

# Social Work Intervention in Cultivating Youth Internet Literacy under the Logic of Digital Human Rights--The Case of Q City Public Welfare Venture Project

Ruitong Xia <sup>1, a</sup>

<sup>1</sup> School of Humanities and Foreign Languages, Qingdao University of Technology, Qingdao, China.

<sup>a</sup> xiaruitong@yeah.net

**Abstract.** In the context of the digital era, the cultivation of adolescents' network literacy is becoming more and more important. Based on the concept of "digital human rights", this paper reflects on the experience of social work's intervention in the cultivation of youth internet literacy, and takes the Q City Public Welfare Venture Capital Program as an example to discuss the practical process of the program and the problems and opportunities faced in its implementation. This article discusses the connection between "digital human rights" and the cultivation of youth Internet literacy, explores the role and necessity of social work intervention, and analyzes the strategy and implementation process of social work intervention in the cultivation of Internet literacy using the Q City Public Welfare Venture Project as a case study. The article summarizes and reflects on the successes and challenges of the project in the implementation process, discusses the ethical issues in practice, and finally puts forward suggestions for social work's adaptation and leadership in the future technological development trend, which provides a new model for the social work practice of cyber literacy cultivation and responds to the important issue of social work's digitalization in the development of existing social work.

**Keywords:** digital human rights; network literacy; social work; youth; public welfare investment program; practice reflection.

## 1. Introduction

With the rapid development of information technology, the Internet has become the main platform for teenagers to learn and socialize. The virtual and open nature of cyberspace provides a vast ocean of knowledge and space for self-expression for adolescents on the one hand, but on the other hand, it also exposes them to the risk of undesirable information and network infringement. Against this background, cyber literacy has become a necessary competency for the healthy growth of young people, covering the ability to recognize, evaluate, utilize and create information, as well as cyber safety and legal awareness. At the same time, as digital technology has become more and more closely integrated with our lives, the concept of "digital human rights" has emerged, emphasizing that in the digital age, everyone, especially the vulnerable, should enjoy the right to access information, personal data protection and so on. Under the logic of "digital human rights", fostering young people's Internet literacy is not only an issue in the field of education, but also a social responsibility and challenge. In order to promote the digital development of social work and the construction of a digital human rights framework and social values, the cultivation of cyber literacy has become an important part of social work, and the cultivation of youth cyber literacy aims at guiding young people to use cyber resources in a safe and responsible way, and safeguarding their freedom of online expression and privacy security. This study aims to explore the experience of Q City's Public Welfare Venture Program in social work's intervention in fostering youth cyber literacy, to analyze the effectiveness and challenges of the program's implementation, to reflect on social work's roles and strategies in the process, and to look forward to the future in the ever-changing digital environment.

## **2. "Digital Human Rights": The Ethical Basis for Social Work Involvement in Cultivating Internet Literacy**

### **2.1 Definition of "Digital Human Rights"**

The concept of "digital human rights" has gradually taken shape with the development of digitalization, and it represents the protection of individual rights in digital space. In its report "The Age of Digital Interdependence", the United Nations emphasized the importance of digital inclusiveness and the protection of human rights in the digital age, as well as the development of human autonomy. In sociological and legal perspectives, digital human rights include, but are not limited to, freedom of information on the Internet, data protection, digital privacy, and access to online services, from which the concept of "digitally vulnerable groups" is derived. The concept of "digitally disadvantaged groups" encompasses both the digital divide among users and the inequality caused by the imbalance of regional development of the Internet itself.

### **2.2 Existing Research and Practice on Internet Literacy Cultivation**

Although the definition of network literacy has been constantly supplemented and reconstructed in the past decades, its main components cover the ability to identify, evaluate, utilize and create information in the digital era, as well as individual awareness of network security and ethics and law. Scholars at home and abroad have conducted a large number of studies to explore how to enhance the network literacy of young people. By reviewing domestic and international studies on the cultivation of network literacy, Wang Weijun et al. point out that the cultivation of network literacy should include the comprehensive ability of adolescents to survive and develop in the network era, as well as the ability to adapt to, effectively utilize, and critically understand the network environment. Practical cases, such as the 21st Century Skills Framework released by Singapore emphasizes and promotes cyber literacy as a key interdisciplinary competency. In the practice of fostering cyber literacy and bridging the digital divide, existing research has also shown that diversified teaching strategies and supportive family and social environments are important working methods for the enhancement of cyber literacy. In evaluating the existing models and effects of network literacy cultivation, McClure first proposed that network literacy should be evaluated in terms of both knowledge and skills, while subsequent scholars have also established different evaluation systems characterized by their respective disciplines.

### **2.3 The necessity of social work's involvement in the cultivation of Internet literacy**

The necessity of network literacy cultivation in the field of social work is gradually being recognized and valued. The social work profession provides a solid theoretical foundation for cyber literacy cultivation from its core values, such as social justice, human dignity and professional ethics. In reality, young people face increasing risks in the online environment, including cyberbullying, privacy leakage and exposure to undesirable information, and social work intervention can provide more timely preventive and intervention measures. Cedric Ho emphasized the value and principles of developing social work centered on "digital human rights", promoting technology empowerment, and implementing social work in the context of the digital era.

