

# *Evaluating Media Literacy with a Theory of Change*

A guide to using a theory of change  
to design and evaluate media literacy  
projects and activities.





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# Introduction

This theory of change for media literacy is produced by CEMP, the [Centre for Excellence in Media Practice](#), a research centre specialising in media literacy and media education at Bournemouth University. It has been produced for the [DCMS Media Literacy Programme](#). The [Media and Information Literacy Alliance \(MILA\)](#) acted as critical friends to CEMP for this project, and we also worked with Ofcom and the Media Education Association as key partners.

This theory of change is primarily designed for the evaluation of media literacy research, projects, interventions and educational activities. It can also be used alongside Ofcom's [Making Sense of Media Evaluation toolkit](#) to *design* more impactful media literacy research, projects and educational activities. The Ofcom resources help with planning a media literacy intervention and they provide a theory of change template at project level, to help plan the logistics, identify the needs of the people involved, the media literacy activities a project will deliver

and the intended outcomes of the project. The CEMP resource helps to locate a project within a broader theory of change for media literacy in society, to evaluate the change a media literacy intervention has made in four related areas – access, awareness, capability and consequences – and / or to plan a project with regard to these broader change objectives. It is also aligned with MILA's five lifelong media literacy aspirations, for media literate people to be informed; *empowered; healthy; socially conscious and connected*.

**Using this theory of change helps us to move beyond seeing media literacy as a solution in itself, so we can evaluate (and design) media literacy interventions with a better focus on specific, positive change for people, families, communities, societies and improving the health of media ecosystems.**

This approach to media literacy understands that people have different levels of media literacy

within media ecosystems. These ecosystems can be unhealthy, because of negative activity within them, but they can also be made healthier, just as we can impact positively on the natural environment by taking different actions. As people become more media literate, they develop capabilities to use their media literacy in way which can have positive consequences. These positive changes benefit individuals, families, communities and societies but they also impact positively on media ecosystems.

Thinking about media literacy in this way enables us to design projects, evaluate their impacts and report on outcomes in a more precise way and to focus on the full range of media literacy interventions, from those where online safety is the key objective to those aiming to enable media activism for social change. This theory of change is aligned with the work of DCMS, Ofcom and MILA in the UK, but also media literacy frameworks and approaches mobilised by [UNESCO](#), [NATO](#) and the [European Commission](#).

# How to use this Theory of Change

The theory of change can be used to **evaluate** any media literacy project, activity or educational programme. It can also be used to aid the **design** of media literacy activities. Wherever media literacy is being developed, applied, used to solve a problem, help people, to improve a situation or to make things better in society, this framework can help to more precisely identify the specific kinds of change a project intends to deliver.

To use this theory of change, first use the 4 element descriptors to identify which aspect of media literacy the intended change will relate to.

*Is it to do with people's **access** to media?*

*Is it about their media **awareness**?*

*Is it intending for help people to use media literacy to extend their **capabilities** in their lives?*

*Does it want to make a positive difference to society through the **consequences** of people's media literacy?*

Often a media literacy project will create change in more than one of these areas, so it is not about only identifying which one element is relevant, but looking across the elements to see where change can happen.

This framework is also flexible so we can identify change, see the potential for change and also include both manifest and latent change.

When you have identified the **change elements** which the media literacy project or activity can achieve, then move to the **change objectives** table and identify which of the specific **change impacts** can be evidenced or where the potential for change is apparent – for example, **new kinds of knowledge** developed by people taking part in the activities, or **people doing things differently** in their lives,

and how these changes are related to their access, awareness, capability or the consequences of their media literacy.

If you are using this resource at the project design stage, then we recommend that you also use the [Ofcom toolkit](#) alongside these elements and change objectives. The two resources together will help you design a successful media literacy project and be more precise about what change you want it to lead to.

You can use this resource to evaluate a project, at any stage. This could be a new project, identifying the change it is likely to achieve once you get started. It could be a mid point review of a project. Or it can be a final evaluation of the change a media literacy project created.

To evaluate a project using this theory of change, use the template provided. Examples are provided at the end of this resource, to show how the template can be used for different kinds of projects.

# Theory of Change for Media Literacy

**Theory of Change: 4 inter-related elements** These categories of change can be used to evaluate more specifically how media literacy changes things in people's lives and also to help to design projects, alongside the *Ofcom toolkit*, with more specific change objectives in mind.

