



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

An Investigation into the Implementation of Wales' Digital Competence Framework (DCF): Teacher Perspectives in Media Literacy Education

2405657 Shang Zhao

7021-2 03.06.2025

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

www.uwtsd.ac.uk

CONTENTS

01

Background &
Rationale

02

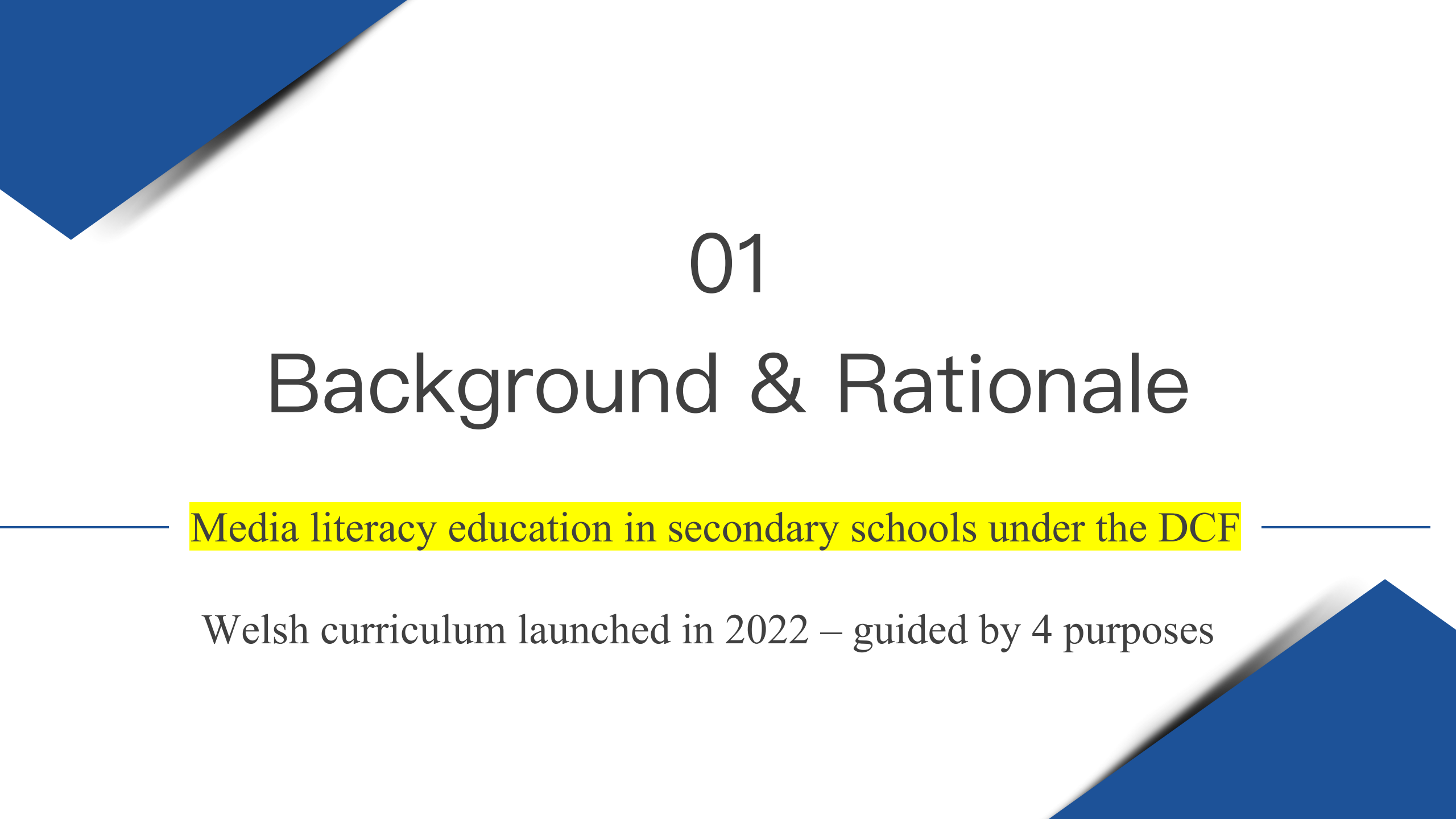
Methodology

03

Timetable

04

Challenges



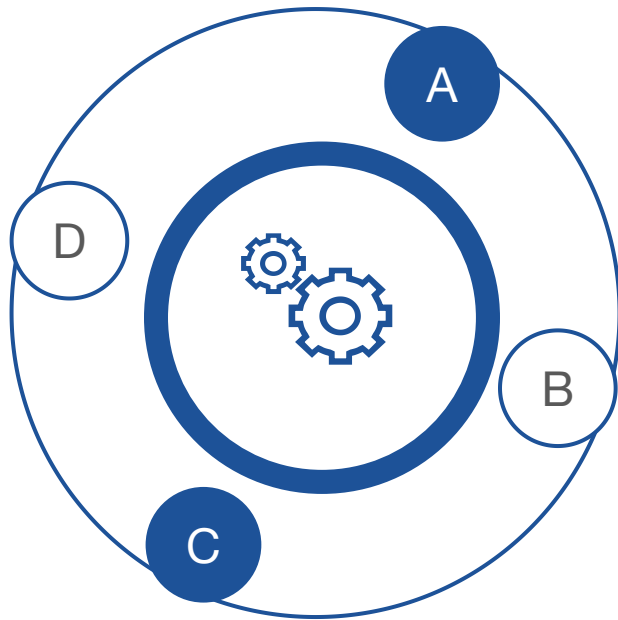
01

Background & Rationale

Media literacy education in secondary schools under the DCF

Welsh curriculum launched in 2022 – guided by 4 purposes

New Curriculum for Wales, which is built around four core purposes aim to help all learners become:



- A ambitious, capable learners
- B enterprising, creative contributors
- C healthy, confident individuals
- D **ethical, informed citizens**

Reference:

Welsh Government (2020). Developing a vision for curriculum design - Hwb. [online] hwb.gov.wales. Available at: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/>.

