident in their ability to analyze the reliability of digital content (agree or strongly agree), and another 40% said they were unsure or lacked this ability (strongly disagree or disagree). The responses are more evenly spread in the figure (Fig. 5). According to the 30% of indifferent responses, many people may comprehend credibility analysis to some extent but lack the confidence to use it consistently. These results suggest that media literacy programs should concentrate more on educating young people how to assess the reliability of digital content. This could help with both low confidence and neutrality in responses.

OBJECTIVE – 3 TO STUDY THE AWARENESS OF DIGITAL MEDIA CREDIBILITY ANALYSIS SKILLS AMONG YOUTH

We have easy access to information in the current digital era, and the internet has developed into a vital resource for entertainment, news, and education. The growth of false information, however, has also resulted from the quantity of information, making it more challenging to separate fact from fiction. A number of issues, such as information overload, the quick spread of false information, sophisticated disinformation strategies, and cognitive biases, make it difficult to assess the reliability of digital media. People must acquire good media literacy and critical thinking abilities in order to navigate the complicated digital ecosystem (Castells, 2009).

Examine a website, blog, or social media account's domain authority, author experience, and possible biases to determine its credibility. Examine the information carefully for correctness, consistency, and corroborating details. Acknowledge and take into consideration any explicit or implicit biases that might affect how information is presented. Consult fact-checking websites and cross-reference material from several sources. Avoid drawing hasty conclusions and approach facts with a fair dose of skepticism. Promoting media literacy education and awareness is crucial to addressing the issue of digital media credibility (Fraillon et al., 2020).

This can be achieved by integrating media literacy into school curricula to teach students how to critically evaluate information, increasing public awareness of the risks of false information and the value of critical thinking, training adults in digital skills such as online safety and information literacy, and supporting organizations that work to correct misinformation and verify information (Bulfin & Kelli McGraw, 2021).

According to a study on the reliability of evaluating digital media content, as shown in Fig. 6 below, almost half of the respondents (45%) disagree or strongly disagree that they feel qualified to evaluate the reliability of digital content, indicating a substantial analytical skills gap. Only 35% of respondents (Agree + Strongly agree) said they were confident in their capacity to assess trustworthiness, indicating the urgent need for educational programs that impart these vital abilities. The 20% indifferent response raises the possibility of ambivalence or incomplete comprehension, suggesting that some respondents may comprehend the value of credibility analysis but lack the necessary practical abilities to use it successfully.

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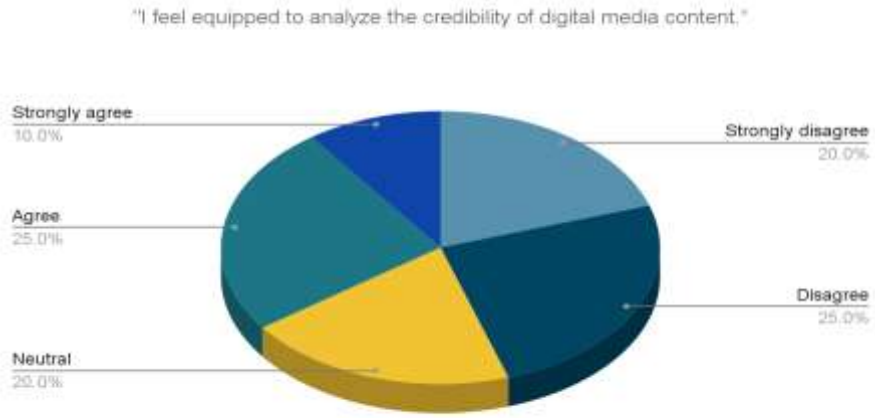

Fig. 6

According to the results of an investigation into respondents' confidence in their capacity to recognize AI-generated misinformation in the figure below (Fig. 7), 55% of respondents say they are moderately to highly confident (moderately, very, or extremely confident) in their ability to do so.
The largest group (35%) reports feeling "moderately confident," indicating that although many individuals have some awareness and expertise, confidence can still be increased. In contrast, 35% of respondents (10% say they are "not confident at all," and 25% say they are "slightly confident") show low confidence, indicating a critical need for more training to guarantee that everyone feels competent in spotting false information.

