

APPENDIX – Module 4 Unit 1 – Planning ME across the school curriculum

*Table 1 – EAVI & DTI model for mapping and measuring media literacy competences*

COMPETENCES	ACTION	SKILL DIMENSIONS	LEARNING EXPECTATIONS
Personal competences	Use	<b>Technical skills</b> (required for effective use of media tools)	<b>Instrumental use</b> (use of media tools to access, store, retrieve and share content)
	Critical understanding	<b>Cognitive skills</b> (related to knowledge and understanding of the following five key concepts):	<b>Comprehension and awareness</b> Evaluating media content and other aspects of media
		1. Media are “constructions”	How well does the student identify who created the media text and for what reasons? How well does the student analyse how beliefs, values, stereotypes, or assumptions are represented in the media text? How well does the student identify the explicit and implicit messages identified in a media text?
		2. Each medium has a unique aesthetic form made of certain linguistic codes and conventions, and genres (cartoons, documentaries, serials, sitcoms, etc.)	How well does the student identify and analyse how the use of linguistic elements (such as music, costuming, and shot composition) and genres influence the conscious or unconscious, explicit or implicit messages identified in a media product?
		3. Audiences negotiate meaning	How well does the student identify the intended audience of a media product, as well as how possible audiences might interpret it differently?
	4. Media have commercial implications	How well does the student analyse how the content of the media product was influenced by commercial factors?	
Social competences	Communication and networking	<b>Communicative and participative skills</b>	<b>Active citizenship</b> How well does the student build social relations? How well does the student participate in the public sphere? How well does the student create content?

*Our adaptation from European Commission 2011, p. 23.*