

# COMPETENCE LEVELS OF THE 10 MEDIA LITERACY COMPETENCES



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	<i>Level 0</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<b><i>Un1</i></b>  <i>Awareness of the growing influence of media on society</i>	Is not aware of the increasingly important role of the media in many domains of human existence.	Is aware of the increasing use of new media, but not aware of its impact on people's living environment.	Is aware that a society influenced by media demands new media skills.	Can identify the more obvious effects of increasing media use on human existence, such as: the fact that the media are omnipresent, that we are always connected to each other, that we are presented with ever more information, etc.	Is able to analyse the various effects of the growing influence of media on our way of life and illustrate them from multiple perspectives. Explores the latest views and topical discussions to this end.

<p><b>Un2</b></p> <p><i>Understanding how media are made</i></p>	<i>Level 0</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
	Consumes and uses media without wondering how they are made.	Recognises the primary objectives of media messages: distinguishes between commercial and informative messages. Recognises often used standard techniques.	Understands how media producers use these techniques to achieve their objectives. Uses this knowledge to critically evaluate media messages.	Is able to analyse how current formats, codes and conventions determine the content and form that media producers give their media messages.	Has detailed knowledge of the formats and techniques media producers use and of the codes and conventions (on form and content) they adhere to. Is able to critically evaluate these formats, codes and conventions.

<p><b>Un3</b></p> <p><i>Understanding how the media colour reality</i></p>	<i>Level 0</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
	Does not recognise the perspectives from which information is transmitted. Tends to take information as true and is easily manipulated.	Is aware that the format of a media messages determines the content that is transmitted: for example, TV news presents themes differently from entertainment shows, and newspapers present them differently from news apps.	Recognises when a media messages is coloured by political, ideological or philosophical convictions.	Recognises when media messages confirm and reinforce prejudices, role patterns and ideologies.	Is able to critically analyse how conventions and usages within the media sector impact social conceptions and the standards and norms within cultures.

<b><i>Us1</i></b>  <i>Using equipment, software and applications</i>	<i>Level 0</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
	Struggles with the control logic of equipment and applications. Partly as a result of this, makes little use of new media technologies and does not explore their possibilities.	Has a basic understanding of the control logic of new media equipment and applications. Uses email, internet, mobile phone and texting when the environment demands it, but not at own initiative. Does not actively explore the possibilities offered by new media.	Frequent user of email, internet, mobile phone and texting. Has a profile on one or more social networks. Plays various games. Occasionally uploads own content. When trying out more innovative media technologies, takes his/her lead from what others around him/her are doing.	Is active user of various new media. Plays various games. Communicates with friends and colleagues through various applications. Uploads own audiovisual material. Is active on various social networks. Does all this also wirelessly on smartphone or tablet computer. Is proficient cross-media user. Is early adopter in own circle.	Follows technological developments closely and tries out the latest technologies. Is able to distinguish between valuable applications and marketing hypes. Familiarises him/herself with new applications, tweaks them to personal needs, and integrates them into personal media system. Creates high-quality content with these applications and uses it for communication and achieving objectives.

<b><i>Us2</i></b>  <i>Orientation within media environments</i>	<i>Level 0</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
	Has difficulty orienting him/herself in more complex media environments.	Is able to orient him/herself within defined media environments with a simple menu structure (like newspapers, websites, or a TV user manual).	Is able to orient him/herself in media environments and/or applications that are interconnected in a linear way (like a game in a social network, linking a camera to a pc, or software packages of the same manufacturer).	Is able to orient him/herself in media environments in which equipment, content and applications are interconnected or can be connected to each other (like smartphones, video editors and social networks).	Switches confidently between applications and equipment. Links equipment and applications and integrates them into personal media system. Knows which applications are most suitable for objective.

<b>C1</b>  <i>Finding and processing information</i>	<i>Level 0</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
	Does not know how to use media to find appropriate and reliable information.	Is able to use various printed, digital and audiovisual data sources to find information. Is able to choose the right medium for varying information needs.	Is able to assess the reliability of information. Is able to assess the nature of data sources: e.g. can distinguish between information sources and entertainment sources.	Is able to (cross-medially) switch between various data sources. Is able to employ online data sources. Is able to fully access the Internet's knowledge reservoir. Is able to compare information from various sources and synthesise the information found. Is able to select relevant information from the (desired and undesired) information supply.	Has a personal strategy to access information optimally through various new media applications and social networks. Is able to systematically manage relevant information. Shares relevant information and chooses the right medium for various target groups.

<b>C2</b>  <i>Creating content</i>	<i>Level 0</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
	Does not create any media content.	Is able to send media messages through standard channels like email and text.	Tweets. Uploads own content to one or more social network sites. Uploads photos and videos. Is able to share content through email and text.	Uses media to share personal and professional information. Uses various applications to create unique own content. Edits photos and videos before uploading. Optimises the impact of sent messages by using the options of the applications (like hashtags on Twitter).	Shares important information on various platforms (like Slideshare). Contributes to co-creation initiatives like forums and knowledge banks (like Wikipedia). Can design own website. Creates and shares high-quality audiovisual material. Chooses the right medium for sending media messages and gives them the optimum form.

<b>C3</b>  <i>Participating in social networks</i>	<i>Level 0</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
	Does not participate in social media networks.	Follows the posts and uploads of friends and relatives on social network and replies to them in a social way.	Maintains contacts via social media with both relatives and friends and professional relations (fellow students, colleagues, etc.) Responds supportively to the activities of others on various social networks.	Has a consciously designed profile on one or more social networks. Shares interesting and amusing content, both in personal and professional contexts. Responds alertly and constructively to other people's posts, helping to keep the community lively and interesting. Can enter into new online relationships and foster existing ones.	Encourages interaction between others. Promotes participation from other community members. Inspires others to make optimum use of social networks. Is focused, next to him/herself and others, also on common objective of the community as a whole. Monitors web etiquette on social networks and fights exclusion, flaming and destructive behaviour of others.

<b>S1</b>  <i>Reflecting on own media usage</i>	<i>Level 0</i>	<i>Level 1</i>	<i>Niveau 2</i>	<i>Level 3</i>	<i>Level 4</i>
	Does not use media in pursuit of own objectives.	Is aware of personal media usage patterns.	Is in control of frequency and duration of own media use. Understands media mechanisms that tempt to continue reading, watching, clicking and playing.	Realises how own media usage impacts own lifestyle. Can analyse how own media consumption impacts worldview ('you are what you surf/watch/play/download').	Develops a conscious strategy to use media optimally. Knows when to use what media. Is able to switch media on and off at the right time. Keeps experience horizon broad by keeping own media consumption varied.

<b>S2</b>	<i>Level 0</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Achieving objectives through media</i>	Does not use media in pursuit of own objectives.	Can use digital and online media when required (like for filling out tax returns or sending digital application letters).	Knows when which applications have added values for achieving personal objectives and can use them effectively (like for selling second-hand gear or finding a partner).	Knows when which applications have added values for achieving professional and social objectives and can use them effectively (like for finding a new job or collecting donations for charity).	Develops a targeted strategy to make best use of the possibilities of traditional, new and social media in all aspects of life. Knows when which media applications can enhance (or diminish) well-being or happiness and actively uses these media applications for that. Shares expertise with others so they can optimise their media strategy. Does not only consider own objectives, but also promotes those of others and the communities in which they participate.

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