Evaluation Toolkit:

Outcomes, indicators and survey questions bank

Making Sense
of Media

Contents

Section

Annex

Overview

This resource is designed for anyone developing an evaluation plan for a project or activity related to media literacy.

It is intended to:

- assist with initial planning by helping you choose appropriate outcomes for project activities, and provide inspiration for indicators and data collection;
- generate constructive conversations within your team or among your stakeholders during project and evaluation planning;
- inform and inspire you to evaluate projects more effectively, regardless of your level of evaluation experience.

It complements existing resources we have published as part of the Making Sense of Media (MSOM) programme. This includes the Ofcom Evaluation Toolkit, which provides a practical guide to make it as straightforward as possible to build evaluation into media literacy work, searchable libraries of media literacy activities and research, and our wider media literacy research.

We encourage you to use this resource along with these other publications, starting with the Ofcom Evaluation Toolkit if you are new to media literacy evaluation planning or if you need to refresh your knowledge.

Thank you to Tim Bidey and Jim Barratt, evaluation experts, who were commissioned by Ofcom to research and produce this bank of outcomes.

Who should use this resource?

This outcomes bank is designed for use by:

- Educators and trainers involved in media literacy
- Organisations planning media literacy initiatives
- Policymakers and stakeholders interested in evaluating media literacy impacts
- Researchers and evaluators focusing on media literacy projects

Why use the outcomes bank?

This resource is designed to assist you with selecting or creating outcomes, indicators and survey questions for evaluating the impact of media literacy initiatives.

We expect it to be of use to a range of organisations but in particular those new to evaluation, those working with limited budgets and time constraints, and those working in related areas (e.g. charities focused on supporting communities but not specializing in media literacy).

The resource is intended to contribute to our goal of more impact-driven evaluation across the sector.

What is in the outcomes bank?

The outcomes bank includes 24 outcomes structured around five areas, each corresponding with a different aspect of media literacy in the online world.

Area 1: Access, use and content creation.
Accessing media and getting online, using technology and creating content

Area 2: Online safety, privacy and protection from harm.
Managing risk, safeguarding privacy and spotting and avoiding harms

Area 3: Critical thinking about content.
Actively questioning and challenging online information

Area 4: Digital and media savvy.
Understanding how the online world and media work

Area 5: Digital citizenship and media engagement.
Making the most of online opportunities and media to be a citizen in the world

These areas are designed to help you quickly locate the most relevant and appropriate outcomes for your project. In everyday practice, these areas often overlap. For instance, accessing online services (Area 1) is crucial for making the most of online opportunities (Area 5), while critical thinking (Area 3) can be vital to staying safe online (Area 2).

These areas and the example outcomes, indicators and questions within them were drawn from a review and synthesis of relevant media literacy frameworks and other existing sources. This work was conducted by the Ofcom MSOM team, with support and feedback provided by a group of external experts from the Evaluate Working Group and the Research Working Group convened by Ofcom.

You can find more information about how we created this resource and the sources we used in Annex 1.

How to use the outcomes bank

An outcome is the result of an intervention, ideally a benefit received by the target audience. It is usually finite and measurable.

For example, for a media literacy project, this could be:

an increase in participants' knowledge;

participants gaining a new skill; or

a change in attitude among participants

From the Ofcom Evaluation Toolkit (November 2023)

The example outcomes included in this resource are changes you can reasonably expect participants to experience by taking part in a media literacy project.

We have not provided examples of other types of outcomes that could result from your project (e.g. outcomes for whole groups, policy changes or societal level outcomes).

Some of the outcomes are likely to occur in the short-term – being better able to access media and manage use (outcome 1.1) – whereas other outcomes are likely to take longer to occur such as playing a more positive role in supporting online communities (outcome 5.5).

When you make your selection, there are no right or wrong choices, as this is entirely dependent on the context your project will operate in and the available resources you have at your disposal for planning, delivery and evaluation.

Example indicators

Outcome indicators are the measurable pieces of evidence that allow you to track the change that has taken place as a result of your intervention.

From the Ofcom Evaluation Toolkit (November 2023)

Once you have selected your outcomes, you can then choose from the example indicators how you will measure them.

Each example outcome is accompanied by several example indicators that you can use to help you understand if there has been any change in your chosen outcomes. We have included five types of indicators that indicate changes in a person's:

- Knowledge
- Attitudes
- Confidence
- Skills
- Behaviour

Most outcomes have at least two different types of example indicators, and you should consider selecting several different types of indicators to ensure you gather evidence from multiple angles and better measure your outcomes.

The indicators used in this resource are inspired by a range of existing frameworks and publications and are listed in the appendix.

Example survey questions

Once you have selected outcomes and indicators, you can then use the sample survey questions, including the demographic questions, to compile your survey.

Each example indicator is accompanied by an example survey question that you can use or adapt to collect the necessary data.

We have provided example survey questions rather than other types of measure to keep the resource to a manageable size, but we encourage you to adapt the examples provided for use in other methods (e.g. use a survey question in an interview or design prompts for focus group discussions).

Some of the survey questions are subjective – they ask people to self-report their own knowledge, ability or how they feel. Other questions are objective – they test people's actual knowledge or ability through asking them to give or select correct answers. It can be useful to select a mix of both so you can compare how people feel versus their actual knowledge or ability, enabling you to highlight gaps between the two. We encourage you to consider using more objective measures alongside self-report questions where you have the opportunity to do so.

You might also wish to modify survey questions so that they are better suited to your project and the people you are surveying. You can find further guidance about this in the Ofcom Evaluation Toolkit, and the searchable research libraries provide other examples of question design, along with data you can use for benchmarking or reference.

The questions we use are from a range of sources and the style therefore varies. We took a deliberate decision to do this, to demonstrate the range of ways that you can ask questions, depending on who you are surveying. Where possible we reference the source where we found the questions.

These links serve as a reminder that you can also explore these sources for other questions that might work for your particular audience.

In addition to the example survey questions provided in this outcomes bank, you can consider using other questions, such as those from Ofcom's Adult Media Literacy and Children and Parents Media Literacy Tracker to supplement your selection. This can be useful for benchmarking purposes, allowing you to compare the results from your participants against the UK population.

This resource is not designed to provide an exhaustive list of outcomes, indicators and measures. If you have already started planning your project and evaluation approach, you may find that you have other outcomes, indicators and survey questions that are not listed here.

Getting started

We recommend that you use the outcomes bank alongside the step-by-step guide in the Ofcom Evaluation Toolkit, though it can also be used independently if you have previous experience with evaluation.

This resource can be used to select or design:

- outcomes as part of a theory of change (Ofcom Evaluation Toolkit, page 8)
- outcome indicators (Ofcom Evaluation Toolkit, page 15)
- survey questions as part of data collection design (Ofcom Evaluation Toolkit, page 16)

However you choose to use this resource, we encourage you to first familiarise yourself with the overview of areas and outcomes.

