Conceptualization of media competence as an "augmented competence"

Conceptualización de la competencia mediática como una "competencia aumentada"

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ABSTRACT

Introduction: The ever-progressing transformation of the media as a result of digitization trends, the new characteristics of the communication environment and the associated communication practices and forms of user behaviour result in new educational needs and demands. Their reassessment in the context of current scientific discourses takes the form of revision and redefinition of the concept of media competence. **Methodology:** through a reflexive analysis of the concepts and models, we present the conceptualization of media competence as an extended competence to the area of personal, social, cultural and civic competencies. **Results:** The result of the work is a reassessment of conceptual positions in the projection of features of media competence in the context of the significant phenomena of the converged digital environment: participatory paradigm, hyperconnectivity, proliferation of disinformation. This approach requires the extension of skills and abilities in accessing, evaluating, analyzing, creating and communicating news and media; skills combining the previous forms of literacy and skills of digital environment (Livingstone, 2004; Pérez Tornero, Celot, Varis, 2007; Hobbs, 2008). **Discussion:** Our approach is associated with broader educational demands and needs aimed at the development of the individual´s personality in a more holistic way, connected with the more complex needs of a society where media presence is higher. **Conclusions:** The changes in the subject of ´Learning about the media´ are resassed at the end of the paper.

KEYWORDS: Media competence; key competence; personal competence; cultural competence; civic competence; social competence; conceptualization; media education.

RESUMEN

Introducción: La progresiva transformación de los medios a causa de la digitalización, las nuevas características del entorno comunicativo y las correspondientes prácticas de los usuarios ponen de manifiesto nuevas necesidades y demandas educativas. Una redefinición del contexto y los discursos científicos del concepto de competencia mediática parece necesaria. Metodología: a través de un análisis reflexivo de conceptos y modelos, se presenta una conceptualización de la competencia mediática como una competencia extendida a las competencias personales, sociales, culturales y cívicas. Resultados: como resultado de este trabajo se produce un reajuste de las posiciones conceptuales que requiere el desarrollo de la competencia mediática en un contexto digital convergente: el paradigma participativo, la hiperconectividad y la proliferación de la desinformación. Este enfoque requiere la extensión de las capacidades y habilidades de acceso, evaluación, análisis, creación y comunicación de noticias y medios; las habilidades combinan formas previas de alfabetización con otras propias del entorno digital (Livingstone, 2004; Pérez Tornero, Celot, Varis, 2007; Hobbs, 2008). Discusión: el enfoque presentado se asocia a una demanda y unas necesidades educativas más amplias que aseguren el desarrollo de la personalidad desde una visión holística que ponga en conexión las necesidades de una sociedad donde la presencia de los medios es creciente. Conclusiones: Los cambios en el tema de "Aprendizaje sobre los medios" son reconsiderados al final del texto.

PALABRAS CLAVE: competencia mediática; competencias clave; competencia personal; competencia cultural; competencia cívica; competencia social; conceptualización; educación en medios.

CONTENT

1. Introduction. 2. Methodology. 3. Results. 4. Discussion 5. Conclusions. 6. Bibliography 7. Curriculum Vitae

1. Introduction

Media competence provides a framework for developing the individual's comprehensive personal potential and qualifications for media action and is considered to be one of the key competencies to enable both, the effective self-realization and action of the individual in various areas of the current dynamic information society, massively penetrated by the media and information; and to improve the quality of life of the individual with the media (affecting the diversity of individual and social purposes).

The need to prepare citizens for life in a social context characterized by the ever presence of technology, a participatory digital paradigm, and, as a consequence of the media convergence, a new communication, cultural and social environment with significant impact on individual and social development, resulted in modern projections of media competence.