Digital Competence Framework

Through these elements learners will engage with what it means to be a **conscientious digital citizen** who contributes positively to the digital world around them and who critically evaluates their place within this digital world. **They will be prepared for and ready to encounter the positive and negative aspects of being a digital citizen and will develop strategies and tools to aid them as they become independent consumers and producers.**



Reference:

Welsh Government (2022) Digital Competence Framework: Routes for Learning. [online] Available at: <https://hwb.gov.wales/api/storage/713b6765-d38f-4247-86f6-e32ec241e94f/digital-competence-framework-routes-for-learning-220110.pdf> [Accessed 2 June 2025].



Gap

Lack of empirical research on classroom-level implementation



Autonomy

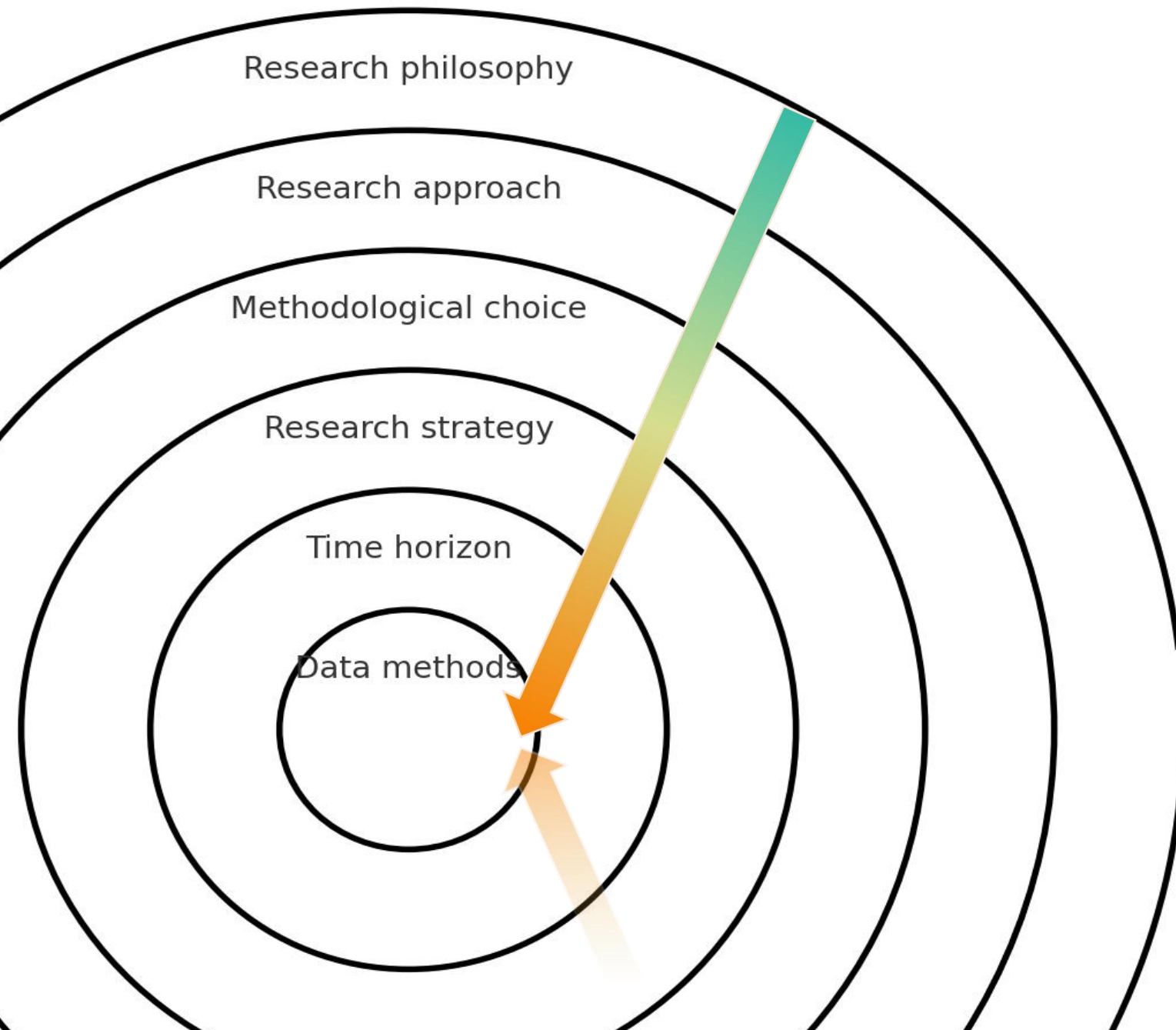
Welsh schools have curriculum autonomy → varied teacher approaches