## Access

Functioning civic societies require a diverse and pluralist media ecosystem and citizens being literate enough to make informed choices about what to access within the ecosystem, through digital connectivity, technological access and the skills to use the media and digital technology available to us.

Access involves who, when, where and how we have access to media content, information and digital technology, and having the knowledge and awareness needed to use it in everyday life and for citizenship, education, work and health.

## Capabilities

This is where we use our media literacy more actively for particular purposes in our lives, rather than as passive consumers of information and content.

Media literacy capabilities range from access changes, the application of more critical or mindful decision making when receiving information, the use of fact-checking of information or sources, more informed attitudes to sharing content and information, or getting directly involved in the media ecosystem as creators of media content.

Increases in media literacy can also lead to new capabilities for civic engagement through digital media and technology and increased employability through the gaining of creative and/or digital skills.



## Awareness

Media literacy enables people to have a critical awareness of how media and information represent people, events, issues and places.

On a larger scale, media literacy helps us to understand how the media environment we are engaging with is constructed, for example in terms of how diverse it is, who owns or controls different media sources and how digital and social media is governed, designed and manipulated.

Media literacy also involves critical awareness about the role of data and algorithms in everyday life and with regard to citizenship, education, work and health.

## Consequences

Media literacy can contribute to significant change if we take media literacy actions that can make a constructive and positive impact on the media ecosystem in our lives and on the lives of others in a functioning civic society.

Consequences may include challenging misinformation, producing media content and / or online information, sharing trustworthy content on social media, trying to increase the representation of people who are marginalised in the media, data activism or more critical and mindful non-action (e.g. not sharing misinformation, changing data settings).

Media literacy interventions should focus on how people (including the general population, children and 'at risk' groups, but also media practitioners) can not only develop, increase and use their media literacy to improve their lives but also to use their media literacy for positive change for everyone in the ecosystem.

# Change Objectives for Media Literacy

To apply the inter-related change elements to media literacy projects, interventions and activities, we need to identify the difference media literacy makes to people's **knowledge** about media and information; the media literacy **skills and competences** people develop or increase; how being media literate enables people to be involved in dialogue about media, information and the online environment; how media literacy impacts on people's **attitudes** and **societal norms** and then, ultimately, how media literacy leads to changes in people's **behaviour** with regard to media and information and how this changes the media ecosystem for everyone.



## Access

Media literacy enables people to have the means to be included as an individual in the full media, digital and information ecosystem, through digital connectivity, technological access and the skills to use the media and digital technology available to them. Access involves who, when, where and how often people have access to media content, information and digital technology, and whether they have the knowledge and awareness needed to use it in the ways they would like to, in the contexts of everyday life, citizenship, education, work and health. It also relates to how people make choices which restrict their own access to parts of the ecosystem. Functioning civic societies require a diverse and pluralist media ecosystem and citizens being literate enough to make informed choices about what to access within the ecosystem.



## Awareness

Media literacy enables people to have an awareness and understanding of how media and information represent people, events, issues and places, and are able to assess this from a critical perspective. At a basic level, this may include understanding how media content and information represents people, places, news and issues from particular points of view with particular intentions, in the contexts of everyday life, citizenship, education, work and health. On a larger scale, it includes understanding how the media environment they are engaging with is constructed, for example in terms of how diverse it is, who owns or controls different media sources and how digital and social media is governed, designed and manipulated, the role of social media algorithms and general data literacy. Increasing awareness will support people to make more informed decisions about what media content and information sources they trust and engage with and to understand the role of media in a functioning civic society.

## Capability

People use their media literacy (their access to media and information and their awareness of sources, representation, trustworthy content and the role of data and algorithms) more actively for particular purposes in their lives, rather than as passive consumers of information and content, in the contexts of everyday mediated life, citizenship, education, work and health. These purposes range from access changes, the application of more critical or mindful decision making when receiving information, the use of fact-checking of information or sources, more informed attitudes to sharing content and information, or getting directly involved in the media ecosystem as creators of media content. Increases in media literacy can also lead to new capabilities for civic engagement through digital media and technology and increased employability through the gaining of creative and/or digital skills. When media literacy develops into capability, people can be more civically engaged and societies can function better. However, it is important to appreciate that increasing media literacy capability does not *inherently* lead to the positive uses of media literacy. There are many examples of how skills in using media and digital platforms can be used to do harm, for instance through the exploitation of children, through the creation of false or misleading information, the production of negative media representations of people and groups, the sharing of harmful content, commercial exploitation or actions which threaten civic society and equality.