In recent decades experts, as well as the framework of international educational policies in the European context, have been promoting conceptualizations of media competence underlying the need for convergence of typical features (analog media, mass communication) and the inclusion of new features (network digital media, digital communication). The reassessment of the concepts of media competence and media education takes place in the context of participatory culture (Jenkins et al., 2009; Ferrés Prats, Piscatelli, 2012; Guttiérez Martín, 2013, Scolari, 2018). That is to say, user culture conditioning the existing tendencies in people's behaviors or practices in the form of combined receptive-productive use of media of a "permanent" nature within hyper-connectivity and hyper-interactivity (Reig Hérnandez, 2013). Also, the global phenomenon of the proliferation of

problematic discourses as information disorders (online disinformation) and infoxication (Pérez Tornero et al., 2018) should be taken into account. Consequently, in the context of the conditions in which the era of participation and the "era of prosumers", "hyper-connectivity" and "post-truth" intersect, there is a need to reassess the concept of media competence (Kačinová, 2020).

This article pretends to contribute to this ongoing discussion with a review of the extensive and rich literature about media competence. Through the critical analysis of the most relevant theoretical contributions this paper will try to support the proposal of a new approach to the concept that could be better equipped to address the challenges that digitalization and social and cultural changes have posed.

2. Methods

The subject of expert judgment is the choice of "optimum", especially "new" qualities, while not neglecting the typical characteristics of media competence. Through multiple analysis and comparisons of concepts and models of media competence this article will try to explain what qualities of media competence are involved in the context of the above trends in the media. The focus will be on those that constitute the current widely accepted definition framework of media competence, or media literacy, and have been the basis for educational policies in the European and American contexts since the 1990s. These concepts were defined in the basic form at the *National Leadership Conference on Media Literacy in Aspen, USA* (Auderheide, Firestone, 1993), and then adapted or extended in the *Study on the current trends and approaches to media literacy in Europe* (Pérez Tornero, Celot, Varis, 2007) and others. Moreover, there are other concepts represented by the values of new media literacy movements (Pérez Tornero, Varis, 2012), which are perceived as broader and relate to the development of qualities associated with the nature of digital network communication media. We aim to propose a reassessment of the concept of media competence as an extended or augmented competence.

In addition to the analytical-reflexive approach, we also apply the normative prediction of the phenomenon. Hence, we propose an optimal extension of current approaches in the projections of media education and their outputs in the form of a multiple concepts of augmented media competence, with emphasis on its extension to the area of personal, social, cultural and civic competencies (Kačinová, 2020).

3. Results

3.1 Extensions of the concept of media competence in the conditions of converged media

There is a consensus in professional concepts that in the context of the expansion of the digital paradigm the new media-competence model should not ignore the framework created during the previous media eras of mass communication. At the same time, it is necessary to assimilate the new qualities and media characteristics. According to some approaches, the required symbiosis is well matched by the expansion of the key features of kind-of-activity categories, which shaped the defining framework of media competence, is widely accepted by experts. These have functioned as a quasi-framework with a strong emphasis and with specific areas and are especially relevant for European media policies (Hartai et all, 2014) and in the American context since the 1990s (conf. Auderheide, Firestone, 1993). This is about the need to develop new qualities in *accessing, analyzing, evaluating, creating (producing), and communicating messages and media[1]* in the context

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[1] Of these experts, only Hobbes explicitly mentions the main category of "communicate".

of media convergence (Pérez Tornero, Celot, Varis, 2007; Livingstone, 2004; Hobbs, 2008). That is to say, the development of components of the skills-based approach to media literacy (Livingstone, 2004), converged information literacy (Livingstone, 2005), and digital literacy within the primary educational intention of learning about communication technologies and media (Hobbs, 2008). It is based on the expansion of the foundations of the competence of print and audiovisual media culture.

The category of *access* related to the possibilities of using the media in the context of bridging the second digital divide requires the acquisition of technical, technological and cognitive skills required to ensure the practical and effective use of digital means in order to search and retrieve information and meet human information needs (Hargittai, 2002). Thus, it is a necessary development of digital skills understood as a) the skills to handle computers and network connections, b) the skill to search, select, process and apply information from a superabundance of sources, but also c) the ability to strategically use this information to improve a person´s social position, and therefore the development of instrumental, informational and strategic skills (Van Dijk, 2005). In the current conditions of the information society, it is a question of developing the ability to make full use of the potential to achieve the benefits of using digital media, i.e. developing individual's capacity to make favourable use of their internet access and use it in favourable offline outcomes (Van Deursen, Helsper, 2015). The above mentioned outcomes are perceived in a broad way and involve linking digital ways of individual´s engagement with specific "offline" areas of life, such as economic, social, and political areas (ibid). In particular, the problem concerns the need to create educational opportunities to teach young people to maximize the benefits offered by digital media across all life areas. The issue of benefitting from the use of digital media covers a wide range of the individuals´ activities and manifestations, which are currently penetrated by technologies. It means, for communication, strengthening social ties or social inclusion, study purposes, increasing the level of professional qualifications or the civic engagement, but also for personal purposes, such as entertainment or leisure time.