You may find outcomes relevant to your project under different areas. You can select outcomes (and their associated indicators and measures) from different areas and can consider extending your project across more than one or two areas where appropriate (provided you have the resources and capacity to do so).

For example, previous research has shown that critical thinking (area 3) is less frequently the subject of media literacy projects and evaluation, and we encourage you to consider incorporating this aspect in your project planning, using the outcomes bank to help guide the selection of appropriate outcomes.

Depending on your project, you are likely to need some project-specific measures in addition to those set out in this resource.

This resource is designed for be used as you see fit, led by your needs and circumstances, rather than a top-down framework that we expect users to follow rigidly.

Outcomes bank

Overview of outcomes

Area 1 Access, use and content creation	Area 2 Online safety, privacy and protection from harm	Area 3 Critical thinking about content	Area 4 Digital and media savvy	Area 5 Digital citizenship and media engagement
Outcome 1.1: Better able to access media and manage use	Outcome 2.1: More aware of applicable law and regulations governing online activity	Outcome 3.1: Better understands mis- and dis-information	Outcome 4.1: More aware of different types of media, online content and information sources	Outcome 5.1: Makes more considered decisions about media engagement
Outcome 1.2: Better able to find information online and through different media	Outcome 2.2: Better able to identify and assess online risks and harmful content	Outcome 3.2: Better understands the importance of evaluating information	Outcome 4.2: Better understands how different content is made, distributed and promoted	Outcome 5.2: Behaves more respectfully online
Outcome 1.3: Better able to share information online, communicate and collaborate with others	Outcome 2.3: Better able to manage, deal with or get support in response to online risks and harmful content	Outcome 3.3: Better able to identify mis- and dis-information	Outcome 4.3: Better understands the motivations of platforms, media companies, content providers and information sources	Outcome 5.3: Better able to achieve personal goals through online media
Outcome 1.4: Better able to create and manage their own content	Outcome 2.4: Takes more effective action to keep their personal data safe	Outcome 3.4: Better able to fact-check and verify information	Outcome 4.4: More aware of persuasive design and technology and its effects on user experiences	Outcome 5.4: Makes greater use of the internet and media for civic participation
	Outcome 2.5: Takes more effective action to protect their reputation	Outcome 3.5: Thinks more carefully before sharing information online		Outcome 5.5: Plays a more positive role supporting online communities
	Outcome 2.6: Takes greater steps to safeguard their mental health and wellbeing			

Area 1: Access, use and content creation

Accessing media and getting online, using technology and creating content

Outcome 1.1 Better able to access media, get online and manage usage

Example indicators	Indicator type	Example measures
Level of confidence using the internet *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*	Confidence	Q. Overall, how confident are you as an internet user? Please select one option: • Very confident • Fairly confident • Neither confident nor not confident • Not very confident • Not at all confident • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Level of ability to identify and solve issues when doing something online	Skills	Q. Which, if any, of the following would you do if you got stuck or were unsure about how to do something online? Please select all that apply: • Ask a friend or family member to help • Look for help from online courses like 'learn my way', Digital Unite, Age UK or BBC • Look online for help / "Google it" • Watch 'how to' videos on websites like YouTube or the BBC • Phone a helpline to get someone to talk me through it • Go to the local library for help • Go to my bank branch for help • Go to an adult learning venue or local community centre for help • Ask a colleague/ someone at work • Figure it out myself • Get someone else to do it for me • Something else – (please type in below) • I would just give up

Example indicators	Indicator type	Example measures
		• None of these/ I don't tend to get stuck when online • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Level of awareness and understanding about which services people choose to use online and why they are the most effective for their needs. *Adapted from: EU DigComp 2.2 (2022)*	Knowledge	Q. In the space provided, please describe which online services you have used in the last six months and say why they are the most effective for your needs: [NB: For help coding responses, you can refer to DigComp 2.2: The Digital Competence Framework for Citizens Dimension 2.3 to match descriptions against different proficiency levels]. *New question based on EU DigComp 2.2 (2022)*
Variety of online activity in the last month *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*	Behaviour	Q. In the last month, when you have gone online, have you…. Please select one option: • Only used websites or apps that you've used before • Used maybe one or two websites or apps that you haven't used before • Used lots of websites or apps that you haven't used before • Have not gone online in the last month • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*

In addition to these example indicators and measures, you can consider using other questions relating to media use and online activity from surveys such as Ofcom's Adult Media Literacy Tracker or Children and Parents Media Literacy Tracker. These can help illustrate how use is changing as knowledge, confidence and skill levels change.

For benchmarking purposes, you can also compare the patterns of media use and online activity of your participants against the UK population using the latest media literacy reports published by Ofcom each year (for adults see https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-adults/adults-media-use-and-attitudes/ and for children and parents see https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2024/)

Outcome 1.2 Better able to find information online and through different media

Example indicators	Indicator type	Example measures
Ability to locate and assess relevant information relating to personal, educational, political, cultural, religious, and other societal needs. *Adapted from: UNESCO Media and Information Literate Citizens (2021)*	Skills	Q. How would you rate your ability to apply search techniques and locate, as well as assess, information and media content? • Excellent • Good • Fair • Poor • Very poor • Don't know/Can't say *New question based on: UNESCO Media and Information Literate Citizens (2021)*
Frequency of finding information for leisure time including cinema, arts, live music and other events. *Source: DCMS & DSIT Digital Inclusion Toolkit (2017)*	Behaviour	Q. How often do you go online to find information about leisure activities, including cinema, arts, live music and other events? • Do this at least once a week • Do this at least every 3 months • Do this less often • Never do this *Adapted from: DCMS & DSIT Digital Inclusion Evaluation Toolkit (2017)*
Ability to use the internet to find sources of help for a range of activities *Adapted from: DfE Essential Digital Skills (2019)*	Skills	Q. How would you rate your ability to use the internet to find specific information related to life tasks that need to be carried out: e.g. finding a recipe, or finding information that helps plan travel? • Excellent • Good • Fair • Poor • Very poor • Don't know/Can't say *New question based on: DfE Essential Digital Skills (2019)*

Outcome 1.3 Better able to share information online, communicate and collaborate with others

Example indicators	Indicator type	Example measures
Frequency and type of use of social networking sites/apps *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*	Behaviour	Q. Which one of these statements best describes your use of social media apps or sites? Please select one option: • I often share, post or comment on social media sites or apps • I sometimes share, post or comment on social media sites or apps • I usually just 'like' things on social media sites or apps • I tend to only read things on these sites or apps and rarely like or post anything • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Proportion reporting that they have people to turn to online when they are feeling lonely *Adapted from DCMS & DSIT Digital Inclusion Toolkit (2017)*	Attitude	Q. To what extent do you agree or disagree with the following statement? "I feel that, if I want to, there are people I can talk to online if I'm feeling lonely" Please select one option: • Strongly disagree • Slightly disagree • Neither agree nor disagree • Slightly agree • Strongly agree • Don't know *Adapted from: DCMS & DSIT Digital Inclusion Evaluation Toolkit (2017)*