## Consequences

The distinction between capability and consequences can be subtle and nuanced, but it is about supporting positive uses of media literacy, informed not just by access and awareness of the role of media in society but also the recognition that one's own individual actions and decisions in how media literacy is used impact on the media ecosystem and society, in the contexts of everyday mediated life, citizenship, education, work and health. Focusing on how media literacy can contribute to significant change in this way encourages individuals to take media literacy actions that can make a constructive and positive impact on the media ecosystem and their lives and the lives of others in a functioning civic society. This may include taking action such as challenging misinformation and thus reducing the negative health consequences of being misled, producing media content and / or online information, sharing trustworthy content on social media, trying to increase the representation of people who are excluded or marginalised in the media or engaging in forms of data activism or even more critical and mindful non-action (e.g. not sharing misinformation, changing data settings). With this in mind, media literacy interventions should focus on how people (including the general population, children, particular 'at risk' groups, but also media practitioners) can not only develop, increase and use their media literacy to improve their lives but also to use their media literacy for positive change for everyone in the ecosystem, similar to taking positive action to improve the natural environment.



# Access



Use these descriptions as criteria for change brought about by media literacy projects, interventions or activities.



| Knowledge  | Skills / Competencies   | Dialogue   | Attitudes and Norms   | Behaviour   |
|--|---|--|---|---|
| People have knowledge of the range of media and information sources available to them in the ecosystem.    | People can make use of and make sense of the media and digital environment and be more safe and resilient.                    | People can discuss their media access, online safety and skills needs in their personal lives, with their family / carers and / or friends and peers.    | People are more reflective about the access choices they are making for themselves.   | People feel motivated to make better and safer access choices.  |
| People have knowledge about the risks and potential harms related to media and online experiences.         | People have the critical means to evaluate the credibility, fairness and diversity of their access to media and information.  | People participate in dialogue about media access, online safety, data and media literacy skills with institutions and stakeholders.                     | People wish to broaden their access to more diverse media and information.  | Diverse publics represent themselves, taking opportunities provided by media literacy projects and programmes which include them.                       |
| People understand the skills they need to access the full digital media, information and data environment. | People can apply reflection and personal judgement to evaluate their media literacy and assess their media engagement habits. | People engage with and advocate for more diverse media representations and this generates dialogue between groups and reduces polarisation of discourse. | People expect to have access to media which acts in the public interest and an online and data environment which is safe and protects digital rights. | People engage more with trustworthy and diverse media and improve the health of the media, information and data ecosystem through these access changes. |

People upskill their media engagement.

People access more diverse media and information sources.

**Impact Measures for Access**  
(actions by people, enabled / supported by media literacy interventions)

People expect to live in a healthy media, information and data ecosystem.

People care more about diverse, inclusive and democratic media representation

People make healthier and safer decisions about their media engagement, online access and data.

# Awareness

Use these descriptions as criteria for change brought about by media literacy projects, interventions or activities.



| Knowledge  | Skills / Competencies   | Dialogue   | Attitudes and Norms   | Behaviour   |
|--|---|--|---|---|
| People have knowledge of the range of media and information sources available to them in the ecosystem.    | People can make use of and make sense of the media and digital environment and be more safe and resilient.                    | People can discuss their media access, online safety and skills needs in their personal lives, with their family / carers and / or friends and peers.    | People are more reflective about the access choices they are making for themselves.   | People feel motivated to make better and safer access choices.  |
| People have knowledge about the risks and potential harms related to media and online experiences.         | People have the critical means to evaluate the credibility, fairness and diversity of their access to media and information.  | People participate in dialogue about media access, online safety, data and media literacy skills with institutions and stakeholders.                     | People wish to broaden their access to more diverse media and information.  | Diverse publics represent themselves, taking opportunities provided by media literacy projects and programmes which include them.                       |
| People understand the skills they need to access the full digital media, information and data environment. | People can apply reflection and personal judgement to evaluate their media literacy and assess their media engagement habits. | People engage with and advocate for more diverse media representations and this generates dialogue between groups and reduces polarisation of discourse. | People expect to have access to media which acts in the public interest and an online and data environment which is safe and protects digital rights. | People engage more with trustworthy and diverse media and improve the health of the media, information and data ecosystem through these access changes. |

People think more critically about media representations and / or practices.