The development of the ability *to analyze and evaluate* is essential to reach a critical approach to media texts; both qualities are needed to appreciate a media text's value and, more specifically, its credibility and truthfulness, but also in regard to the broader background conditions of its creation (individual, institutional, socio-political, economic, historical, ideological). Those qualities are the central competence of traditional media competence. It is consistent with the critical hermeneutic tradition of reading (Hoechsmann, 2013) and with the application of the encoding and decoding theory of active audience (Hall, 1973).

At the forefront of the "post-factual era" in conjunction with the "prosumer era" (Ferrés Prats, Piscatelli, 2012), with the levelling of the difference between professional and amateur creators of online content, a particular problem are the "alternative ways" of interpreting reality and its presentation in media texts massively distributed online. Similarly, the development of "alternative skills" for the interpretation of these aligned with the epistemological values of truth and untruth (Gáliková-Tolnaiová, 2019) is needed now more than ever. The development of fact-checking skills within the instrumental model of the media competence development, understood as news literacy (Pérez Tornero et al., 2018) or "professional gatekeeping" skills (Sundar*, 2018), is therefore equally important* as well to encourage the person's willingness to expend the effort and time required for the mental processing of the information found and read on social media. It means, *encouraging the involvement in thinking*, overcoming the absence of a proactive approach in receiving and processing information or "thought laziness" (Nutil, 2018) as well as the intuitiveness in assessing information as both could be barriers to the development of analytical and critical thinking. These are effective tools for inhibiting the so-called cognitive errors and heuristic processing of information that cause people's confidence in conspiracy theories (Jurkovič, 2015) or fake news. A key role is played by

comprehensive education and its organized processes, which primarily support the individual's interest in acquiring new knowledge: the *curiosity for scientific research* based on the *knowledge of facts*. Scientifically curious individuals have reasons to look for facts, are more interested in how the world works, and are therefore more resistant to disinformation and conspiracy (Kovanič, 2018). Wider cultural and intellectual education (Castells, 2009b) is thus a necessary consequence of the formation effort.

The development of these cognitive qualities is in constant tension with the development of *productive and communication skills* in media competence and the conditions of the participatory culture increase this tension. At the same time, the contemporary culture creates a closer symbiosis between the development of practical and communication skills than in previous eras. Thus, the possibilities to develop the ability to use production processes to compose and create messages in a wide variety of symbolic systems and technological tools (Hobbes, 2008) and their cross media or transmedia communication (Scolari, 2018) are increasing. And it is co-creation and remixing that is becoming a special dominant production practice for young people as prosumers, which is to be reflected in the conception of media competence (Hobbes, 2008). With the constant expansion of the technical and technological diapason especially the typology of instrumental qualities in the models of media competence is becoming more fluid.

It is obvious that in its essence the described model synergies the central categories of the qualities of media competence based on the development of qualities that are tied to the media, media reality, work with the media, information content as objects of learning. It primarily corresponds to the expansion of the development of media competence within the framework of *teaching and learning about the media*.

However, in the context of digital paradigm, those categories indicate the need to extend media competence by features that are fully associated with the conditions and nature of the networked interpersonal participatory communication media, and the changes they have caused at the personal, cultural and socio-communication level (Aparici, Osuna Acedo, 2013). They are associated with more complex educational demands focused on the development of the personality of the individual interacting with the media in a more holistic form connected to the more complex needs of a society where media are omnipresent. They take the form of transversal qualities that the individual should be able to activate in the broad context in which the media intervenes. They are connected to the general goals of education in the context of an educational society under the influence of media and new technologies *(Learning: The Treasure Within)* (UNESCO, Delors, 2006, 2013, OECD, 2005). (Kačinová, 2020).