Example indicators	Indicator type	Example measures
Ability to use digital tools to meet with, share and collaborate with family, friends or colleagues *Adapted from: DfE Essential Digital Skills (2019)*	Skills	Q. How would you rate your ability to set up and use services such as Facetime or Zoom for video calls with friends and family, or to communicate and collaborate with colleagues in work calls or events? • Excellent • Good • Fair • Poor • Very poor • Don't know/Can't say *New question based on: DfE Essential Digital Skills (2019)*
Knowledge and ability to use online information more fairly and ethically *New indicator based on various sources*	Knowledge and skills	Q. To what extent do you agree or disagree with the following statements? "I understand that copying the work of others and presenting it as my own is plagiarism." "I know how to reference sources used in my work and consider if content is reliable." "I ~~can~~ know how to find out who owns pictures I reuse, find copyright-free images or attribute correctly." Please select one option for each statement: • Strongly disagree • Slightly disagree • Neither agree nor disagree • Slightly agree • Strongly agree • Don't know *New question based on: MILA Media and Information Literacy Framework (2021)*

Outcome 1.4 Better able to create and manage their own content

Example indicators	Indicator type	Example measures
Frequency and type of online content creation and sharing *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*	Behaviour	Q. Do you ever upload videos online that you have made yourself? Please select one option: • Yes • No • Don't know Q. And which of these apps or sites do you use to upload your own videos (that you have made yourself)? Please select all that apply: • BitChute • Dailymotion • Facebook (inc Facebook Gaming) • Instagram • OnlyFans • Snapchat • TikTok • Twitch • Vimeo • YouTube • I upload videos I have made myself to other apps/ sites • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*

Example indicators	Indicator type	Example measures
Level of knowledge about creating and editing content online *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*	Knowledge	Q. Please indicate **how true the following statements are of you** when thinking about how you use the internet and technologies such as mobile phones or computers. Reply thinking about how true this would be of you if you had to do it **now, on your own**. If you **do not understand** what the question is asking, tick the box "I do not understand what you mean by this". Sometimes there are **various examples** given; only select "Very true of me" if all of the examples apply to what you do or know. • Not at all true of me • Not very true of me • Neither true nor untrue of me • Mostly true of me • Very true of me • I do not understand what you mean by this • Don't want to answer "I know how to create something which combines different digital media (photo, music, video, gif)." "I know how to edit existing digital images, music and video." "I know how to use different types of content (e.g. images, videos, music, text) to reach specific groups of people." "I know how to use filters and other tools to make a photo or video look more attractive." "I know how to reference and use content covered by copyright." "I know which different types of licenses apply to online content." *Adapted from: youth Digital Skills Indicator questionnaire (2021)*

Example indicators	Indicator type	Example measures
Level of confidence using privacy settings on social media to manage what content is shared online and with whom *Adapted from: MILA Media and Information Literacy Framework (2021)*	Confidence	Q. To what extent do you agree or disagree with the following statement? "I am confident in using the settings on these apps or sites to control who sees the photos and videos I share" Please select one option: • Strongly disagree • Slightly disagree • Neither agree nor disagree • Slightly agree • Strongly agree • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*

Area 2: Online safety, privacy and protection from harm

Managing risk, safeguarding privacy and spotting and avoiding harms

Outcome 2.1 More aware of applicable law and regulations governing online activity

Example indicators	Indicator type	Example measures
Understanding of the implications of online actions, including legal implications *Adapted from: HwB Digital Competence Framework (2022)*	Knowledge	Q. On a scale of 1 to 10, where 1 = no understanding and 10 = complete understanding, to what extent do you understand that online actions have implications, including the legal implications of sharing inappropriate material." *New question based on: HwB Digital Competence Framework (2022)*
Level of confidence knowing what type of content is illegal to view or share online in the UK *Adapted from: UK Council for Internet Safety Education for a Connected World Framework (2022)*	Confidence	Q. How confident are you that you know what type of content is illegal to view or share online in the UK? Please select one option: • Very confident • Fairly confident • Neither confident nor not confident • Not very confident • Not at all confident • Don't know *New question based on: UK Council for Internet Safety Education for a Connected World Framework (2022)*

Outcome 2.2 Better able to identify and assess online risks and harmful content

Example indicators	Indicator type	Example measures
Level of confidence in judging whether an email, text or online message is potentially suspicious or a scam *Source: Ofcom Adults' Media Literacy Tracker (2023)*	Confidence	Q. How confident are you in judging whether an email, text or online message you receive is potentially suspicious or a scam? Please select one option: • Very confident • Fairly confident • Neither confident nor not confident • Not very confident • Not at all confident • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
-Degree of care people say they take about what they do online *New indicator*	Attitude	Q. On a scale of 1 to 5, where 1 means "I don't really think about the potential risks of being online" and 5 means "I'm very careful about what I do online", where would you place your own views? 1 – I don't really think about the potential risks of being online 2 3 4 5 – I'm very careful about what I do online

Example indicators	Indicator type	Example measures
Knowledge and understanding of online tracking *Adapted from: HwB Digital Competence Framework (2022)*	Knowledge	Please indicate **how true the following statements are of you** when thinking about how you use the internet and technologies such as mobile phones or computers. Reply thinking about how true this would be of you if you had to do it **now, on your own**. If you **do not understand** what the question is asking, tick the box "I do not understand what you mean by this". - Not at all true of me - Not very true of me - Neither true nor untrue of me - Mostly true of me - Very true of me - I do not understand what you mean by this - Don't want to answer "I know how to turn off the location settings on mobile devices." "I understand that my photos and my locations can be tracked online and decide what I am comfortable sharing as a result." *New question based on: youth Digital Skills Indicator questionnaire (2021) and HwB Digital Competence Framework (2022)*

Outcome 2.3 Better able to manage, deal with or get support in response to online risks and harmful content

Example indicators	Indicator type	Example measures
Variety of steps taken to safeguard against online risks and harmful content *Adapted from: UNESCO Media and Information Literate Citizens (2021)*	Behaviour	Q. Which, if any, of these things do you or someone in your household do at home? Please select all that apply: • Use a firewall • Use security software such as an anti-virus or anti-spyware package • Use email filters or software that can block unwanted or spam emails • Download the latest software updates onto devices when prompted • Routinely back-up the information on your devices • Use a virtual private network (VPN) • Use fingerprint or facial recognition technology to access a device or app or to make purchases online • Install software like NewsGuard on your web browser to flag potentially false/ fake news or disinformation • None of these • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Level of awareness of report or flagging functions *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*	Knowledge	Q. Before today, did you know that many websites and apps and online games have a report or flagging function so that you can let them know if you see something offensive or inappropriate? The report or flagging function could be a button, a link, an email address or an online form through which you can point out the offensive or inappropriate content or report the person that posted or forwarded it. Please select one option: • Yes, aware of report or flagging function • No, not aware of report or flagging function • Don't know *Source: Ofcom Adults' Media Literacy Tracker*

