## The Media Literacy Competence Framework

The Media Literacy Competence Framework 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 skillsets 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.

History education contribution to Media Literacy	A: Knowledge & understanding	B.Skills	C. Attitudes	D. Values
i i. Siudenis search	Students know where historical information can be found – both online and offline. They understand what the characteristics of trustworthy information are and understand that biassed 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).	information. They are willing to do additional research to verify that information is correct and do not rely on one	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 multiperspective way.
i evaluate and	(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	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	consideration on what grounds and for what purpose	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	contexts. Students have an understanding of the advantages and disadvantages, and the defining characteristics that different types of media have. By	Students are able to use digital tools and (historical) resources and key-words to create new quality media	manner. At the same time they think creatively and outside of the box. They are open to receive constructive criticism and	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.