They are related to the need for quality participation in key areas of a "media-enhanced" individual and social reality. Within the concept of augmented society, and taking into account the development of smartphones permanently connected to the network and used for all kind of purposes, Reig Hernández (2012) recalls that the whole social, educational, business and cultural reality has changed to an "augmented reality", as a result of which human capacities are to be enlarged in areas (cognitive - intelligence, creativity, social skills). It is obvious that digital media such as TEP *Tecnologías del Empoderamiento y la Participación* (Reig Hernández, 2011), contribute to the empowerment and extension of specific human qualities in an unprecedented way. TEPs become a powerful instrument of individuals so that, through their self-management, they improve their living or social conditions (Zambrano Farías, Balladares Ponquillo, 2017).

These approaches are represented by media competencies, which are perceived as more complex (Pérez Tornero, Varis, 2012). Their seeds can be found in the values on which the modern concepts

of media education are based, the new values of the media literacy movement, combining old and new qualities:

the defense of individual autonomy based on critical thinking, free access and the right to information;

the constructive value of open, participatory dialogue; it relates to the capacity of collectively generated quality information, its critical assessment, decision-making as well as generic sharing of human knowledge through ICT and new media

personal and collective creativity and imagination as substantial elements of healthy communication; the ideal of an active communicative democracy as the potential of political democracy;

the value of understanding and respect for cultural diversity and dialogue among cultures (Pérez Tornero, Varis, 2012, p. 69 –71).

Besides the theoretical development of the media competence it is possible to observe how its implementation has also stressed some of the above mentioned elements: according to the review of media literacy practices and actions in 28 countries of the EU, most of the analyzed projects pointed out as desirable outcomes the acquisition of some of the basic competences: critical thinking, media use, creativity or participation, among others (EAO, 2016, p. 42). There is still room for improvement as no personal or civic competences are included as part of the projects or actions' outcomes. This extended, or augmented perspective it is partially included in Celot and Shapiro (2011) when they refer to individual competences, later identified as "key competences" by the Council of the European Union (2016) that mentioned the "social and civic" and "cultural awareness and expression" competences.

According to this review it is clear that the media competence should combine the old and the new elements but, due to the complexity of the digital environment should go forward and take into account also personal competences as part of its core aims. The central areas of this augmented perspective will be now explained in more detail.

3.2 The central areas of an augmented media competence

We perceive the above mentioned values as a combination of central competencies as part of the empowerment of an individual at the following levels: personal, social, civic, and cultural. They relate to the life of a person with the media and increase his/her quality of life with them (Kačinová, 2020). Each of these components could be explained as follows:

3.2.1 Personal competence

Its focus is on strengthening the qualities that enable the effective action of individuals in relation to one's self, which is significantly associated with the improvement of living conditions through the use of media and ICT. Mainly it refers to create dispositions for self-dependent, media-related judgment (Tulodziecki, Grafe, 2019). To strengthen the autonomy of the subject which accepts the power of independence with freedom and responsibility for its own but also as a social development under the influence of media and information content. It enables the defense of a wide range of individual and collective rights using information technologies and information available in the diversity of media discourses, and actively participating in them.

The autonomy of the subject is based on the development of his/her *active reflexiveness.* Applying the more general OECD approach to our area (2005), reflexiveness is perceived as a complex process of thinking and acting at the level of using metacognitive skills, creative abilities and taking a critical stance. At the level of critical thinking, it allows both the examination of the qualities of the media

and information, as well as the justification of the causes of a certain way of dealing with them and their consequences, especially in relation to one's self. It leads to the development of guidelines for self-action. The individual is in a permanent dialogue with himself as part of a continuous effort to achieve an appropriate relationship and behavior towards the media. Overall, reflexiveness involves a more general way of creating experiences of thoughts, feelings and also social relationships in a media context. It is related to the need for the development of mental and social maturity in individuals, which will allow them to avoid media pressures or social pressures, take different perspectives, make independent decisions and take responsibility for their actions (OECD, 2005). It is thus an expression of the intellectual maturity of the individual transferred to the media sphere.