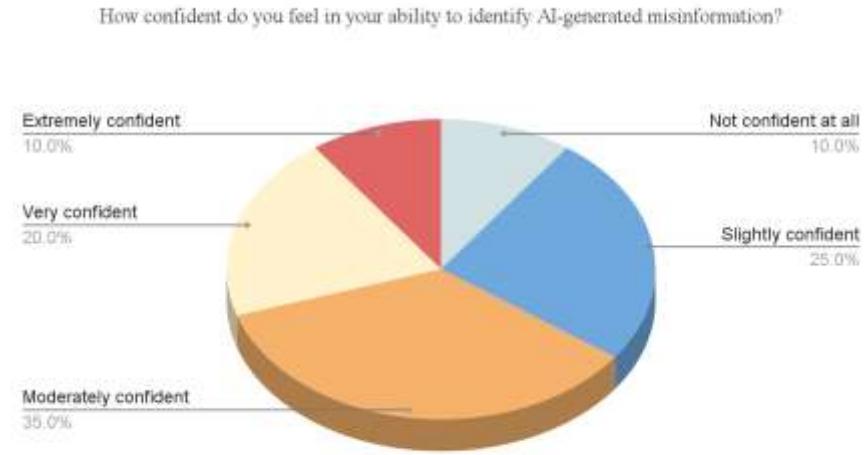

Fig. 7

As seen in Fig. 8, the majority of respondents (60%) concur or strongly concur that media literacy programs are an excellent way to teach young people how to evaluate themselves. Although 25% are neutral, which may indicate varying experiences with program success, this implies a positive opinion of the role these programs play in increasing critical thinking ability. The 15% disagreement rate suggests that some people believe media literacy programs might not have all the necessary resources or approaches to adequately handle the complexity of contemporary disinformation, especially that produced by artificial intelligence. This input may help improve media literacy programs to more directly address today's issues.

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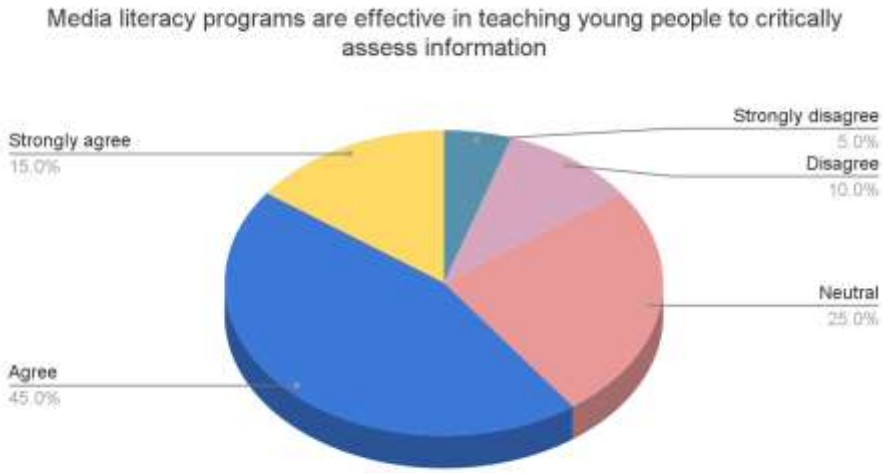

Fig. 8

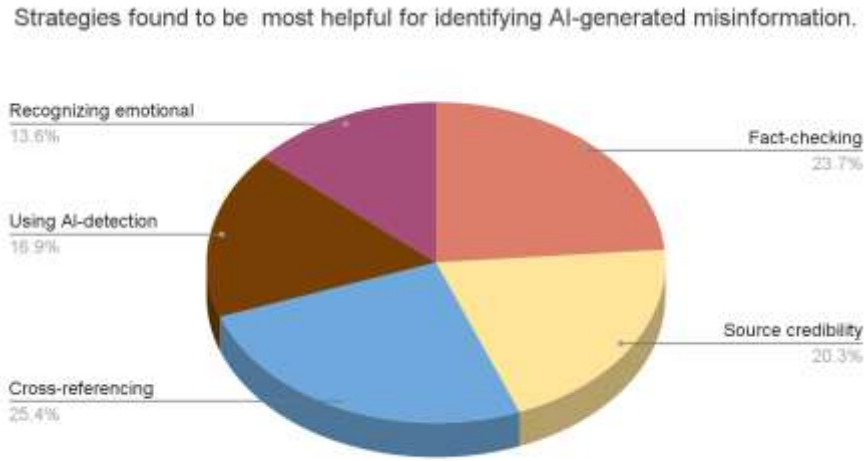

Fig. 9

After analysis, it was shown that the most often used tactics were using fact-checking websites (70%) and cross-referencing several sources (75%). This suggests that respondents respect a variety of sources and depend on reliable fact-checking platforms to provide accurate information. Verification of source reliability is also frequently used; as the above figure (Fig. 9) illustrates, 60% of respondents found it helpful.
Interestingly, half of the respondents (50%) think AI-detection technologies are useful, indicating that although AI tools are becoming more popular, not all respondents may yet be able to use or understand them. Although 40% of people use emotive or manipulative language, this skill is less frequently used, which may indicate that more training is needed in this area in order to recognize AI-generated content.