AIM

**To explore teacher perspectives
on delivering media literacy and facing challenges**

02 Methodology

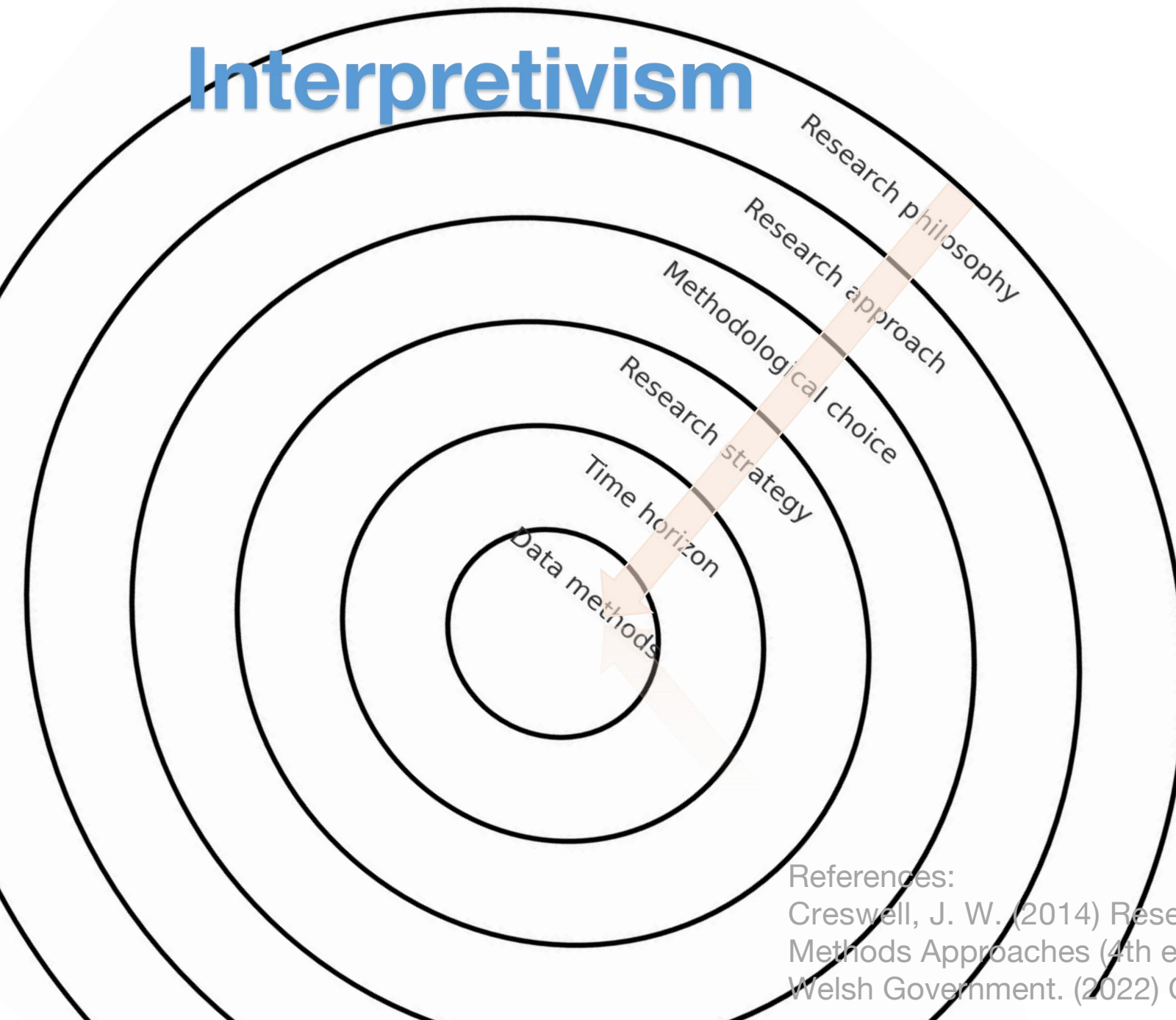


“Research Onion” (2019)
as the structure for methodology.

Reference

Saunders, M., Lewis, P., & Thornhill, A. (2019) Research Methods for Business Students (8th ed.). Pearson Education.