The presence of *metacognition* as an ability to evaluate one's ways of thinking and behaving in media contexts takes in personal competencies a form of self-regulation and application of self-modification and self-correction mechanisms. These are a prerequisite for effective self-development. Self-regulation concerns the relationship with the typical phenomena of the digital environment (hyperconsumption, hyperconnectivity, infoxication, infostress, technostress and addictions derived therefrom). It takes the form of personality habits for better and more moderate use of the media, which include:
- more reflexive infotechnological patterns of reception and production – a framework of "slow communication" (Freeman, 2009, Barranquero-Carretero, 2013);
- "digital disconnection" and "information diet" practices, i.e. an ecological approach to the media (Serrano-Puche, 2013);
- emotional regulation in a digital environment with the occurrence of emotional hypertrophy.

It is also related to the encouragement of personal digital balance and the prevention of mental and physical health disorders under the influence of technology. In this sense, there is a correlation with the dimensions of psychosocial life skills, or healthy lifestyle formulated by the WHO (*Life Skills Education for Children and Adolescents in Schools*, 1994). (Conf. competence model of Gabelas Barroso, Marta-Lazo, Hergueta Covacho, 2013).

These abilities can be perceived as part of a more complex personal quality of *wisdom, or reasonableness* as a special operational habit, consisting in the prudent use of media in order to expand diverse human capacities, especially knowledge, wise judgments and decisions, as was suggested by Prensky (2009) as digital wisdom. Furthermore, it includes well-considered and responsible manifestations and interactions of an individual in the media space or through the media, and thus implies a correct assessment of matters relating to one's own life and behavior with the media.

3.2.2 Cultural competence

New competencies tend to be perceived primarily as a set of cultural competencies and social skills (Jenkins et all, 2009). The area of core competencies by which media competence is expanded results primarily from the nature of the converged digital participatory media (Jenkins, 2006). It is perceived, in the context of cultural change as the culture of creative production and the culture of co-creation, or the culture of remix (Lessig, 2013) also called "Sharismo" (Reig Hernández, 2013). It is characterized by the collision of high and low cultural forms as natural components of media production processes. On the one hand, it encourages personal or collective expressions and the creation and communication of aesthetic values (Pérez Tornero, Varis, 2012) within the original media creation, or they have a more profane form especially in the context of remix production. These remix productions, as Aparici and Osuna Acedo recall, often have the nature of interpreting

culture, politics or economics (2013). Massive recombinations of already mediated and mixed media contents are also an expression of the essential need for creative work with symbols, contents and meanings of the new generation, who have confidential knowledge of new technologies (Slušná, 2011). These competencies thus have their foundations in the development of the personal capacity of creativity in synergy with the capacity of creativity of other participants of communication situations involving broader social goals and problems. Also at the level of the need for innovation and improvement of societal solutions to diverse problems.

The extension of media competence by the means of cultural competence is a particular way of responding to new media trends and the goals of media education derived therefrom. According to J. Pérez Tornero and T. Varis, the values of understanding and respect for cultural diversity and intercultural dialogue represent important values of the "new movements" of media education, i.e. media education, which respects the autonomy of each culture in its singularity and at the same time creates the conditions for *the construction of a universal dialogue* between them, supporting the understanding and sharing of mutual values. In terms of assimilation of these values, media education prevents the spread of stereotypes and prejudices and defends the potential of communication media in *creating a universal culture of peace* (2012, p. 71). Moreover, it is a tool for humanizing the globalized digital space. The practice of concrete values takes the form of developing the ability to interact with people and different groups in a pluralistic and multicultural environment in the media space (Ferrés Prats, Piscittelli, 2012). At the same time, it builds on the development of *cultural awareness, cultural identity* among individuals and their positive attitude towards the elements and manifestations of the spiritual and material culture of their community, especially cultural values, as well as intercultural awareness and understanding of how the media and modern technologies contribute to their dissemination. It also means the ability to apply an active and participatory approach enabling the dissemination of these values through the media in intercultural communication. In this respect, there is an intersection with social and, particularly, civic competencies (Kačinová, 2020, p. 184).