Example indicators	Indicator type	Example measures
Extent to which someone uses report or flagging functions *Adapted from Ofcom Adults' Media Literacy Tracker (2023)*	Behaviour	Q. In the past 12 months, have you used this report or flagging function to report what you saw online that you found offensive or inappropriate? Please select one option: • Yes • No • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Level of knowledge about how to appropriately challenge content or behaviour online. *Adapted from: UK Council for Internet Safety Education for a Connected World Framework (2022)*	Knowledge	Q. In the space provided, please describe how to appropriately challenge content or behaviour that may have a negative impact on someone's online reputation: *New question based on: UK Council for Internet Safety Education for a Connected World Framework (2022)*

Outcome 2.4 Takes more effective action to keep their personal data safe

Example indicators	Indicator type	Example measures
Level of confidence knowing how to manage personal data online *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*	Confidence	Q. How confident are you in knowing how to manage who has access to your personal data online? By 'personal data' we mean information like your address, phone number, date of birth etc. or information on things like where you shop or your interests. Please select one option: • Very confident • Fairly confident • Neither confident nor not confident • Not very confident • Not at all confident • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Variety of steps taken to keep personal data safe *Adapted from Ofcom Adults' Media Literacy Tracker (2023)*	Behaviour	Q. When you buy things online, which, if any, of these things do you do before entering your credit or debit card details? Please select all that apply: I look to see… • If the site looks secure (has the padlock symbol or uses 'https') • If there is a guarantee my details won't be shared with anyone else • If there is a link to another reputable service like PayPal • If I'm familiar with the company or brand • If it's the only way to get the service or product I want • If the site is recommended by friends/ family • If the site is listed by a search engine such as Google or Bing • Something else – (please type in below) • I enter my credit or debit card details online whenever they are required • I don't buy things online • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*

Example indicators	Indicator type	Example measures
Variety of steps taken to keep personal data safe *Adapted from Ofcom Adults' Media Literacy Tracker (2023)*	Behaviour	Q. When you log into your online bank account or go online to pay bills, which one of these best applies in terms of how you usually log into your account? IF NECESSARY: log in details might be a username and password or a passcode that you need to enter in order to gain access to your account. Please select one option: - I let my browser (like Google Chrome) autofill my log in details - I use a password manager like LastPass to log in - I type in the log in details myself - I log in using fingerprint recognition or Face ID - Something else (please type in below) - Don't know - Prefer not to say *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Level of understanding of digital footprint *Adapted from: HwB Digital Competence Framework (2022)*	Knowledge	Q. On a scale of 1 to 10, where 1 = no understanding and 10 = complete understanding, to what extent do you understand that your presence online can leave a record of the websites you have visited, and the content you have accessed (known as a "digital footprint") and that this information can be searched, copied and passed on?" *New question based on: HwB Digital Competence Framework (2022)*

Outcome 2.5 Takes more effective action to protect their reputation

Example indicators	Indicator type	Example measures
Level of comfort about online activity and reputational damage *Adapted from Ofcom Adults' Media Literacy Tracker (2023)*	Attitude	Q. To what extent do you agree or disagree with this statement? "I worry about whether something I say online could cause me problems in the future" Please select one option: • Strongly disagree • Slightly disagree • Neither agree nor disagree • Slightly agree • Strongly agree • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Level of active decision-making about what personal information to share online *Adapted from: EU DigComp 2.2 (2022)*	Behaviour	Q. Do you actively choose which information you share about yourself and others online? • Yes • No • Don't know If yes, please briefly say what informs your choice about what to share and in which circumstances: [NB: For help coding responses, you can refer to DigComp 2.2: The Digital Competence Framework for Citizens Dimension 4.2 to match descriptions against different proficiency levels]. *New question based on: EU DigComp 2.2 (2022)*

Example indicators	Indicator type	Example measures
Level of knowledge about how to manage a person's online reputation. *Adapted from: UK Council for Internet Safety Education for a Connected World Framework (2022)*	Knowledge	Q. In the space provided, please describe ways a person can manage their online reputation (especially in relation to their future career): *New question based on: UK Council for Internet Safety Education for a Connected World Framework (2022)*

Outcome 2.6 Takes greater steps to safeguard their mental health and wellbeing

Example indicators	Indicator type	Example measures
Proportion of people that report 'life is better' as a result of being able to access the internet *Adapted from: DCMS & DSIT Digital Inclusion Toolkit (2017)*	Attitude	Q. To what extent do you agree or disagree with the following statement? "I consider my life to be better since I started using the internet." Please select one option: • Strongly disagree • Slightly disagree • Neither agree nor disagree • Slightly agree • Strongly agree • Don't know *Adapted from: DCMS & DSIT Digital Inclusion Evaluation Toolkit (2017)*

Example indicators	Indicator type	Example measures
Proportion of people who believe they can have positive online experiences *Adapted from: HwB Digital Competence Framework (2022)*	Attitude	Q. To what extent, if at all, do you agree or disagree with the following statements about being online? "I can share my opinions and have a voice online more easily or effectively than I can offline" "I feel more free to be myself online" "I feel I have a good balance between my online and offline life" "Being online has an overall positive effect on my mental health Please select one option for each statement: • Strongly disagree • Slightly disagree • Neither agree nor disagree • Slightly agree • Strongly agree • Don't know *Source: Ofcom Online Experiences Tracker (2024)*
Variety of ways someone uses websites, apps or other online services for improving mental health and wellbeing *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*	Behaviour	Q. Which, if any, of these things have you done in the last 12 months? Please select all that apply: • Deleted apps because you spend too much time on them • Deleted apps because they are bad for your mental health/ self-esteem • Taken a deliberate break from any social media apps • Taken a deliberate break from any other apps • Set aside time for yourself when you are not online • Used an app to help reduce your 'screen time'/ time spent using devices • Disable notifications on devices or use 'Do not Disturb' settings • Chosen not to take devices such as phones or tablets to bed with you • None of these • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*

Area 3: Critical thinking about content

Actively questioning and challenging online information

Outcome 3.1 Better understands mis- and dis-information

Example indicators	Indicator type	Example measures
Level of understanding that not all online information and content people see online is reliable *Adapted from: Institute for Strategic Dialogue (2021)*	Knowledge	Q. When you see a news story or article on social media sites or apps do you ever think about whether these news stories or articles are truthful or accurate? • Yes - all or most of the time • Yes - sometimes • Yes - but not often/ rarely • No - I don't tend to think about whether they are truthful or accurate • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Level of awareness about the reasons (financial, political, personal, etc.) why inaccurate information is spread online *Adapted from: Institute for Strategic Dialogue (2021)*	Knowledge	Q. In the space provided, please describe why might someone spread false information online? Possible correct answers to this question include (but are not limited to): • Hope of earning advertising revenue, which sensationalist stories often generate • Scam people online by requesting payment in exchange for a non-existent product or service • Desire to influence opinion for or against a group in society, a political party or candidate • Spread hate online, which then translates into social divisions or even violence offline • Desire to spread mischief (e.g. 'trolling') • Make a satirical joke • Promote a conspiracy theory or personal agenda. *Adapted from: Institute for Strategic Dialogue (2021)*

