



through synergistic interactions with technology, policy, and social environments? This study delves into the conceptual connotation, practical pathways, and future prospects of prompt literacy. At the theoretical level, the research constructs a pyramid-shaped framework of prompt literacy based on Jerome Bruner's taxonomy of educational objectives. It explains the progressive development of prompt literacy's evolution in three hierarchical levels: knowledge comprehension, application analysis, and value creation, providing a systematic theoretical basis for cultivating prompt literacy in higher education. At the practical level, the study uses the "Wayfinding" model to explain the practical pathways of prompt literacy. This model metaphorically represents the learners' complex cognitive journey in navigating the fast-evolving landscape of generative AI in four critical stages: goal setting, path selection, cognitive mapping, and feedback loops, accomplishing dynamic comprehension and knowledge construction through the exploration, adjustment, and selection of prompts. Based on critical thinking practices embodied in the Socratic questioning method, the study further demonstrates the cost-effective and robust advantages of the "Wayfinding" model in enhancing prompt literacy particularly in scenarios such as academic writing. Finally, based on situational analysis, this paper predicts four possible trajectories for the future development of prompt literacy, including stagnation, progression, prosperity, and challenges. It discusses corresponding educational strategies for each scenario, providing a comprehensive framework to inform the future development of prompt literacy, promoting deep integration of generative AI technologies in education.

Keywords: New-Quality Education; Prompt Literacy; "Wayfinding" Model; Generative AI

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