The development of cross-cultural awareness and citizenship is represented by the values implemented in the UNESCO MIL concept (Moore, 2008), also in the form of the requirement to teach an individual how to use information, media and technology to defend rights, intercultural and interreligious dialogue, democratic participation as well as the fight against all forms of inequality, hatred, intolerance and violent extremism (Grizzle, Singh, 2016), which could disrupt the culture of coexistence.

At the same time, in terms of applying their creative potential as a specific cultural disposition, the individual will be able to contribute with his own work to the *development of media culture* (Tulodziecki, 2015) or cyberculture representing a specific cultural artifact, using the means at his disposal in the context of participatory culture. The prerequisite is the acquisition of the essential elements of a given culture and the tools of its expression, as well as the ability to critically analyze typical phenomena and their effects, such as the cultural homogenization (Ferrés Prats, Piscittelli, 2012) and the stereotypes created by the media.

3.2.3 Social competence

The demand to improve the capacity of expression through the media is related to the development of the ability to communicate and to establish different kinds of social relationships in the digital space as well as the acquisition of adequate social behaviour in a hyperconnected environment. This means *creating an environment of interpersonal reciprocity* using digital tools, which relates to the need to develop an "extended" social competence of the subjects. The digital hyperconnected

environment helps this effort as it is associated with the effect of "extended sociability" (Reig Hernández, 2013), by strengthening or expanding various types of relationships existing both offline or online. With the parallel of the concept of a network society, which to a greater extent organizes its relations through networked digital media (Van Dijk, 2006, Castells, 2009a), there is a networked individual who acts in the same way participating in the development of social structures.

The digital environment is thus considered an ideal environment for the development or renovation of the basic social needs of an individual. Sanz and Creus (2013), who understand the issue from a broader anthropological perspective, recall that the benefit of the internet and social media is the return of what humanity has begun to lose - the restoration of human natural capabilities: *the disposition to cooperate, work and learn in cooperation*, thus enabling the "revaluation of cooperation" and the "revaluation of collective knowledge" (Sanz, Creus, 2013). Following the concept of Jenkins (2006) and Lévy (2004) in a network society, collaboration generating collective intelligence in the process of learning, production, problem solving is a key concept and a typical "new" feature derived from the nature of participatory culture on which educational activities need to focus (Jenkins, 2006). The collective intelligence becomes an effective tool of social learning by effectively mobilizing the competencies of an individual at the level of expanding one's self-potential of being with the contribution of others. At the same time, there is a mutual appreciation and recognition of personal capital. Each is for the other a source of expansion of knowledge from which it is possible to learn in dialogue. The activation of knowledge takes place in the transformation of differences into collective wealth (Lévy, 2004).

This approach implies living *a whole spectrum of social skills* or *interpersonal skills,* such as mutual understanding between individuals and groups. It specifically emphasizes the development of social intelligence, social insight, the ability to empathize, compassion, social sensitivity, tolerance for otherness and respect for rights and freedoms (Švec, 2002), but also the prevention or possible resolution of conflicts, so that it is possible to make the expanded virtual space more social. At this point, it is again possible to apply the essential life skills of WHO (1994).

The basis of "extended" social competence is thus the development of the individual's capacity to *participate in communication overcoming information reductionism* one that is not limited to the exchange and creation of information (Soriano Rodríguez, 2013) in the context of infoxification, but is the *convergence and hybridization of social purposes*. Among other things, it also takes the form of active involvement in the dynamics of social engagement as cooperative movements or solidarity movements which are examples of using the digital space for social as well as civic purposes.

3.2.4 Civic competence

The development of media competence hides the potential of forming not only media users and consumers, but active actors who will be able to *produce social change* through creative and responsible use of the media (Soriano Rodríguez, 2013) and to involve themselves in public communication through them. It is based on the declared societal demand related to the strategic importance of media competence in the information society since the 1980s (Grundwald declaration on media education, UNESCO 1982).