Outcome 3.2 Better understands the importance of evaluating information

Example indicators	Indicator type	Example measures
Level of understanding that all information has a bias *Adapted from: EU DigComp 2.2 (2022)*	Knowledge	Q. To what extent do you agree with the following statement: 'All online media sources have some degree of bias in their reporting or presentation of information.' • Strongly disagree • Slightly disagree • Neither agree nor disagree • Slightly agree • Strongly agree • Don't know *New question based on: EU DigComp 2.2 (2022)*
Level of understanding of the impact media bias might have on society *Adapted from: Institute for Strategic Dialogue*	Knowledge	Q. In the space provided, please describe hat impacts media bias might have on society? Possible answers might include (but are not limited to): • Preventing individuals from establishing their own opinion, or considering different aspects of a specific issue/event • Readers misunderstanding important issues or ignore opposing viewpoints • Making it harder to resolve difficult problems as a society • Blurring the line between opinion and factual reporting *New question based on: Institute for Strategic Dialogue (2021)*
Level of concern about what is real and what is fake on the internet *Source: Reuters Institute Digital News Report (2024)*	Attitude	Q. Please indicate your level of agreement with the following statement. "Thinking about online news, I am concerned about what is real and what is fake on the internet." • Strongly disagree • Tend to disagree • Neither agree nor disagree • Tend to agree • Strongly agree *Source: Reuters Institute Digital News Report (2024)*

Outcome 3.3 Better able to identify and deal with mis- and dis-information

Example indicators	Indicator type	Example measures
Level of confidence to critically analyse online information or content *New indicator*	Confidence	Q. How confident are you in judging whether the information you see or read online is true or false? • Very confident • Fairly confident • Neither confident nor not confident • Not very confident • Not at all confident • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)* Q. How confident are you in judging whether an email or text/ online message you receive is potentially suspicious or a scam? • Very confident • Fairly confident • Neither confident nor not confident • Not very confident • Not at all confident • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*

Example indicators	Indicator type	Example measures
Level of self-reported ability to critically analyse online information *New indicator*	Skill	Q. To what extent do you agree or disagree with the following statements about your ability to identify misinformation and disinformation? "I can…" "…verify information by consulting multiple reliable sources." "..identify the original source of the information." ".. evaluate the credibility and background of the author." "… examine the content beyond the headline for detailed facts and context." "… recognise sponsored content or paid advertisements disguised as news." "… use fact-checking websites to confirm the accuracy of information." Please select one option for each statement: - Strongly disagree - Slightly disagree - Neither agree nor disagree - Slightly agree - Strongly agree - Don't know *New question*

Example indicators	Indicator type	Example measures
Level of ability to critically analyse online information *Adapted from: Ofcom BI Hub (2023)*	Skill	Note: these questions require you to create or to use a publicly available social media profile and social media post. Please see this Ofcom questionnaire (page 22) as an example of how to do this. Q. Here is a social media profile (**insert an example**) Do you think that this social media profile is genuine? Please select one option • Yes • No • Don't know Still thinking about this profile. Please look at this image and circle anything that makes you think that this is a genuine profile Please look at this image and circle anything that makes you think that this is a genuine profile is not a genuine profile Q. Do you think that this social media post is genuine? (**insert an example)** • Yes • No • Don't know • Still thinking about this post. Please look at this image and circle anything that makes you think that this is a genuine post. Please look at this image and circle anything that makes you think that this is a genuine profile is not a genuine post. *Source: Ofcom Adults' Media Literacy Tracker (2023)*

Example indicators	Indicator type	Example measures
Level of ability to deal with disinformation	Skills	Q. Here is an example of an email that you may receive (**see Appendix 3**). If you received this message what would you do first? Please type in below
Adapted from: Ofcom BI Hub (2023)		[Open response]

- Q. Still thinking about this email. Which, if any, of these things would you also do?
- Block the sender/ block the email address/ move to junk folder
- Reply to it
- Check the email address to see if it looks genuine
- Follow the instructions (in the email)
- Check with a friend or family member for advice on what to do
- Click on 'Show my options'
- Delete it
- Ignore it/ I wouldn't do anything
- Check elsewhere to see if it is genuine or has been reported
- Report it
- Check if someone in the household is expecting a delivery
- Something else – (please type in below)
- Don't know

Source: Ofcom Adults' Media Literacy Tracker (2023)

Outcome 3.4 Better able to fact–check and verify information

Example indicators	Indicator type	Example measures
Level of confidence to evaluate the reliability of information *Adapted from: HwB Digital Competence Framework (2022)*	Confidence	Q. How confident are you in judging whether the information you see or read online is true or false? • Very confident • Fairly confident • Neither confident nor not confident • Not very confident • Not at all confident • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Ability to evaluate the reliability of information *Adapted from: HwB Digital Competence Framework (2022)*	Skills	Q. When you think about whether the news stories or articles that you see on social media apps or sites are truthful or accurate, do you ever make any of the following checks? • I check to see who has posted the information to see if it is from a trustworthy source • I look at any comments to see what others have said • I check the information on other sites or apps • I check how recent the information is • I think about how professional the site or app looks i.e. any spelling mistakes, low quality imagery or videos etc • I use a fact checking website/ app like Full Fact • I make checks in other ways • No – I don't make any checks • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*

Example indicators	Indicator type	Example measures
Proportion of people who report they would fact-check information encountered online if unsure of its credibility / source *Adapted from: Institute for Strategic Dialogue (2021)*	Behaviour	Q. If you were unsure of the credibility of a news story or article that saw on social media apps or sites, which of the following checks would you make? • I check to see who has posted the information to see if it is from a trustworthy source • I look at any comments to see what others have said • I check the information on other sites or apps • I check how recent the information is • I think about how professional the site or app looks i.e. any spelling mistakes, low quality imagery or videos etc • I use a fact checking website/ app like Full Fact • I make checks in other ways • No – I don't make any checks • Don't know *Adapted from Ofcom Adults' Media Literacy Tracker (2023)*

Outcome 3.5 Thinks more carefully before sharing information online

Example indicators	Indicator type	Example measures
Proportion of people that think they are responsible for the information they share online *Adapted from: MILA Media and Information Literacy Framework (2021)*	Attitude	Q. To what extent do you agree or disagree with the following statement? "I am responsible for the information I share online." Please select one option: • Strongly disagree • Slightly disagree • Neither agree nor disagree • Slightly agree • Strongly agree • Don't know *New question based on: MILA Media and Information Literacy Framework (2021)*
Proportion of people who can identify what they could do before liking, commenting or sharing content online *Adapted from: Institute for Strategic Dialogue (2021))*	Skill	Q. In the space provided, please describe three things that you might do before liking, commenting or sharing information or content that you read online? Possible answers (but not limited to): • Check website format • Check URL ending or format (e.g. .biz) • Look for clear, reliable source of information within the content (e.g. citations, footnotes, photo credits, hyperlinks) • Look for emotional and/or hyperbolic language • Look for links to unlikely stories • Look got frequent spelling, grammar and/or punctuation errors • Look for stated author for an article/post (e.g. avatar accounts) • Fact-check via other sites • Researching the author or the information source • Checking the dates of content • Lateral reading (i.e. checking for coverage on other outlets) *New question based on: Institute for Strategic Dialogue (2021)*