## **3. The Practical Process of Social Work Involvement in Youth Internet Literacy Cultivation**

### **3.1 Program Background**

Q City's Public Interest Venture Program is an innovative social work practice aimed at improving the cyber literacy of young people. The project addresses the new educational needs of

young people in the digital age, focusing on the cultivation of Internet safety, information recognition skills and healthy Internet habits. In Q City, the project won the bidding among many other projects in the public service venture, and triggered a great deal of attention from local organizations and social work professionals, who recognized that Q City, as a sub-provincial city with good economic performance, needs to strengthen the cultivation of youth internet literacy to meet the wave of development in the digital era.

### **3.2 Problems and Needs Analysis**

In the early stage of the project, the social work team conducted a comprehensive analysis of the current situation of Internet use among teenagers in Q City through interviews and questionnaires. The results of the interviews showed that most of the youths lack the ability to recognize false information on the Internet, have a weak sense of protection of online privacy, and at the same time often lack effective coping strategies when facing negative content on the Internet. School education has not invested enough in Internet literacy, and parents' concern for Internet safety is also relatively low. Based on this, the project team identified a demand-driven analysis focusing on enhancing young people's awareness of Internet safety protection, improving their ability to identify Internet information, and building a cooperative mechanism for family and school Internet education.

### **3.3 Intervention Strategies and Implementation**

The social work team adopted diversified intervention strategies. Through cooperation with relevant local institutions and universities, the team incorporated Internet literacy courses into extracurricular teaching plans and tried to train teachers for specialized teaching. The team also conducted a series of interactive nurturing workshops through games and cases to raise parents' and community workers' awareness of the importance of cyber literacy and to guide them on how to effectively supervise and guide their children in the home environment. The project also set up a Youth Cyber Literacy Club to provide a safe yet interactive space for youth to learn how to cope with online challenges through role-playing games and simulated social media environments. In the course of practice, the team has continued to optimize its methods and techniques, using social media platforms and online games to connect with the youth, and attempting to expand the number of service recipients by combining online and offline modes. Social workers also acted as resource linkers, linking up to promote the initial establishment of a collaborative mechanism including schools, families, community organizations and government agencies.

### **3.4 Effectiveness Evaluation and Feedback**

During the course of the program, social workers also conducted continuous process evaluation. Through tracking surveys, the youths who participated in the program had a high level of recognition of their own learning on cybersecurity knowledge and skills. The interviews with some parents reflected their increased awareness of and attention to cyber literacy education. Teachers in charge of the program also indicated that the youth's ability to acquire new knowledge through online information had significantly improved, and that the method of using new media technology to promote classroom participation was effective. Together, these positive feedbacks illustrate the effectiveness and necessity of social work intervention in the cultivation of Internet literacy, and point to areas for continued attention and improvement in the follow-up work.

## **4. Reflection and Prospect of Social Work Involvement in Cultivating Internet Literacy**

### **4.1 Analysis of project results**

The Q City Public Benefit Venture Program has achieved some success in enhancing adolescents' online literacy. According to Huang Chuxin and Shang Yawen, who emphasized that understanding how the Internet shapes adolescents' social interactions is crucial to the development of their Internet literacy, the Q-City project has successfully demonstrated that by relying on social work interventions, adolescents are able to better adapt to and become more knowledgeable about the Internet, and to make effective use of and innovate in their interactions. The project also demonstrated the collaborative efforts of schools, families and communities in promoting the cultivation of cyber literacy. This synergy will be an important starting point for social work intervention in youth network literacy in the future. However, at the same time, the uneven distribution of resources, the unstable participation of young people, and the changing needs for intervention have also highlighted these challenges in practice, testing the professional ability of social workers.

### **4.2 conceptualization of the role of the social work profession**

In the digital age, the role of social work is changing. Liu Binzhi et al. suggest that social workers need to have a clear understanding of the technical and ethical challenges associated with cyber technology-enabled social work. On the one hand this means that social workers need to build new competencies in their professional practice, such as data mining, communication skills in social media, and other updates of knowledge related to the cultivation of cyber literacy. On the other hand social workers are more likely to grasp their own role position and follow the basic ethics of social work. For social workers' multiple roles as supporters, educators, advocates, and linkers of resources in the cultivation of Internet literacy, social workers need to have a clearer understanding of their role responsibilities and obligations, and be wary of becoming "all-round social workers".

### **4.3 Future prospects and recommendations**

In the face of ever-changing technological and social trends, how social work can understand and adapt to this change and promote the digitalization of social work is an important task for existing social work in China. In social work's involvement in the cultivation of adolescents' network literacy, firstly, it is necessary to strengthen the continuous education and training of social workers themselves, and effectively improve their technical ability and knowledge in network literacy; secondly, it is necessary to develop and implement a more comprehensive network literacy education program for the special group of adolescents, especially for the marginalized groups among them, so as to overcome the bad influence of the infiltration of undesirable network information; thirdly, social workers should promote the construction of a multisectoral cooperation mechanism, and the "Five Sectors" and the "Five Sectors" should be promoted. Thirdly, social workers should promote the construction of a multi-sectoral cooperation mechanism, based on the "five societies", in order to jointly promote network literacy education. Finally, social workers should actively try to empower social work with new technologies and methods, and intervene in the cultivation of Internet literacy in an innovative way.

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