

Evaluating the Impact of the Digital Competence Framework (2016) on Media Literacy Education in the Wales

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Objective: To analyze the Digital Competence Framework (DCF) and Media Literacy Education in Wales.

Key Sections:

Policy Background: Overview of DCF's purpose, content, and implementation requirements.

Relevance of Media Literacy: Using data and textual analysis to highlight why Welsh youth need media literacy skills in a digital society.

DCF's Role in Media Literacy: Examination of how DCF fosters skills like information discernment, critical thinking, and online social responsibility.

Policy Optimization: Recommendations for enhancing the efficacy of DCF in promoting media literacy education in Wales.



From Observation to Focus:

Steps in Selecting Media Literacy Education as a Research Issue

Step 1: Identifying the Issue Through Personal Experience

Step 2: Comparative Focus – Learning from Finland and Wales

Step 3: Narrowing Down – Selecting the DCF as a Framework

Refine Focus

Through this diagrammatic approach, I narrowed down my investigation to explore how the DCF (Digital Competence Framework) supports media literacy education, establishing a solid foundation for systematic analysis in my report.



Media literacy education

Media literacy education plays a crucial role in enabling students to engage critically with media within today's intricate digital landscape. Enhancing students' media literacy competencies is a significant concern for educators globally.

The Digital Competence Framework (2016)

The DCF sets out the digital skills to be attained by learners across four strands.

- >> Citizenship.
- >> Interacting and collaborating.
- >> Producing.
- >> Data and computational thinking.

Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems.

Audience: The entire education workforce, government and national partners, including; local authorities and regional consortia, workforce unions, diocesan authorities; governing bodies and Estyn

DCF Timeline



Futher Refine

- Definition of age for the studied population



Adolescents between the ages of 15 and 19 use social media more for socialising, information gathering and self-expression than they did in the earlier stages of adolescence (Brundidge and Sigman, 2021).

Adolescents

WHO: 10-19 years
First adolescent (10-14 years)
Late adolescent (15-19 years)

The 15-17 year old stage is a transitional period of greater reliance on educators and parental guidance. In the UK, 15-17 year olds are usually at GCSE and A-level, this period is a critical time when adolescents are most strongly influenced by education.

-How did the training for teachers to teach media literacy-related courses according to DCF requirements go, and what was the effect?

-Did the results differ due to regional differences?

References:

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