Example indicators	Indicator type	Example measures
Proportion of individuals who consistently verify the credibility of unfamiliar sources before sharing information online. *New indicator*	Behaviour	Q. "Before sharing information online from a source you haven't heard of before, how often do you check the credibility of the source and verify the facts?" • Always • Often • Sometimes • Rarely • Never "When you check the credibility of a source, which of the following actions do you usually take?" Please select all that apply. • Cross-checking with other reputable sources • Looking for author credentials and expertise • Checking the date of publication • Identifying the purpose of the content (e.g., informational, persuasive, satirical) • Reviewing comments or discussions around the content • Other (please specify) *New question*

Area 4: Digital and media savvy

Understanding how the online world and media work

Outcome 4.1 More aware of different types of media, online content and information sources

Example indicators	Indicator type	Example measures
Level of awareness about different types of content associated with online new sites or apps *Adapted from: BAI Media Literacy Policy (2022)*	Knowledge	Q. How confident are you that you can tell the difference between news reporting and opinion? Please select one option: • Very confident • Fairly confident • Neither confident nor not confident • Not very confident • Not at all confident • Don't know *New question based on: BAI Media Literacy Policy (2022)*
Level of confidence recognising advertising *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*	Confidence	Q. How confident are you in recognising what is advertising and what is not, when you see or read things online? Please select one option: • Very confident • Fairly confident • Neither confident nor not confident • Not very confident • Not at all confident • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*

Example indicators	Indicator type	Example measures
Level of confidence recognising AI-generated content *Adapted from: Ofcom Adults' Media Literacy Tracker (2023*	Confidence	Q. How confident are you in recognising whether something you read online is produced by a person or by Artificial Intelligence (AI)? Please select one option: • Very confident • Fairly confident • Neither confident nor not confident • Not very confident • Not at all confident • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*

Outcome 4.2 Better understands how different content is made, distributed and promoted

Example indicators	Indicator type	Example measures
Level of curiosity about how media are made *Adapted from: AMLA Media Literacy Framework (2022)*	Attitudes	Q. On a scale of 1 to 10, where 1 = not at all curious and 10 = extremely curious, to what extent are you curious about how media are made, distributed and promoted? *New question based on: AMLA Media Literacy Framework (2022)*
Level of knowledge about the positive and negative aspects of digital manipulation *Adapted from: UK Council for Internet Safety Education for a Connected World Framework (2022)*	Knowledge	Q. In the space provided, please describe any benefits or drawbacks of being able to enhance or edit digital images *New question based on: UK Council for Internet Safety Education for a Connected World Framework (2022)*
Level of understanding about editorial processes *Adapted from: BAI Media Literacy Policy (2022)*	Knowledge	Q. On a scale of 1 to 10, where 1 = no understanding and 10 = complete understanding, to what extent do you feel you understand the way that news stories are selected and produced by news media organisations (i.e. editorial processes)? *New question based on: BAI Media Literacy Policy (2022)*

Outcome 4.3 Better understands the motivations of platforms, media companies, content providers and information sources

Example indicators	Indicator type	Example measures
Level of knowledge about ways companies can collect information about people based on what they do online *Adapted from Ofcom Adults' Media Literacy Tracker (2023)*	Knowledge	Q. There are many ways that companies can collect information about people based on what they do online. Which, if any, of the following ways are you aware of? This might be through visiting websites or apps like Facebook, Twitter/ X, Google, Amazon or through the M&S or Tesco websites or apps. Please select all that apply: • Using 'cookies' to collect information about the websites people visit or what products and services interest them • Collecting information from social media accounts – i.e. about users' interests, "likes", location, preferences and so on • Asking customers to 'register' with a website or app and to opt in/ opt out of receiving further information from them or their partners • Using apps on smartphones to collect data on users' locations or what products and services interest them • Not aware of any of these / Not aware that companies collect information about what people do online • Don't know [Definition of a "cookie": When you go online through a browser (like Google Chrome/ Safari and so on) small text files known as cookies are retained on your computer or mobile phone which contain information about a specific visit to a website or app.] *Source: Ofcom Adults' Media Literacy Tracker* (2023)

Example indicators	Indicator type	Example measures
Level of awareness about why companies might collect information about their users *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*	Knowledge	Q. In your opinion which, if any, of these reasons apply as to why companies like Google, Amazon or Facebook might collect information about their users? Please select all that apply: So that these companies can • Target advertising, information or other content at their users • Sell users' information/ data to other companies • Build up a profile of their users and what they like/ don't like • Tailor prices for products and services • Personalise their experience when using the website/ app • Track their online behaviour over time • Influence users' opinions and behaviours • Other reason(s) – (please type in below) • None of these reasons apply • Don't know *Source: Ofcom Adults' Media Literacy Tracker* (2023)
Level of knowledge about how platforms might use personal data. *Adapted from: EU DigComp 2.2 (2022)*	Knowledge	Q. In the space provided, please describe how online platforms might use your personal data: [NB: For help coding responses, you can refer to DigComp 2.2: The Digital Competence Framework for Citizens Dimension 4.2 to match descriptions against different proficiency levels]. *New question based on: EU DigComp 2.2 (2022)*

Outcome 4.4 More aware of persuasive design and technology and its effects on user experiences

Example indicators	Indicator type	Example measures
Level of awareness about persuasive design and technology *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*	Knowledge	Q. Some apps and websites use online tools (sometimes called algorithms) to tailor what users are shown when they search online, or look at the latest news or use social media. These tools use details about what the user has previously looked at online and personal information like their age. Because of this, on the same apps and sites, one person will see different search results, news, and stories to other people. Before today, did you know that some apps and sites use information about their users to tailor the results shown? Please select one option: • Yes • No *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Level of awareness about how persuasive design works *Adapted from: BAI Media Literacy Policy (2022)*	Attitude	Q. To what extent do you agree or disagree with the following statement: "Nowadays, the internet largely works using algorithms to serve you personalised content based on your previous online activity." Please select one option: • Strongly disagree • Slightly disagree • Neither agree nor disagree • Slightly agree • Strongly agree • Don't know *New question*

Example indicators	Indicator type	Example measures
Level of comfort with persuasive design techniques *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*	Attitude	Q. To what extent do you agree or disagree with the following statement: "I'm happy for apps and sites to use information they have collected about me to decide what to show me" Please select one option: - Strongly disagree - Slightly disagree - Neither agree nor disagree - Slightly agree - Strongly agree - Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Level of knowledge about persuasive design and technology and ways of recognising and assessing its impact on user experiences *Adapted from: UK Council for Internet Safety Education for a Connected World Framework (2022)*	Knowledge	Q. Someone's own personal online choices, history and profile can affect the type of information returned to them in a search, on a social media stream or through targeted advertising or political messages. Before reading this question, did you know that you could be targeted in this way? - Yes - No - Don't know If yes, which signs of being targeted can you describe? Please use in the space provided. *New question based on: UK Council for Internet Safety Education for a Connected World Framework (2022)*

