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ASSESSMENT COMPONENT: 1

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Doctorate in Education (EdD)

AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

From Digital Competence to Media Literacy: Addressing Information Pollution in the Age of Social Media in Wales

SHANG ZHAO

Key Stages and Timeline

Stages	Task	Estimated Completion Date
Select Review Topic/Title	Define research focus: from digital competence to media literacy, emphasizing how Wales addresses information pollution in the social media era.	Week 1
Identify Keywords and Search Terms	Determine key terms such as 'Digital Competence Framework (DCF),' 'media literacy,' 'misinformation,' 'information pollution,' and 'critical thinking' for literature searches.	Week 1
Identify Information Sources	Select online search engines (e.g., Google Scholar), academic databases (e.g., PubMed, JSTOR), policy documents (e.g., Welsh Government reports), and authoritative institutions (e.g., Ofcom).	Week 2
Generate Reading List and Collect Articles	Conduct initial keyword searches, filter relevant literature, and create a reading list, including academic articles, policy reports, and government white papers.	Week 3
Take Notes and Organize Information	Summarize, categorize key points from readings, compare studies, and track citation sources.	Weeks 4-5
Write the Literature Review	Summarize findings, structure the text using keywords and search terms, and develop a full review.	Weeks 6-7
Compile References	Generate a Harvard-style citation list, ensuring accurate referencing of sources.	Week 8

Introduction

This literature review will explore how the Welsh education system supports students in developing media literacy skills to combat misinformation, disinformation, and other challenges posed by the social media era. Given the increasing prevalence of fake news and algorithm-driven content exposure, understanding how students are educated to critically engage with media is crucial. This issue is significant for both educational practitioners and policymakers as it directly impacts students' ability to navigate an increasingly complex digital environment.

Rationale for the Issue

The rise of digital technologies and social media has transformed information consumption habits, making media literacy an essential skill for young people. Wales has introduced the Digital Competence Framework (DCF) as part of its Curriculum for Wales 2022 , which aims to equip students with critical digital skills, including media literacy. However, there is an ongoing debate about whether this framework sufficiently prepares students to critically evaluate information and identify misinformation. As an educator, understanding the efficacy of current strategies and identifying gaps in the curriculum will provide valuable insights into the development of more robust media literacy education.

Key Themes and Debates

Media Literacy and Digital Competence

- Definitions and conceptual differences between digital competence and media literacy (Livingstone, 2018).
- The role of critical thinking in media literacy education.

Policy and Curriculum Development in Wales

1. Analysis of the *Digital Competence Framework (DCF)* within the *Curriculum for Wales 2022*.

2. How media literacy is integrated into different subject areas.

Misinformation and Information Pollution in Social Media

1. The impact of misinformation on young people (Vosoughi, Roy, & Aral, 2018).

2. Strategies used to teach fact-checking and critical consumption of media.

Challenges in Implementing Media Literacy Education

1. Barriers such as teacher preparedness, resource availability, and assessment challenges (Buckingham, 2019).

2. Disparities in digital access and their effects on students' ability to develop media literacy skills.

Scope of Literature

Seminal works on media literacy education, including foundational theories by Livingstone (2004, 2018) and Buckingham (2019) .

Policy documents, such as the *Curriculum for Wales 2022* and the *Digital Competence Framework (DCF)* .

Recent empirical studies that analyze the effectiveness of media literacy initiatives in Wales and beyond.

Reports from institutions such as Ofcom and the Welsh Government.

Criteria for Selecting Sources

Sources will be selected based on **Relevance** to the Welsh education system and media literacy policies. **Credibility and scholarly impact** (peer-reviewed journals, government reports, and key media literacy organizations). **Recency** (preferably post-2018 studies, unless citing foundational theories).

Organizational Framework

The literature review will follow a thematic synthesis approach, categorizing studies under **definitional and conceptual debates**, **policy and curriculum frameworks**, **empirical research on misinformation and media literacy effectiveness**, **implementation challenges** and **comparative approaches**.

Justification for the Literature Review

Significance and Rationale

This review is significant because it evaluates how effectively the *Curriculum for Wales 2022* and the *Digital Competence Framework (DCF)* prepare students to critically engage with media and navigate misinformation. While digital literacy is embedded within Welsh education, research on whether these initiatives explicitly address the issue of information pollution is limited. Given the growing concerns about the impact of fake news and algorithmic biases on young people's perception of reality, this study will contribute to both academic discourse and policy evaluation.

Gaps in the Existing Literature

1. Limited research on the effectiveness of the *Digital Competence Framework* in tackling misinformation.
2. Lack of comprehensive evaluations on how teachers implement media literacy education in Welsh schools.
3. Few comparative studies on how Wales' approach to media literacy compares to other leading nations like Finland.

By addressing these gaps, this literature review aims to provide valuable insights that can inform and guide future curriculum improvements and policy decisions.

Summary

This literature review will examine how the Welsh education system addresses media literacy and misinformation within the context of the *Curriculum for Wales 2022*. By critically analyzing policy documents, empirical research, and comparative studies, it aims to assess the effectiveness of existing educational strategies and identify areas for improvement. The findings will contribute to ongoing discussions on 'how to enhance media literacy education to combat misinformation and prepare students for an increasingly complex media landscape'.

Reference

Winchester, C.L. and Salji, M. (2016) 'Writing a literature review', *Journal of Clinical Urology*, 9(5), pp. 308–312 Available at: <https://doi.org/10.1177/2051415816650133>.

Oliver, P. (2012) *Succeeding with your literature review: a handbook for students*. Maidenhead: Open University Press.

Buckingham, D. (2019) *The Media Education Manifesto*. Polity Press.

Kellner, D., & Share, J. (2007) 'Critical media literacy: Crucial policy choices for a twenty-first-century democracy', *Policy Futures in Education*, 5(1), pp. 59–69.

Livingstone, S. (2004) 'Media literacy and the challenge of new information and communication technologies', *The Communication Review*, 7(1), pp. 3–14.

Mihailidis, P., & Thevenin, B. (2013) 'Media literacy as a core competency for engaged citizenship in participatory democracy', *American Behavioral Scientist*, 57(11), pp. 1611–1622.

Vosoughi, S., Roy, D., & Aral, S. (2018) 'The spread of true and false news online',

Science , 359(6380), pp. 1146–1151.