Interpretivism



PHILOSOPHY

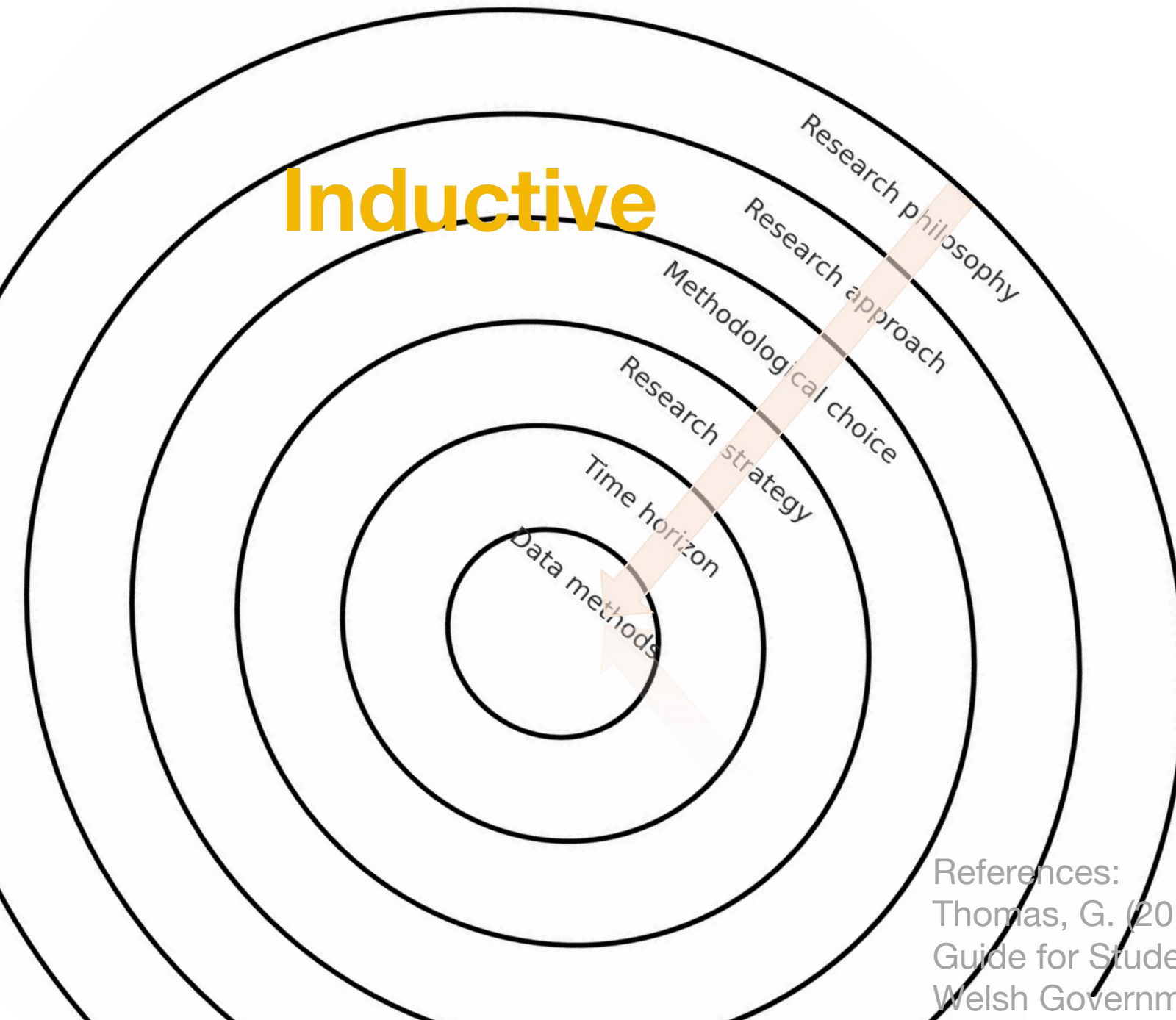
- To explore how teachers understand and apply media literacy in the DCF.
- Focus on individual perspectives shaped by context and experience.
- Links to the Curriculum for Wales goal: **“ethical, informed citizens.”**

References:

Creswell, J. W. (2014) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). Sage.
Welsh Government. (2022) Curriculum for Wales Guidance

APPROACH

Inductive



- Building understanding from teachers' insights instead of testing a pre-existing theory.
- Suitable for exploring complex educational environments.
- Aligns with developing “**ambitious, capable learners.**”

References:

Thomas, G. (2017) How to Do Your Research Project: A Guide for Students. Sage.

Welsh Government. (2022) Curriculum for Wales Guidance.

METHODOLOGICAL CHOICE

Qualitative

Research philosophy
Research approach
Methodological choice
Research strategy
Time horizon
Data methods

- Focused on understanding meaning, not measuring frequency or scale
- Small-scale study → quantitative data would be shallow or unreliable
- Mixed methods need more time, participants & resources
- Qualitative tools (open-ended survey & interviews) better fit complex and personal teaching contexts