People observe representation gaps and media bias and want to do something about them.

People are more aware of unsafe or harmful online experiences and want to play a part in reducing them.

People are aware of how media ecosystems are more or less healthy and understand their rights to live in a healthy media, information and data environment in a functioning democracy.

People care more about misinformation and want to play a part in reducing the spread of it and reduce its impact on people's health.

**Impact Measures for Awareness**  
(actions by people, enabled / supported by media literacy interventions)



# Capability

## Impact Measures for Capability

(actions by people, enabled / supported by media literacy interventions)

People become more resilient to online risk and harms, data exploitation and misinformation over time, through preventative media literacy.

People use their media literacy for civic engagement, in a functioning democracy.

People use their media literacy to improve their lives.

Use these descriptions as criteria for change brought about by media literacy projects, interventions or activities.

More resilient and media literate publics makes the relationship between online platforms, media, users and audiences healthier and more balanced.

| Attitudes and Norms   | Behaviour   |
|---|---|
| People think of themselves as media makers / information providers.   | People assess and deal with resilience to online risks, data exploitation and media content abundance.                |
| People see the connection between their media literacy, their health, democracy, educational and economic opportunities.  | Media literacy enables people to engage in civil society and / or to campaign in digital media contexts as activists. |
| More active and resilient attitudes circulate among people towards media, data and information, enabled by media literate people.                                 | People act with self-efficacy in response to media, information and data.   |
| Stakeholders and institutions are motivated to produce and provide media, information, data and online experiences for more resilient and media literate publics. | Stakeholders expect to engage with and / or employ or educate more media literate citizens.                           |



# Consequences

## Impact Measures for Consequences

(actions by people, enabled / supported by media literacy interventions)

Positive media production and digital media activism for positive change are increased.

Online harms reduce through a change in mindset in more resilient users with higher expectations.

Media, information and data ecosystems are healthier, more balanced, diverse and inclusive in functioning democracies.

Media practitioners and policy makers respond to media literate publics by changing their practices for positive change.

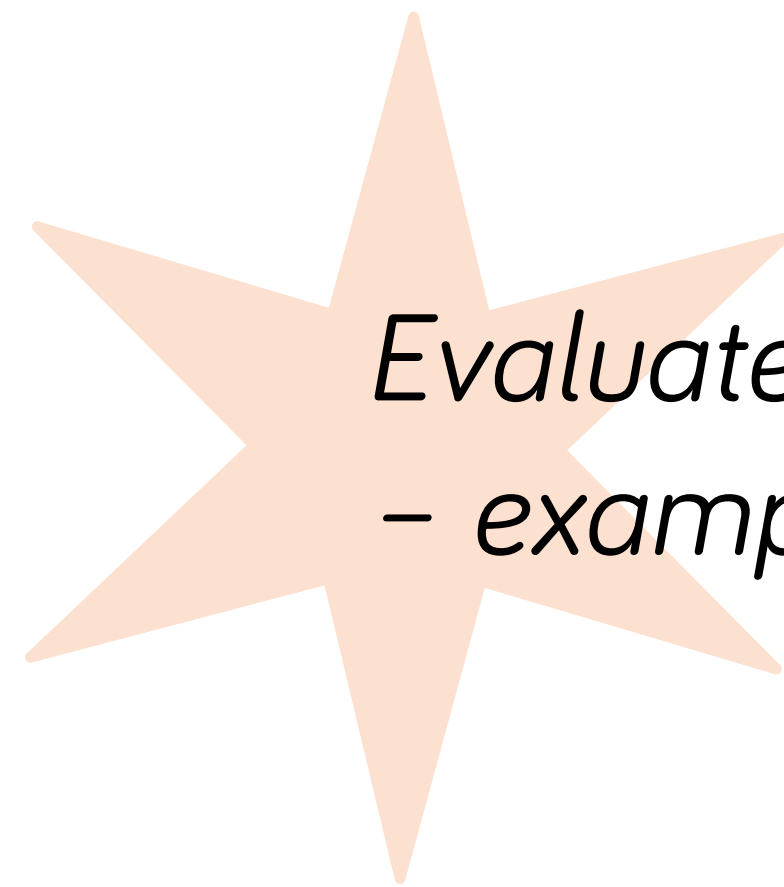
Misinformation, data exploitation and harmful content sharing are reduced and negative health outcomes are prevented.