Area 5: Digital citizenship and media engagement

Making the most of online opportunities and media to be a citizen in the world

Outcome 5.1 Makes more considered decisions about media engagement

Example indicators	Indicator type	Example measures
Self-reported ability to tell trustworthy from untrustworthy information across platforms *New indicator*	Skill	Thinking about trust in news, how easy or difficult is it for YOU to tell apart trustworthy versus untrustworthy news and information on each of the following platforms? Top of the grid: Very difficult; Somewhat difficult; Neither easy nor difficult; Somewhat easy; Very easy; Don't know; I do not use this platform Side of the grid: • Facebook • X (formerly Twitter) • YouTube • Instagram • WhatsApp • LinkedIn • TikTok *Source: Reuters Institute Digital News Report (2024)*

Example indicators	Indicator type	Example measures
Factors influencing trust in online news outlets *New indicator*	Attitude	Q. Thinking about trust in news...how important or unimportant are the following to you when it comes to deciding which online news outlets to trust? Top of the grid - Very unimportant - Somewhat unimportant - Neither important nor unimportant - Somewhat important - Very important Side of the grid - Whether they have a long history - Whether they have high journalistic standards - Whether they are too negative - Whether they are biased - Whether they exaggerate or sensationalise - Whether they are transparent about how the news is made - Whether their values are the same as mine - Whether they represent people like me fairly *New question*
Diversity of media and information sources accessed *Adapted from: Centre for Excellence in Media Practice, Bournemouth University, Media Literacy Evaluation Framework (2023)*	Behaviour	Q. "How many different news or information sources do you typically consult to stay informed on a topic?" - 5 or more sources - 3-4 sources - 2 sources - 1 source - None *New question*

Types of online news sources that people engage with	Behaviour	Q. Which of the following brands have you used to access news online in the last week (via websites, apps, social media, and other forms of Internet access)? Please select all that apply.

- BBC News online
- CNN.com
- New York Times online
- Vice News
- Guardian online
- HuffPost (Huffington Post)
- Mail Online (Daily Mail)
- MSN News
- Yahoo! News
- ITV News online
- Sky News online
- Channel 4 News online (C4 News online)
- The Sun online
- Mirror online
- Times online
- Telegraph online
- Express online
- Independent/Indy100
- Financial Times online
- Metro online
- Economist online
- The Lad Bible news
- inews.co.uk
- The Canary
- Commercial radio news online (e.g. LBC, TalkRadio)
- Daily Star online
- GB News online
- JOE.co.uk
- Other regional or local newspaper website
- Other online site s from outside
- Other

Source: Reuters Institute Digital News Report (2024)

Outcome 5.2 Behaves more respectfully online

Example indicators	Indicator type	Example measures
Extent to which people think it is important to be respectful and considerate of others online *Adapted from: MILA Media and Information Literacy Framework (2021)*	Attitude	Q. To what extent do you agree with the following statement: "I think it is important that people can say what they want online even if it is controversial or hurtful to others". Please select one option • Strongly disagree • Slightly disagree • Neither agree nor disagree • Slightly agree • Strongly agree • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Level of understanding about acceptable and unacceptable behaviours online *Adapted from: MILA Media and Information Literacy Framework (2021)*	Knowledge	Q. In the space provided, please describe what you think count as unacceptable behaviours online? [Open response] Possible correct answers to this question include (but are not limited to): • Causing embarrassment to others by posting pictures, creating a website, or revealing personal information • Pretending to be someone by using their name • Posting mean or threatening texts/messages • Causing embarrassment to others by posting pictures, creating a website, or revealing personal information *New question adapted from: The Media Literacy Council (2021)*

Outcome 5.3 Better able to achieve personal goals through online media

Example indicators	Indicator type	Example measures
Proportion of people that use the internet to learn or improve their skills *Adapted from: EU DigComp 2.2 (2022)*	Behaviour	To what extent do you agree or disagree with each statement? "Being online has helped me to learn a new skill" Please select one option • Strongly disagree • Slightly disagree • Neither agree nor disagree • Slightly agree • Strongly agree • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Proportion of people that use the internet to expand their worldview *New indicator*	Behaviour	To what extent do you agree or disagree with each statement? "Being online has helped me broaden my understanding or view of the world" Please select one option • Strongly disagree • Slightly disagree • Neither agree nor disagree • Slightly agree • Strongly agree • Don't know *Source: Ofcom Adults' Media Literacy Tracker (2023)*
Use of media to manage personal, social and public relationships *Adapted from: AMLA Media Literacy Framework (2022)*	Behaviour	Q. How often do you go online to: Top of the grid: Do this at least once a week; Do this at least every 3 months; Do this less often; Never do this Side of the grid: send and receive emails to friends or family; use social networking sites/apps; make or receiving telephone or video calls using services like Skype or FaceTime *Adapted from: DCMS & DSIT Digital Inclusion Evaluation Toolkit (2017)*

Outcome 5.4 Makes greater use of the internet and media for civic participation

Example indicators	Indicator type	Example measures
Level of motivation for online self-expression *New indicator*	Attitude	Q. To what extent do you agree with the following statement: 'It matters to me to express opinions on social or political issues on discussion forums or in social media (e.g. Facebook, Twitter).' • Strongly Agree • Agree • Neutral • Disagree • Strongly Disagree *Adapted from: EU DigComp 2.2 (2022)*
Type of motivation for civic participation *New indicator*	Attitude	Q. What motivates you to use the internet and media for civic participation? Please select all that apply. • To stay informed about social, political, or community issues that matter to me • To influence public opinion or contribute to societal change • To connect with others who share similar civic interests or concerns • To hold public figures, institutions, or organizations accountable • To support or advocate for a cause or movement I believe in • To fulfil a sense of civic duty or responsibility • To express my personal views or opinions on important issues • To participate in or organise events, protests, or campaign. • To feel more connected to my community or society • To gain recognition or credibility within a civic or cultural community • Other (please specify): _____ • None of the above *New question*