Limitation: Findings not statistically generalisable

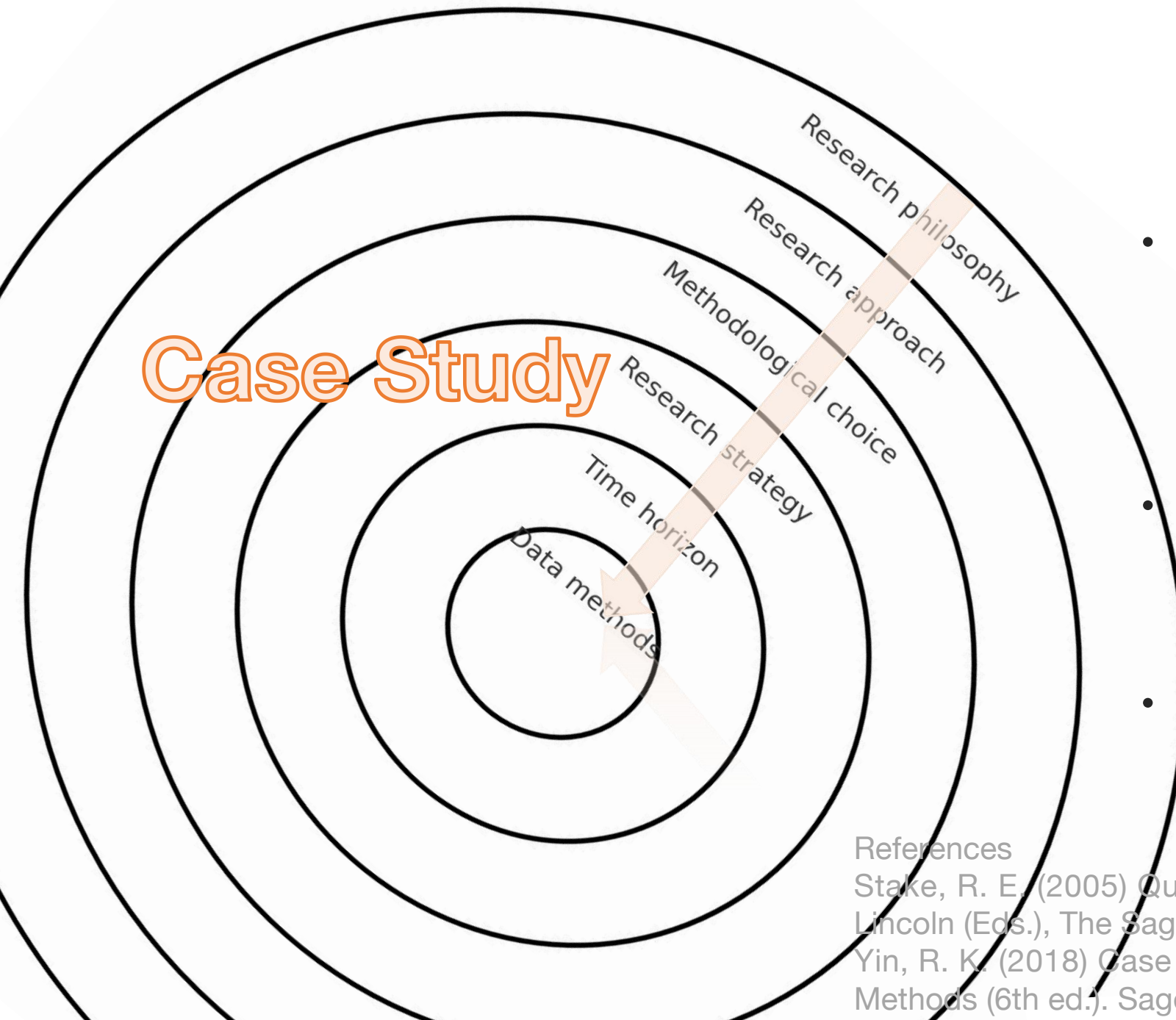
References:

Denzin, N. K., & Lincoln, Y. S. (2018) The SAGE Handbook of Qualitative Research (5th ed.). Sage.

Buckingham, D. (2007) Digital Media Literacies: Rethinking Media Education in the Age of the Internet. Research in Comparative and International Education.

STRATEGY

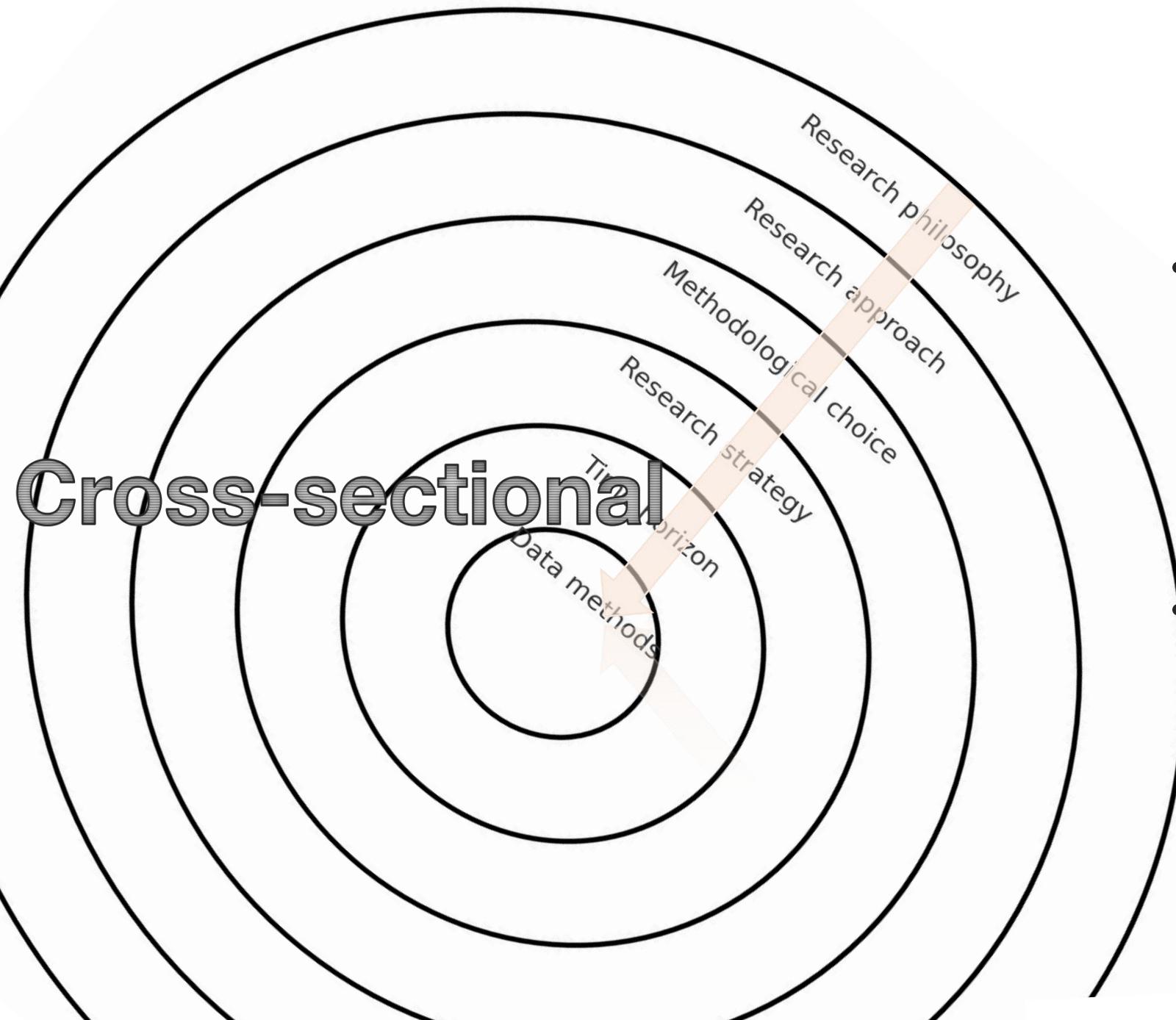
- **This is not a single school case**—multiple teaching contexts, one defined phenomenon (DCF media literacy).
- Strategy allows depth and variation: real practices, challenges, and interpretations.
- Supports nuanced understanding of how policy is translated into practice.