Use these descriptions as criteria for change brought about by media literacy projects, interventions or activities.

| Knowledge   | Attitudes and Norms   | Behaviour   |
|---|---|---|
| People are more aware of the consequences of online actions and of sharing media content, information and data.   | More positive and healthy behavioural norms are established in the media and information environment.   | People make media for positive change.  |
| People understand better the consequences of media representations and practices and how to make media for themselves to make a positive contribution.              | People are motivated to act as positive peers in the media, information and data and ecosystem, to be safe online and help to keep others safe and healthy and to produce their own positive media content and information. | People challenge the negative or harmful uses of media literacy by others.  |
| People know the negative consequences of a lack of diversity or bias in the media ecosystem, including on their health and the health of others.                    | People are more exercised by the unhealthy consequences of unverified content and information and data exploitation and motivated to encourage others to be more mindful.   | People stop sharing unverified content, information and data, and those who are themselves negatively impacted by online harms, misinformation or exploitative media representations speak out. |
| Media practitioners, policy makers and institutions respond to more media literate publics by taking more responsibility for the consequences of diversity or bias. | Media practitioners and institutions engage with more media literate audiences and users in their practices with a focus on positive change and healthy media ecosystems in functioning democracies.                        | Media practitioners, policy makers and institutions' obligations to more resilient and media literate publics reduce negative media impacts over time.  |



# *CEMP Theory of Change for Media Literacy: Project Templates*



*Evaluate a Completed Project  
- example and template*



*Design a New Project  
- example and template*

# Evaluate a Completed Project – example and template

## Project Example: *Reaching out Online*

This example uses the theory of change approach and template to evaluate a completed project.

This is a project about the uses of social media in health promotion, linking media literacy to health literacy.

The project was funded by the [Cultures and Communities Network +](#).

## How to use the template

Use the inter-related element descriptions to identify the kind of change a project has made or has the potential to make. Some projects might create change across all four elements, others might only impact on one.

This will depend on scale, intentions, funding and scope. In some cases, change will be more evident in projects that focus more on one element with deliverable outcome than others which are more ambitious but may lack realisable impacts.

Think of this as a sliding scale or continuum.

When the relevant elements are identified, use the criteria in the change objectives table above to identify evidence of change or the potential for change for each of the four elements.

Shade out the cells which are not applicable.

| Title of Project: Reaching Out Online |  |  |  |
|---------------------------------------|--|--|--|
|                                       | Evidence of ML leading to change   | Potential for ML leading to change   | Nature of evidence of change or potential for change (latent or manifest)  |
| Access                                | The study found evidence of online outreach addressing community access gaps (but these were not changed by the project itself). Change to media access was therefore observed, but not directly generated. The findings offer a new context for the existing field of online communities at the access level. | Hard to reach groups were reached and trust was built through online culture building.   | Project report with statistical evidence (manifest).   |
| Awareness                             | New awareness of needs were identified for online culture as urgent to address and of multi-literacy strategy as essential. New context for existing field of online communities also at the level of awareness.   | New knowledge was generated about effective methods for media / online health literacy outreach and also new awareness is provided to challenge unhelpful 'digital quick fix' ideas.   | Project report – key issues section (manifest new awareness and latent change as a result).  |
| Capability                            | Dialogue observed by the study, not generated by the project, between outreach workers and those at risk – this generates new evidence of online culture building trust, leading to new kinds of media capability.   | The training tool produced from the project can inform hard to reach groups and equip them with new media literacy competencies.   | Observed dialogue in report – qualitative (interviews, focus groups, ethnographic work)<br><br>Training tool – change outcomes are latent.   |
| Consequences                          |  | Potential is apparent for users of the project outputs to increase the scope of their work and to increase community engagement in online health intervention – this can lead to improvements to the life experiences of people with HIV and to health professionals' role performance. Longitudinal potential for HIV case reduction can be seen. | Impact statements in report + charity adoption of approaches, resources and tools + outreach policy + Medical Research Council consultancy.<br><br>NB Social Media & Society article (2016) provides evidence of continuation, but this evaluation is based on the project report. |

Evaluation Template

| Title of Project: |                                  |                                    |   |
|-------------------|----------------------------------|------------------------------------|---|
|                   | Evidence of ML leading to change | Potential for ML leading to change | Nature of evidence of change or potential for change (latent or manifest) |
| Access            |                                  |                                    |   |
| Awareness         |                                  |                                    |   |
| Capability        |                                  |                                    |   |
| Consequences      |                                  |                                    |   |

# Design a New Project – example and template

## Project Example: *The Third Space School Library, Digital Literacy & Improving Mental Health*

This example shows how the theory of change template and guidance can be used in combination with the Ofcom Toolkit to design a project with a more precise set of intentions for creating change through media literacy).

