

## Watching videos like an historian, Updated Competence Framework (EN)

History Education Contribution to Media Literacy	A: Knowledge & understanding	B: Skills	C: Attitudes	D: Values
<b>1. Students search and find (historical) information</b>	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 towards 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.
<b>2. Students evaluate and make judgements about (historical) information</b>	Students know and understand that (historical) sources are always created within a context. They know and understand that (historical) information is always made for a certain purpose, and 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).
<b>3. Students develop and present (historical) information</b>	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) stigmatizing generalisations and spreading of stereotypes.