Table 2 – Buckingham's model for mapping and measuring media literacy competences

CONCEPTS		Areas of knowledge	Cognitive learning expectations
CONCEPTS what do children need to *know* about media	**Language**	- Media use various forms of language to create meaning - Producers and audiences make choices about how creating and interpreting meaning - Producers combine different linguistic elements (images, sounds, shot angles, music, etc.) and codes and conventions (editing, genres, styles, page layouts) to create meaning	- Knowing that there is a process of choice and construction of meaning made by producers and audiences - Acquiring and using a metalanguage to identify systematic patterns (linguistic elements, codes and conventions)
	Representation	- Media do not simply present reality but construct versions of it according to certain values and ideologies - Producers make choices about what to include/exclude in media representations - Media representations use regular and established patterns (i.e., stereotypes) to communicate quickly and effectively - Stereotypes can change over time and be used in playful ways (irony, parody and satire) - Audiences' interpretations and uses may change over time and context, in ways that reflect changing experiences, values and aspects of identity	- Understanding the notion of representation or mediation - Understanding how representations are constructed through processes of selection and combination - Recognizing the patterns and regularities in representations, and the values that are at stake in these - Understanding that representations can change over time and context and be interpreted in different ways
	Institutions	- Media productions involve teams of people doing different jobs with different skills and power - Media owners may have interests in a range of different media - Media organisations compete for audiences to make profit - Some media are public (funded by the government or not produced for profit), but most media companies are private and seek for profit - In some instances, media are free to use but are funded by income from advertising and, more recently, from users' data - Media companies have to follow various laws and rules that have different purposes (protect children, prevent fake news or media concentration, etc.)	- Realizing that there is a "they" who make media - Understanding the different people and interests (including commercial ones) involved in media production - Recognizing that media companies are powerful, but that there are limits to their power - Understanding the role of regulatory bodies
	Audience	All media products are produced for, and consumed by, audiences	Understanding the importance of audiences

		- Media producers imagine and make assumptions about their target audiences, which may or may not be accurate - Media institutions target audiences both through the content and the ways in which media products are marketed, circulated and distributed - Different audiences can be reached in different ways by using different media technologies and platforms, often in combination - Audiences are grouped in various ways (age, gender, social class, lifestyles and taste) - Media producers conduct research on audiences, using a range of methods to find out about their uses of media - Audiences use and interpret media in very different ways that are connected to their identity, i.e., their sense of who they are and want to be	- Understanding differences between audiences' uses and preferences - Understanding how media producers target and reach audiences for commercial reasons - Understanding the difference between "imagined" and real audiences - Understanding the complexity and difficulty of "knowing" audiences, and the need to challenge stereotypes and simple assumptions about them
PRACTICES what do children need to able to *do* with media?	**Reading** (deconstructing and reconstructing media texts)	**Areas of knowledge** - How the text makes you think or feel (your own response, and what makes you feel that way) - What you think the text is trying to communicate (the author's intentions and point of view) - The audience for whom you think the text is intended, and how they might respond to it - The reliability of the text (does it give us an accurate view of reality?) - How elements are combined into temporal sequences or design layouts to reach certain goals (create suspense, convey a particular point of view, inform, persuade, entertain, shock…)	**Cognitive learning expectations** - Becoming more reflective in identifying and explaining personal interpretations - Recognising that authors may have multiple intentions that may vary according to the context and function of communication - Recognising that texts may communicate multiple meanings to different audiences, and thinking about why this happens - Using a more detailed and complex metalanguage to describe and identify how textual elements are combined to create meaning and produce certain effects
	Writing (using the media to create and share meaning)	**Areas of knowledge** - How you define your intentions (what you want to communicate) - How you define your audience (who you want to reach) - What impact you want to produce (how you want your audience to respond) - What resources you use to create and share meaning - How you combine elements from different modes or media (e.g. written language and images, or sound/music and moving images) to create and share meaning	**Cognitive learning expectations** - Being explicit about your intentions, audience and impact, and explain/justify your approach - Recognising that you may have multiple intentions and that these may change over time, and being able to reflect on this

		• How you organize elements into sequences or design layouts that convey meaning to your audience according to certain goals (create suspense, offer a particular point of view, persuade, shock…)	• Choosing among different resources in a conscious and deliberate way in order to create and share meaning • Reflecting on the consequences of potential or actual choices in terms of the meaning that is created and shared • Being able to create challenging or innovative texts, appropriate to intention and context in order to take action and participate in the "public sphere"
	Text in context (reading and writing the media considering paratexts and contexts)	**Areas of knowledge** **Paratexts** Media texts are typically marketed or promoted through critical reviews and fans activity; they often "spin off" into other media and a wide range of merchandising products. These surrounding phenomena are sometimes called 'paratexts', although they are also texts in their own right. <u>Understanding and using paratexts as a reader involves:</u> • Gathering and analysing paratextual evidence • Thinking about the reasons why paratexts might be produced, and by whom • Identifying how paratexts might inform or influence the reading process (as with fans, for example) <u>Understanding and using paratexts as a writer involves:</u> - Creating paratexts: marketing campaigns (posters, advertisements, covers, webpages), reviews and "fan" texts, merchandising products) as a way of reflecting on the audience and context of their production by media institutions. **Wider contexts** As we move out from the text, we ask questions about why and how this text came to be made in this context, by these people, at this particular time and place. We also speculate about why particular texts might be socially, culturally or politically significant – why they matter, and for whom. In the process, much larger historical, social, economic, cultural, political and geographical questions are likely to be raised. It is here that links with other curriculum areas can also be developed (see Unit 1 of this module)	**Learning expectations** • Making informed use of paratexts to reach conclusions about the contexts of production and consumption • Understanding the relationships between texts and their broader social, cultural and political contexts, and using evidence and logical argument to make well-founded generalizations • Being able to create texts considering broader contexts

Our adaptation from Buckingham *https://ddbuckingham.files.wordpress.com/2015/04/media-literacy-concepts-processes-practices.pdf*