### Programme Outline

*\*Activities combine workshops in the school library and independent work.*

This is a media literacy intervention with 14-15 year olds in a school library, aiming to boost wellbeing and provide resilience to challenging digital experiences with regard to mental health.

The project is funded by the [e-nurture network](#).

| ToC Element  | Workshop            | Activities*  | Outcomes: Participants are able to..   |
|--------------|---------------------|--|--|
| Access       | Digital Me          | Digital Wellbeing Reflections<br>Burst Your Information Bubble | Be reflexive about their digital habits, positive and challenging, and how their digital environment relates to their wellbeing. Understand why a healthy digital ecosystem is good for everyone & what they can do to be more resilient within it.  |
| Awareness    | Digital Mindfulness | Algo-Literacy<br>Lateral Reading                               | Pause, reflect and take a more critical approach to digital life, data visualization, how algorithms influence our behaviour and how this impacts our mental health. Understand triggers in the digital environment which impact on wellbeing and start to think about how to respond differently. |
| Capability   | Digital Action      | 'Hack for Good'<br>Family and Friends in Digital Life          | Observed dialogue in report – qualitative (interviews, focus groups, ethnographic work).<br>Training tool – change outcomes are latent.  |
| Consequences | Digital Change      | Digital Pushback<br>Being a Digital Influencer                 | Impact statements in report + charity adoption of approaches, resources and tools + outreach policy + Medical Research Council consultancy.<br>NB Social Media & Society article (2016) provides evidence of continuation, but this evaluation is based on the project report.                     |
|              |                     | Evaluation   | Debrief (in-person) focus group – self-assessment of digital literacy, changes and consequences + 3 x 1-1 zoom interviews on mental health and digital experiences.  |

## Project Design using Ofcom Toolkit in combination with the CEMP Theory of Change

This shows how the Third Space School Library project was designed using the CEMP theory of change elements together with the Ofcom toolkit

|              | Needs   | Inputs  | Outputs   | Outcomes  | Impacts   |
|--------------|---|---|---|---|---|
| Access       | 14-15 year old students who have disclosed experiencing challenges in the digital environment impacting on their mental health need to develop digital literacy so they can make different decisions about what to access and how within their digital lives. | 'Digital Me' workshop and independent activities: <ul style="list-style-type: none"> <li>Digital Wellbeing Surgery</li> <li>Burst Your Information Bubble</li> </ul>  | 1 workshop delivered, 1 independent activity completed by 8-12 participants.<br><br>Learning demonstrated through the independent activities and the workshops. | Participants use increased digital literacy to plan different access choices in their digital lives to improve their mental health.<br><br><u>Measured by</u> <ul style="list-style-type: none"> <li>Work produced</li> <li>Reflective exercise / survey</li> <li>Focus group</li> </ul>  | 14-15 year old students who have disclosed experiencing challenges in the digital environment impacting on their mental health are more reflexive about their digital habits, how the digital environment relates to their wellbeing, why a healthy digital ecosystem is good for everyone & what they can do to be more resilient within it.   |
| Awareness    | 14-15 year old students who have disclosed experiencing challenges in the digital environment impacting on their mental health need to be more critical in their digital lives through digital literacy.  | 'Digital Mindfulness' workshop and independent activities: <ul style="list-style-type: none"> <li>Lateral Reading</li> <li>Digital Triggers</li> </ul>                | 1 workshop delivered, 1 independent activity completed by 8-12 participants.<br><br>Learning demonstrated through the independent activities and the workshops. | Participants use increased digital literacy to use media and information more critically and mindfully.<br><br><u>Measured by</u> <ul style="list-style-type: none"> <li>Work produced</li> <li>Reflective exercise / survey</li> <li>Focus group</li> </ul>  | 14-15 year old students who have disclosed experiencing challenges in the digital environment impacting on their mental health are able to pause, reflect and take a more critical approach to digital life, data visualization, how algorithms influence their behaviour and how this impacts on their mental health, understand triggers in the digital environment which impact on their wellbeing and think about how to respond differently. |
| Capability   | 14-15 year old students who have disclosed experiencing challenges in the digital environment impacting on their mental health need to be helped to put digital literacy skills into action to improve their mental health.                                   | 'Digital Action; workshop and independent activities: <ul style="list-style-type: none"> <li>'Hack for Good'</li> <li>Family &amp; Friends in Digital Life</li> </ul> | 1 workshop delivered, 1 independent activity completed by 8-12 participants.<br><br>Learning demonstrated through the independent activities and the workshops. | Participants use increased digital literacy to articulate understanding of how they might put their DL into practice beyond the project to be more resilient through agency in the digital environment.<br><br><u>Measured by</u> <ul style="list-style-type: none"> <li>Reflective exercise / survey</li> <li>Focus group</li> </ul> | 14-15 year old students who have disclosed experiencing challenges in the digital environment impacting on their mental health put digital literacy skills into action for personal mental health benefits and take actions for relationship changes in the digital environment.  |
| Consequences | 14-15 year old students who have disclosed experiencing challenges in the digital environment impacting on their mental health need to be helped to put digital literacy skills into action to improve the digital ecosystem.                                 | 'Digital Change' workshop and independent activities: <ul style="list-style-type: none"> <li>Digital Pushback</li> <li>Being a Digital Influencer</li> </ul>          | 1 workshop delivered, 1 independent activity completed by 8-12 participants.<br><br>Learning demonstrated through the independent activities and the workshops. | Participants use increased digital literacy to articulate understanding of how they could play a role as positive peers in the digital environment to improve the ecosystem for everyone.<br><br><u>Measured by</u> <ul style="list-style-type: none"> <li>Focus group</li> </ul>   | 14-15 year old students who have disclosed experiencing challenges in the digital environment impacting on their mental health put digital literacy skills into action to improve the digital ecosystem.  |

