The WATCH Media Literacy Competence Framework

The **WATCH Media Literacy Competence Framework** (*Working with Audiovisuals to Teach Critical History*) is a structured approach to developing key competencies in students when teaching media literacy from a historical perspective. The framework is organised into four main categories (the columns A, B, C and D): Knowledge & Understanding, Skills, Attitudes, and Values.

Each category is further broken down into three skill sets that students are expected to develop (the rows 1, 2 and 3), ranging from the ability to search for and critically evaluate historical information to creating and presenting media content responsibly. At the intersection of the categories and skillsets are singular competencies (each of the twelve cells), which become more complex down- and rightwards. By understanding the interconnected nature of these competencies, you can better support students in navigating and contributing to the media landscape. Not all of your classes need to cover all of the competencies, certainly not at once. It is helpful to consider to what degree you wish to teach your students and try to gradually lead them towards more complex talents.

The activities in this **Toolkit** show which competencies from the Framework you can teach your students. You don't have to cover all the competencies listed for an activity; each one gives you options to choose from. For example, if an activity mentions that it covers competencies 1.A, 1.B, and 1.C, you can decide to teach just 1.A and stop there, or continue up to 1.C. Since 1.D isn't included, it would be harder to use this activity to teach competency 1.D

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	A: Knowledge & understanding	B: Skills	C: Attitudes	D: Values
1. **Students search and find (historical) information**	*Students know where historical information can be found - both online and offline. They understand what the characteristics of trustworthy information are and understand that biased sources can still be useful for answering (historical) questions.*	*Students can find relevant historical information. They are able to formulate relevant research questions and use the best keywords (online and offline).*	*Students are curious about the original sources of historical information. They are willing to do additional research to verify that information is correct and do not rely on one source of information.*	*Students find it important that statements and claims (related to history) are made based on reliable information and solid evidence. They approach historical subjects in a multi-perspective way.*
2. **Students evaluate and make judgements about (historical) information**	*Students know and understand that (historical) sources are always created within a context; and that (historical) information is always made for a certain purpose. They are aware of the views, beliefs and information available at the time. Students have clear benchmarks (principles of source criticism) against which they evaluate the usefulness of sources as evidence.*	*Using the principles of source criticism, students are able to assess the reliability, usefulness and relevance of (historical) information. They judge a source based on its origins, medium and author, context, target audience, and use this information to answer research questions.*	*Students do not take information at face value. They are critical towards the origins of the information. They always take into consideration on what grounds and for what purpose information is displayed. They are open to new ideas and willing to adjust their own opinions.*	*Students find it important that the judgements they make about history are fair, especially when these relate to moral and ethical issues (such as: dealing with guilt, assigning blame).*
3. **Students develop and present (historical) information**	*Students have an understanding of how media is created, used and consumed, both in historical and current contexts. Students have an understanding of the advantages and disadvantages, and the defining characteristics that different types of media have. By reusing and creating something new, the students are aware that they give new meaning to pre-existing material.*	*Students are able to use digital tools and (historical) resources and key-words to create new quality media content (e.g. self edited short videos). This content is suitable for its audience, effective in conveying information, and helps the audience to better understand or increase their interest in history.*	*Students strive towards presenting media in a well-rounded manner. At the same time they think creatively and outside of the box. They are open to receive constructive criticism and are willing to engage in informed discussion.*	*Students are committed to representing individuals, people and groups in a fair and balanced way, that is not contributing to the (further) stigmatising generalisations and spreading of stereotypes.*

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