At the same time, in the environment of European professional forums covered by the key actors promoting its development in national education systems (Council of Europe, Council of the European Union, European Commission), its strategic significance and contribution in the context of the phenomena of globalization, especially the massive spread of disinformation through online media, is currently being discussed. In the search for adequate means of effective defense against

these phenomena and their consequences, media education can be a way to increase resistance to various types of disinformation, but also various forms of extremism as their accompanying phenomenon. Especially with the focus on the development of autonomous critical thinking and the encouragement of active civic participation, but also the development of self-awareness and behaviour respecting human rights that would imply the development of self-regulatory mechanisms. The document "*Tackling online disinformation: a European Approach*", adopted by the European Commission in 2018, resonates with the call to build a more responsible information ecosystem, which is based on increasing media education and developing the media competence of individuals.

In projecting a new type of media competence it is necessary to highlight how new forms of virtual communication affect the performance of citizenship, the challenges of the new technological communication environment and to address the situation of digital exclusion in this respect (Fueyo Gutiérrez, Rodríguez-Hoyos, Hoechsmann, 2018). The issue of overcoming digital divisions specifically relates to the need for formation in global citizenship at the level of developing *the skills of individual participation in a democratic community and in building a global society* (Guttiérez Martín, 2003) using digital technologies. It also relates to the complex role of digital citizenship education in empowering awareness, freedom, critical autonomy and civic participation in political, social, economic, environmental, intercultural and other issues through the appropriate use of media technologies (Gozálvez-Pérez, Contreras-Pulido, 2014). At the same time, it represents the need for effective mobilization of each individual in this area. The intention is to prevent unequal opportunities and to assure that every citizen is able to exercise or defend his/her rights in the digital environment. This means moving towards a framework for media literacy for engaged citizenship in participatory democracy (Mihailidis, Thevenin, 2013) as part of educational systems.

The participation of individuals in the media involves two interconnected ways of active participation. According to Carpentier (2011) these are a) participation *in* media production and b) *through* the media as a mediated participation in public debate and self-presentation in public spaces, where citizens can express their views and experiences, as well as communicate with others. In the first case, it includes special tools of civic journalism, or „We Media" (Gillmor, 2004), but also user-generated content, "self-publishing" or Peer-to-Peer (P2P).

In the context of the above-mentioned approaches, we propose to summarize the model of media competence as an "augmented competence" as showed in Graph 1.
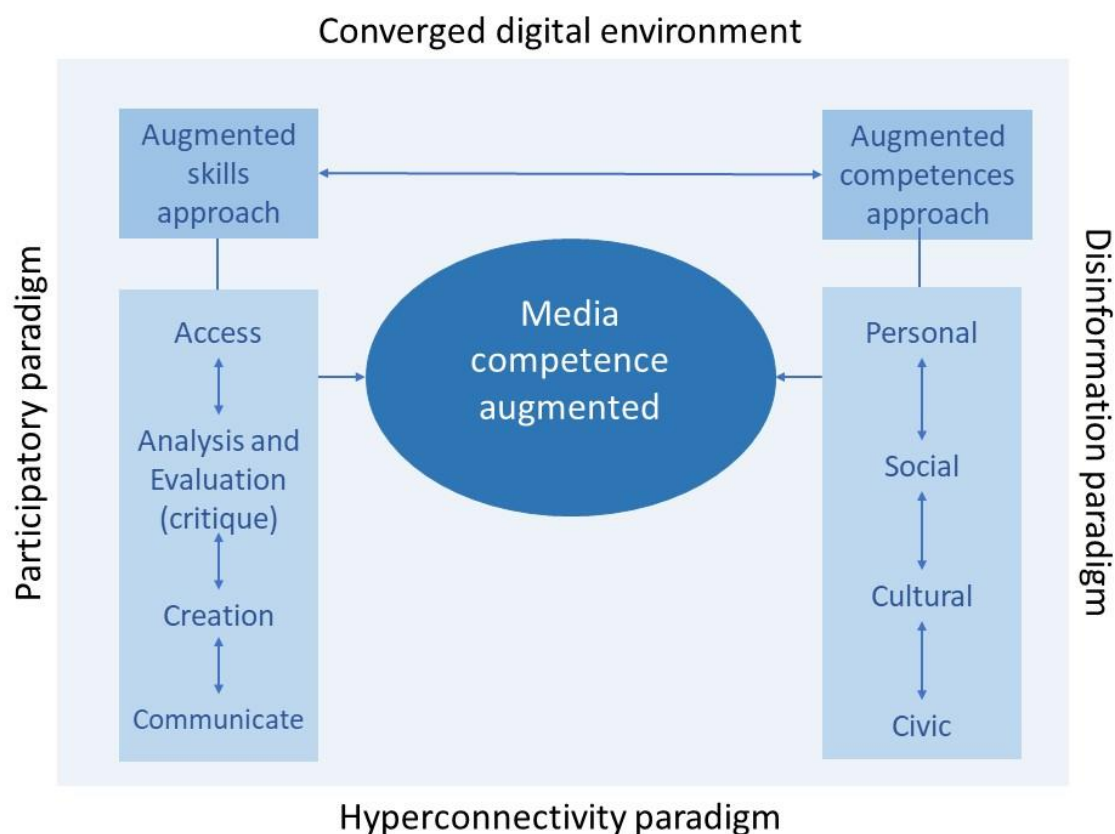
Graph 1. *The model of media competence as an "augmented competence"*
Source: Authors' elaboration