References

Stake, R. E. (2005) Qualitative Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research*.

Yin, R. K. (2018) *Case Study Research and Applications: Design and Methods* (6th ed.). Sage.



TIME HORIZON

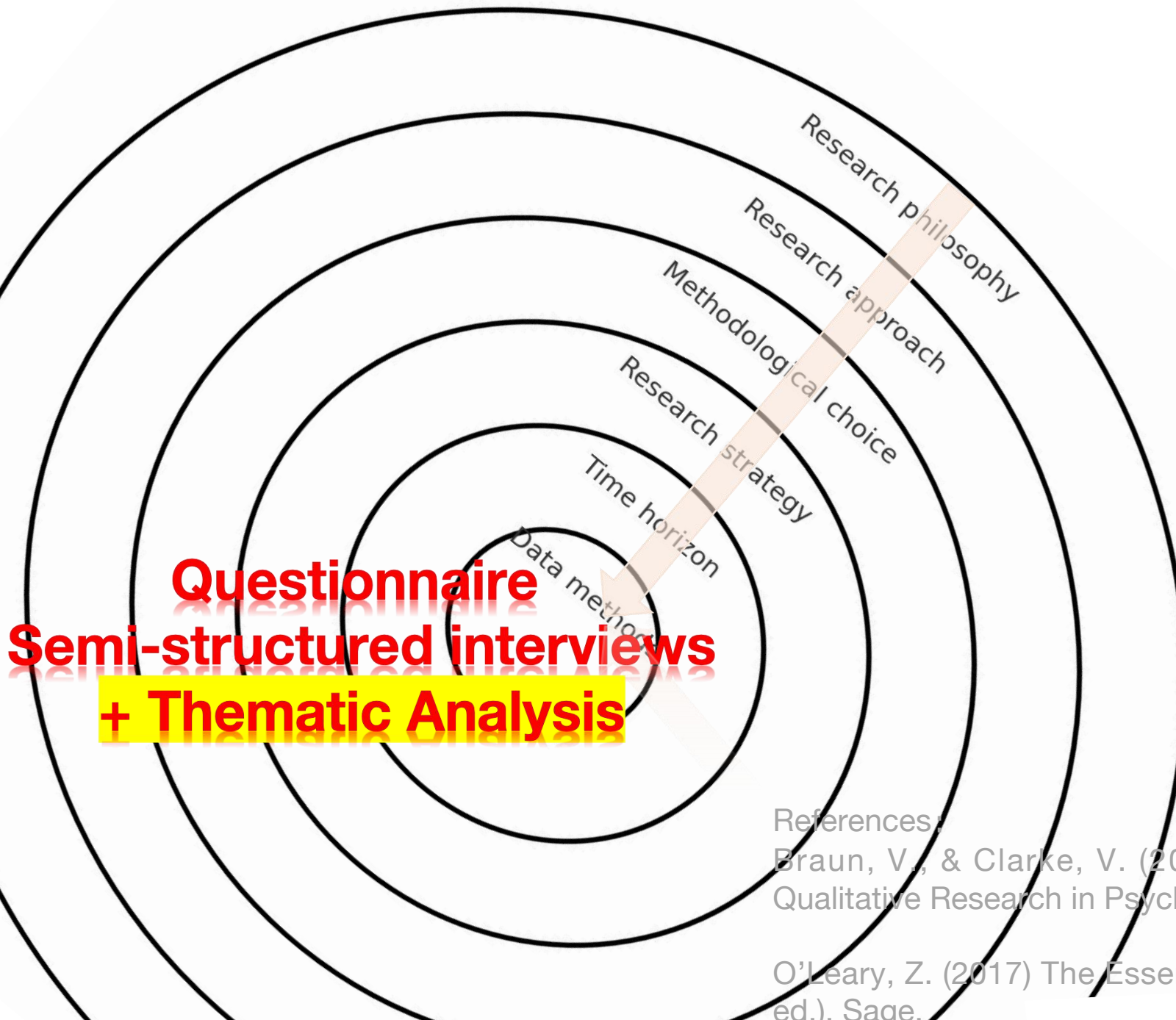
- Data will be collected within a single time period:
- **6.2025 — 9.2025**
- Suitable for capturing a snapshot of current practices and views.