**Change Objectives** – *highlighted* = within scope

This shows how the Third Space School Library project was designed using the CEMP theory of change elements and impact measures (see highlighted statements).

|  | Knowledge  | Skills  | Dialogue   | Attitudes and Norms  | Behaviour   |
|--|--|---|--|--|---|
| Access   | People are more aware of the range of media and information sources available to them in the ecosystem.  | People have the skills to make use of and make sense of the media and digital environment and to be more safe and resilient.                | People can discuss their media access, online safety and skills needs with their family and / or peers.  | People are more reflective about the access choices they are making for themselves.  | People feel motivated to make better and in some cases safer access choices   |
|  | People are more aware of risks and potential harms,  | People have the critical skills to evaluate the credibility, fairness and diversity of their access to media and information.               | People participate in dialogue about media access, online safety and media literacy skills with stakeholders.  | People choose to broaden their access to more diverse media and information.   | Diverse publics represent themselves, taking opportunities provided by media literacy projects and programmes which include them.                   |
|  | People are aware of the skills they need to access the full digital media environment.   | People have the skills of reflection and personal judgement to evaluate their digital literacy and assess their media engagement habits.    | People engage with advocacy media and more diverse representations and this generates dialogue between groups and reduces polarisation of discourse.                 | People expect to have access to media which acts in the public interest and an online environment which is safe and protects digital rights. | People engage more with public interest media.  |
|  | <b>Impact Measures for Access (actions by people, enabled / supported by media literacy interventions):</b> <ul style="list-style-type: none"> <li>• People upskill their media engagement.</li> <li>• People care more about diverse and inclusive media representation.</li> <li>• People access public interest media more and access broader information sources.</li> <li>• People make healthier and safer media and online access decisions.</li> <li>• People expect to be live in a healthy media ecosystem.</li> </ul> |   |  |  |   |
| Awareness  | People know what public interest media is and why it is important  | People make informed risk calculations with regard to online behaviour, media engagement and information circulation.                       | People can articulate online safety risks and which media and information they trust, and why.   | General acceptance of online risks, harms and unverified information reduces in communities and societies.                                   | People are more mindful in their engagement with and / or their sharing of media and information.   |
|  | People develop understanding of how to assess if information credible.   | People use critical thinking skills to assess how media texts and information sources are constructed and to evaluate their intentionality. | People have a space for dialogue with family and / or peers about risk, harmful consequences or misinformation affecting individuals, social groups and communities. | Media literacy leads to a reduction in tolerance towards others who share unverified information.  | People challenge one another when negative media and information norms are evident in their everyday lives.   |
|  | People understand better the representational practices of all media   | People use critical thinking skills to evaluate the diversity and equality of their media ecosystem as a whole.                             | Representation gaps and media bias can be safely discussed by people.  | People expect media to act in the public interest and to represent diverse publics inclusively as norms.                                     | People feel empowered to challenge unhealthy media ecosystems.  |
|  | People are more aware of how to be safe and resilient online and in the media ecosystem.   | People use critical thinking skills to develop understanding of media ownership and regulation.   | Stakeholders listen and respond to more media literate people when they discuss representation gaps and media bias.  | Media literate publics demand more equal and diverse ecosystems and safer online environments.   | Stakeholders are motivated to respond to more resilient and media literate audiences and users in their professional practice.                      |