4. Discussion

The development of an extended or augmented media competence can be perceived as a reflection of the dominant orientations of media education of the 21st century (Pérez Tornero, Varis, 2012). These can be described as integrated or in convergence in response to the phenomena of the communication environment.

The outlined perspective of a broader conception of media competence can be extended to other areas of competence, and it corresponds to current trends as the MILX accumulated trans competence model (Grizzle, Hamada, 2019), which extends the original concept of MIL to social, emotional, civic competences, intercultural and interreligious competencies. It emphasizes the stronger need to share the goals of media education with more general educational goals in the field of integral formation of a person (Gutiérrez, Tyner, 2012). This proposal understands the media competence as a holistic concept where the educational goals of the information society, as specifically defined by (UNESCO, Delors, 2006, 2013) converge: *learning to know, learning to do, learning to live together and learning to be.* Our approach includes learning to use the media as a tool but also as an environment that allows expansion and at the same time cultivating one's self within the ability to coexist with others in social and cultural diversity. Moreover, the ability to transform the surrounding but also one's self reality through the active use of the media with the application of the authenticity and the awareness of responsibility for one's self as well as social development using technological means.

A holistic approach also means enabling the personal development of ´positive operative habits´ (Latin: *habitus*), or virtues (Latin: *virtus*), as the growth in positive qualities in interaction with digital media manifests at the level of positive changes in the character structure of a personality (Kačinová, 2019). A typical quality is the aforementioned digital wisdom, but also others related to the ecological approach to digital technologies such as self-control and moderation.

5. Conclusions

The approaches presented in the work suggest that the current development of media competence must be set in a broader educational perspective in which the center is a more complex personal formation of the individual.

The presented concept of media competence as an "augmented competence" thus reflects the indicated need to shift the focus of the study of media education from the media and their reality, as an object of study and a tool to be handled, to the person as a subject interacting with the media in the broader context of life where media primarily become a means of personal improvement and interaction with others, and a tool to the increase quality of life and overall life satisfaction.

From the point of view of the intended educational intention, special emphasis is placed on the development of personal competencies, the core of which is the formation of human character traits as a set of positive operational habits of dealing with various types of media. It is especially represented by the development of axiological categories of wisdom (prudence), self-control, bravery in the context of media reality, i. j. qualities that are implied in personal competencies and which are followed by other key competencies (Kačinová, 2020, p. 176).

On the basis of this theoretical work it would be needed now to test the limits and the strengths of this proposal of media competence as an augmented competence. Involving experts on the field, through a Delphi method, could be a logical next step before starting to operationalize the concept.

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