Example indicators	Indicator type	Example measures
Type of civic participation *New indicator*	Behaviour	This question is about the different ways you can get involved in the community <u>online</u> or have your say on social or political issues that concern you <u>online</u>. Have you ever done any of the following <u>online</u>? OR Have you ever done any of the following <u>online</u> in the last 12 months? • Registered to vote • Joined a political party • Donated money to a political party • Took part in a Government survey or consultation • Got in contact with a Government department or your local Council (e.g. to ask a question, report a problem or make a complaint) • Got in contact with your MP or MEP [MSP / Welsh Assembly Member/Northern Ireland Assembly Member] or local Councillor • Joined a campaigning organisation (e.g. Amnesty International, Countryside Alliance) • Donated money to a campaigning organisation • Signed a petition • Boycotted a product or service • Volunteered for a charity (e.g. Girl Guides, the Samaritans or the Red Cross) • Did unpaid work at a school (e.g. been a school governor, been a PTA member or coached a school sports team) • Did unpaid work in the local community (e.g. coached a local sports team, organised your local Neighbourhood Watch or been a parish councillor) • Gave your views or advice on a community, political or social issue to people outside your immediate circle (e.g. by writing a letter to the editor or a blog or voting in an online poll) • Any other ways that you have been involved in the community or had your say on social or political issues that concern you

Outcome 5.5 Plays a more positive role supporting online communities

Example indicators	Indicator type	Example measures
Proportion of people who responded positively to misinformation and disinformation when they encountered it online *New indicator*	Behaviour	In the last 12 months, have you seen anything on apps or websites that you thought was ~~a~~ deliberately untrue or misleading? Please select one option • Yes • No • Don't know IF YES. And what, if anything, did you do about it? Please select all that apply • I reported it to the site/ app • I commented on it to say it was incorrect/ misleading • I shared it online and said it was incorrect/ misleading • I did something else – please type in below • I didn't do anything/ I ignored it • Don't know *Adapted from: Ofcom Adults' Media Literacy Tracker (2023)*

Example indicators	Indicator type	Example measures
Proportion of people who responded positively to hate speech or harassment when they encountered it online *Adapted from: Institute for Strategic Dialogue (2021)*	Behaviour	In the last 12 months, have you seen anything on apps or websites that you thought was hate speech or harassment? Please select one option • Yes • No • Don't know IF YES. And what, if anything, did you do about this hate speech or harrassment? Please select all that apply Answers could include (but are not limited to): • Reporting the content or related account to a social media platform (using functions provided) • Actively supporting the victim of abuse (e.g. by sending them a direct message) • Countering hateful and abusive content with positivity (e.g. 'love bombing') • Fact-checking unfounded stereotypes or hateful claims • Blocking and/or muting the content or related account • Walking away from hostile situations (i.e. 'don't feed the trolls') • Flagging the content and/or account to a trusted adult (e.g. teacher, parent, mentor) • Privately messaging the abuser, to explain why their comments are hurtful *Adapted from: Ofcom Adults' Media Literacy Tracker (2023) and Institute for Strategic Dialogue (2021)*

A1 How this resource was developed

Our approach

frameworks and other existing sources from which to draw example outcomes, indicators and survey questions for inclusion.

We also had to decide how best to organise and present these examples in a way that made them accessible and easy to use.

We developed the resource in four stages to this end, involving scoping work followed by a longlisting stage, shortlisting and the final

selection of examples from 16 existing frameworks and other sources.

The work was conducted by the Ofcom MSOM team, with support and feedback provided by a group of external experts from the Evaluate Working Group and the Research Working Group convened by Ofcom.

The first task in developing this outcomes bank involved identifying the most relevant and useful

Scoping stage

Desk research examined a range of existing frameworks, Ofcom publications, UK government strategy documents and other sources identified by the MSOM team.

Initial desk research sources included:

- The Digital Inclusion Evaluation Toolkit: Bank of Outcomes, Indicators and Survey Questions (Just Economics, 2017)
- DCMS Online Media Literacy Evidence Review (2020)
- LSE Rapid Evidence Assessment on Online Misinformation and Media Literacy (2021)
- DCMS Online Media Literacy Strategy (2021)
- Cross-sectoral Challenges to Media Literacy (DSIT, 2023)
- MSOM Initiate project draft outcomes (2023)

This rapid evidence assessment:

- established the likely needs of intended users;

- informed thinking about how to frame and position the resource to make it user-friendly;
- highlighted the main issues around the specification of media literacy outcomes, indicators and survey questions, to inform how the resource was organised and presented;
- identified specific sources of outcomes, indicators and survey questions for longlisting.

As a result of the scoping work, we decided to model the outcomes bank on the format used for the Digital Inclusion Evaluation Toolkit Bank of Outcomes created by Just Economics.

A new classification system was developed to structure the resource using areas and indicator types. This was intended to help with navigation and ensure that the example outcomes, indicators and survey questions were consistent with prevailing approaches to media literacy identified through the desk research, and in line with Ofcom's statutory responsibilities.

Longlisting outcomes

The scoping work, informed by suggestions from the expert group, identified 12 existing frameworks and sources published since 2017 from which to compile the longlist of outcomes (at a later stage, four other sources were consulted during the final selection of indicators and survey questions).

In total, 420 outcomes were longlisted and organised under the five area headings in preparation for shortlisting. It is worth noting that the longlist contained many outcomes from different sources that were similarly worded, resulting in some duplication within specific areas. This proved helpful during the shortlisting stage.

Shortlisting outcomes

The initial shortlisting of outcomes set out to identify the most relevant and representative examples, while keeping them to a manageable number.

Shortlisting was guided by the following criteria, resulting in the identification of 24 outcomes across the five areas:

Essential:

- fits Ofcom definition and approach to media literacy
- written in plain English (or can be adapted to make it easy to understand)
- can be measured in a proportionate way using survey questions

Desirable:

- multiple references within longlist (indicates consensus about the relevance and importance of outcomes that appear more than once in the longlist)
- existence of published indicators and/ or survey questions linked to the outcome
- existence of secondary data for benchmarking

Example indicators and survey questions

Two or more example indicators and survey questions were included in the resource for each outcome.

These examples were taken from an existing source and included in their original form; or they were adapted from an existing source with minor changes to make them consistent with language used in the corresponding outcome; or they were created by the MSOM team based on an existing source or newly generated.

In some cases, indicators were included from one source and corresponding survey questions were selected from a different source (or created from scratch) to fill any gaps left by sources that did not provide relevant examples.

Sources consulted for longlisting, shortlisting and final selection of examples

- Digital Inclusion Evaluation Toolkit Outcomes Bank (Just Economics, 2017)
- Essential Digital Skills (DFE, 2018)
- Education for a Connected World (UKCIS, 2020)
- A Framework for Living and Thriving in an Information Society (MILA, 2021)
- Media and Information Literate Citizens (UNESCO, 2021)
- Media Literacy Policy, Ireland (BAI, 2021)
- Youth Digital Skills Indicator questionnaire (2021)
- Unpublished survey prepared by the Institute for Strategic Dialogue (2021)
- A Media Literacy Framework for Australia (Australian Media Literacy Alliance, 2022)
- DigComp 2.2 (Publications Office of the European Union, 2022)
- Digital Competence Framework (Hwb, 2022)
- Ofcom Adult Media Literacy Tracker Survey (2023)
- Evaluating Media Literacy With a Theory of Change (CEMP, 2023)
- Minimum Digital Living Standards (University of Liverpool/ Good Things Foundation, 2024)
- Reuters Institute Digital News Report (2024)