TECHNIQUES

Two phases:

- **Online questionnaire** (Microsoft Forms) for approx. 30 secondary teachers.
- Follow-up **semi-structured interviews** with 4–6 participants.

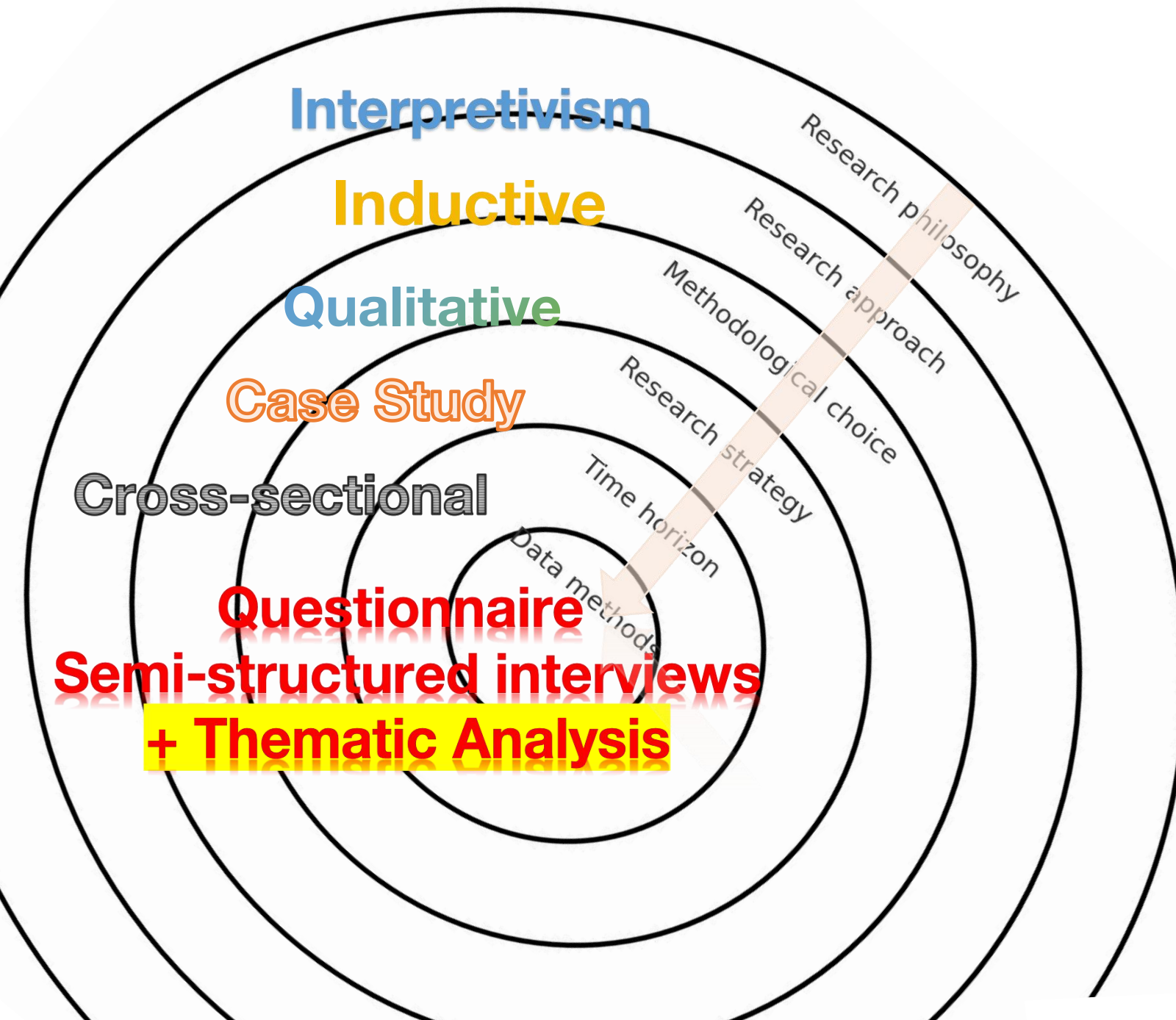
Thematic analysis to identify key patterns and themes.



References:

Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.

O’Leary, Z. (2017) *The Essential Guide to Doing Your Research Project* (3rd ed.). Sage.



MRTHODOLOGY

The four purposes:

ethical, informed citizens

ambitious, capable learners

enterprising, creative contributors

healthy, confident individual

-----curriculum for Wales

Reference

Welsh Government. (2022) Curriculum for Wales Guidance.

Livingstone, S., & Bulger, M. (2014) A global research agenda for children's rights in the digital age. Journal of Children and Media, 8(2), 174–181.