| <b>Impact Measures for Awareness (actions by people, enabled / supported by media literacy interventions):</b> <ul style="list-style-type: none"> <li>• People think more critically about media representations.</li> <li>• People observe representation gaps and media bias and want to do something about them.</li> <li>• People are more aware of unsafe or harmful online experiences and want to play a part in reducing them.</li> <li>• People care more about misinformation and want to play a part in reducing the spread of it.</li> <li>• People are aware of how media ecosystems or more or less healthy and understand their rights to live in a healthy media and information environment.</li> </ul> |  |   |  |  |   |
| Capability   |  |   |  | People think of themselves as media makers / information providers.  | People assess and deal with resilience to online risks and media content abundance and act with self-efficacy in response to media and information. |
|  |  |   |  | People see the connection between their media literacy and educational and / or economic opportunities.                                      | Media literacy enables people to engage in civil society and / or to campaign in digital media contexts as activists.                               |
|  |  |   |  | More agentive and resilient attitudes circulate among people towards media and information, enabled by digitally literate people             | People value safe online experiences, public interest and trustworthy media.  |
|  |  |   |  | Stakeholders are motivated to produce and provide media, information and online experiences for more resilient media literate publics.       | Stakeholders expect to engage with and / or employ or educate more media literate citizens.   |
| <b>Impact Measures for Capability (actions by people, enabled / supported by media literacy interventions):</b> <ul style="list-style-type: none"> <li>• People use their media literacy to improve their lives.</li> <li>• People use their media literacy for civic engagement.</li> <li>• More resilient and media literate publics makes the relationship online platforms, media, users and audiences more balanced and healthier.</li> <li>• People become more resilient to online risk and harms and misinformation over time, through preventative media literacy.</li> </ul>   |  |   |  |  |   |
| Consequences   | People are more aware of the consequences of online actions and of sharing media content and information.  |   |  | More positive behavioural norms are established in the media and information environment.  | People make activist media for positive change.   |
|  | People understand better the consequences of media representations.  |   |  | People are motivated to act as positive peers in the media and info ecosystem, to be safe online and help to keep others safe.               | People challenge the negative or harmful uses of media literacy by others.  |
|  | People know the consequences of a lack of diversity or bias in the media ecosystem.  |   |  | People stop sharing unverified content and information and encourage others to be more mindful.  | People who are themselves negatively impacted online harms, misinformation or exploitative media representations are capable of speaking out.       |
|  | Stakeholders respond to more media literate publics by taking more responsibility for the consequences of diversity or bias.   |   |  | Stakeholders respond to more media literate audiences and users in their practices with a focus on positive change.                          | Stakeholders' obligations to more resilient and media literate publics reduces negative media impacts.  |
| <b>Impact Measures for Consequences (actions by people, enabled / supported by media literacy interventions):</b> <ul style="list-style-type: none"> <li>• Online harms reduce through a change in mindset in more resilient users with higher expectations.</li> <li>• Misinformation and harmful content sharing reduces.</li> <li>• Positive, activist media production increases.</li> <li>• Stakeholders respond to media literate publics by changing their practices for positive change.</li> <li>• Media ecosystems are more diverse and inclusive.</li> </ul>  |  |   |  |  |   |



Design Template

|              | Needs | Inputs | Outputs | Outcomes | Impacts |
|--------------|-------|--------|---------|----------|---------|
| Access       |       |        |         |          |         |
| Awareness    |       |        |         |          |         |
| Capability   |       |        |         |          |         |
| Consequences |       |        |         |          |         |

[Project Website](#)

## Project team

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