CONCLUSION

The prevalence of AI-generated fake news is rising, which is a major issue, particularly for young people who may lack the skills needed to navigate complex digital environments. This study highlights the significance of media literacy in equipping youth to distinguish between artificial intelligence-generated fiction and reality. Enhancing media literacy fosters critical thinking and strengthens defenses against the misleading tactics of AI-powered misinformation. Media organizations, tech companies, educators, and families must all be involved in the implementation of successful and long-lasting media literacy initiatives (Jandrić, 2019).

These collaborations can offer engaging educational resources, fact-checking resources, and supportive policies that encourage responsible media use. By giving young people, the skills to critically evaluate sources, verify facts, and recognize biases, society can prevent the spread of misleading information and promote informed citizens. This essential media literacy will serve as a safeguard in the digital age, advancing democratic values and enabling informed decision-making. The study concludes that prioritizing these initiatives and increasing public awareness are necessary to shield developing brains from the increasing dangers of AI-driven dishonesty.

This study emphasizes how urgently improved media literacy is needed to counter the growing threat of misinformation powered by artificial intelligence. Even though respondents showed a moderate level of confidence in their basic media literacy abilities, there are still large gaps in their capacity to recognize AI-generated content and assess digital information critically (Jacques et al., 2017). These shortcomings highlight the need for focused, experiential training courses that emphasize real-world uses, including source verification, credibility assessment, and AI detection techniques.

The results highlight how important it is for educational institutions and IT firms to promote digital literacy and develop instruments for efficiently identifying and controlling false information. To handle the complexity of misinformation in the digital age, other stakeholders—such as social media companies, governments, media outlets, and parents—must cooperate.

The majority of individuals concur that initiatives to promote media literacy are helpful, but in order to address modern problems like deepfakes and other deceptive content powered by artificial intelligence (AI), they must be more dynamic and inclusive. Useful resources such as collaborative fact-checking platforms, gamified learning platforms, and extensive curricula integrated into school systems can enable youth to safely and responsibly traverse the digital world (Bughin & Van Zeebroeck, 2017). A multi-stakeholder approach that incorporates policy, technology, and education is necessary to combat AI-driven disinformation. By improving literacy in the media, society can become more resilient to the misleading influence of artificial intelligence (AI)-generated disinformation, preserving democratic institutions, economic stability, and well-informed public conversation.

The study integrates the body of knowledge in media literacy and journalism, applying AI to understand the factors that influence news consumption and processing. It gives the definitions and evaluations of news media literacy that are now in use with more precision. It expands on research that indicates a deep comprehension of the media environment aids students in using media to accomplish both personal and pro-social objectives. Furthermore, the measure is particularly useful both theoretically and practically because it can be used to identify teens with high and low levels of news media literacy as well as to determine the relative contributions of two important literacy components—knowledge structures and personal locus—to an individual's overall level of news media literacy. Undoubtedly, young people's definitions and methods of obtaining news are evolving.

This poses some difficulties when attempting to measure attitudes and understanding about constantly changing conceptions. But a theory should be able to withstand these constant changes if it is useful for anything. Although a policy based on such a theory can never be flawless, if the theoretical foundation is strong, it can nevertheless be rendered somewhat relevant, even in the absence of a complete social revolution.

In this instance, we discover that digital disruption has strengthened preexisting structural elements pertaining to ownership and control rather than drastically changing the media ecosystem. In order to better understand the connection between literacy and news usage decisions, people also need to think about other methods of evaluating news use. To further develop those links, it may be helpful to include self-assessments of news literacy and the foundations for AI evaluations.

Future research should also examine the relationship between news media literacy and other pro-social personal traits, including civic and political involvement. Lastly, the concept of news is still changing as a result of ongoing cultural, technical, and economic upheavals. Future studies should keep an eye on these developments and adapt as needed.

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