03

Research Timetable

———— May to September 2025 ————

Phase	Key Tasks	Status Checkpoint	Notes
Research Preparation	Ethics form submitted; designing questionnaire & interview guide	Completed (May 27)	Awaiting ethics approval before contact
Participant Recruitment	Prepare recruitment plan; contact after approval only	not started	Planned: June 24 – June 30
Questionnaire Distribution	Distribute via Microsoft Forms; collect responses	Planned (June 30 – July 10)	Include interview invitation
Interview Scheduling	Identify and schedule 4–6 teachers for interviews	Planned (Early July)	Confirm after questionnaire responses
Interviews Conducted	Conduct semi-structured interviews	Planned (July 10 – July 31)	Use online platforms if needed
Transcription & Coding	Transcribe interviews; begin initial thematic coding	Planned (Early August)	Consider using transcription tools
Data Analysis & Interpretation	Analyse all data; connect themes with DCF and Curriculum goals	Planned (Late August)	Use Braun & Clarke (2006) model
Writing First Draft	Write findings, discussion, and methodology sections	Planned (Sept 1 – Sept 15)	Focus on clarity and linkage
Final Editing & Submission	Proofreading, formatting, and submission	Planned (By Sept 29)	Use Turnitin/feedback if possible



04

Challenges

Key challenges in the data collection phase

01



School gatekeepers
(principals/ethics committees)
refuse access

02



Sensitivity issues
lead to **low teacher
participation**

03



Data anonymity is
difficult to guarantee
100% (especially in small-
scale cases)

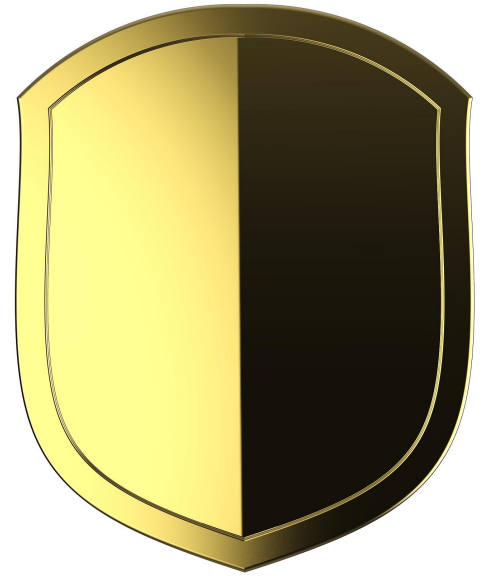
Ensure anonymity and transparency
from the very beginning:

Let gatekeepers know exactly what is being asked

the electronic questionnaire, the interview guide,
and a short summary of the research purpose .

Not be published in any public domain

no individual school or teacher will ever be named
or identifiable in any academic output.



Plan B Strategy

Use of Secondary Data

Utilise reports from Estyn, government policy documents, and published research related to DCF and media literacy implementation in Wales.

To fill evidence gaps where primary data access is limited or refused by schools.

Engaging Retired Teachers

Contact retired secondary school teachers to gather insights into how they previously applied the DCF, especially regarding media literacy.

Retired teachers are not bound by current institutional ethical restrictions and may speak more freely.

Extended Literature Review

Deepen the review of academic and policy literature to draw best practices, frameworks, and patterns from both UK and international sources.

Supports and strengthens arguments when empirical data is limited or not diverse enough.

Thematic Reinterpretation

Use thematic analysis across secondary data and expert literature to re-interpret common themes about implementation challenges and support needs.

Ensures analytical consistency and relevance, even with fewer or indirect primary sources.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Prepared. Flexible. Determined.

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

www.uwtsd.ac.uk

Thank you for listening.

References

Braun, V. and Clarke, V. (2006) Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, [online] 3(2).

doi:<https://doi.org/10.1191/1478088706qp063oa>.

Bryman, A. (2006) Integrating quantitative and qualitative research: how Is It done? *Qualitative Research*, [online] 6(1), pp.97–113.

doi:<https://doi.org/10.1177/1468794106058877>.

Bryman, A. (2016) *Social Research Methods*. 5th ed. Oxford: Oxford University Press.

Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.

Children and Parents: Media Use and Attitudes. (2023) Available at:

https://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/media-literacy-research/children/childrens-media-use-and-attitudes-2023/childrens-media-use-and-attitudes-report-2023.pdf?utm_source=chatgpt.com&v=329412.

Cohen, L., Manion, L. and Morrison, K. (2018) *Research Methods in Education*. 8th ed. [online] Eighth edition. | New York: Routledge, 2018.: Routledge.

doi:<https://doi.org/10.4324/9781315456539>.

Creswell, J.W. (2014) *Research design: Qualitative, quantitative & mixed methods approaches*. 6th ed. Los Angeles: Sage

Future Generations Commissioner for Wales (2025) Well-being of Future Generations Act 2015 - FGC - CYM. [online] FGC - CYM. Available at:

<https://futuregenerations.wales/discover/about-future-generations-commissioner/future-generations-act-2015/>.

O’Leary, Z. (2017) *The Essential Guide to Doing Your Research Project* (3rd ed.). Sage.

Welsh Government. (2022) Curriculum for Wales Guidance.

Saunders, M., Lewis, P., & Thornhill, A. (2019) *Research Methods for Business Students* (8th ed.). Pearson Education

Welsh Government (2020). Developing a vision for curriculum design - Hwb. [online] hwb.gov.wales. Available at: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/>.