Your response

Question	Your response
Question 1: We include labels, overlays, pop-ups, notifications, and resources as examples of on-platform interventions (additional information regarding this typology can be found in the Annex on page 3). (a) Do you agree with this categorisation of on-platform interventions? (b) If not, please explain.	Confidential? – Y / **N** Parent Zone is concerned about this categorisation. The interventions mentioned are not design principles, rather add ons to existing platforms. Design principles need to include built-in features, and platforms should consider online harms from the root causes as well as once they have occurred.
Question 2: Do you have any feedback on the summary of themes we identified from online services? Are there any omissions or other items you think important to add?	Confidential? – Y / N
Question 3: Are we missing anything with the three headings used to structure the best practice principles for media literacy by design?	Confidential? – Y / N
Question 4: Which aspects of the proposed best practice principles for media literacy by design work well, and why? Which aspects don't work so well, and why? Do you have any comments on the specific principles (please specify if providing feedback on individual principles)?	Confidential? – Y / **N** Principles 4 and 5 highlight the need for accessibility and intuitive products. We welcome this important principle but would highlight that when designing such products, companies also need to be mindful of cognitive overload. Our research has found that tools are proliferating and whilst at an individual level they might be intuitive to use, the overall user experience can quickly become overly complex and time consuming. Media Literacy interventions cannot be based on continually increasing numbers of tools that require the user to set them up and adjust them as their family grows and needs change. We explored the tools available on 8 different platforms and found it took a total of 7 hours and 18 minutes to activate them all, averaging 79 minutes per platform. This is neither

accessible nor intuitive for busy parents, who often will be activating tools on platforms that their children may use, but they themselves do not.

Parent Zone would like to see systems that facilitate media literacy without putting further onus on the user. This could include designing features that are automatically built into devices, or platforms that have the option to be turned off. For example visual prompts that indicate when you are in a higher risk environment like a live stream or 'designed in' friction when a user is about to connect with a person who is not in their existing network.

Parent Zone is concerned that the principles might restrict media literacy innovation, in particular Principle 10. It is essential that there is room for innovations to be iterated outside the scope of the principles. Tech companies should be encouraged to develop and test new tools and media literacy interventions, without being restricted, particularly as technology changes and evolves. Without this space for innovation, these best practice principles are at risk of becoming quickly outdated. This is particularly concerning as new technologies such as the Metaverse become more prolific, which further blur the lines between reality and the digital world.

It is also important to highlight within these principles that all aspects of media literacy need to be covered by interventions. Often on-platform media literacy interventions centre around mis and disinformation, but there are other, crucial elements that can be overlooked.

Using both the Ofcom and DCMS definitions of media literacy, our Everyday Digital programme identified five core components of media literacy:

Data and privacy

Users understanding of their environment online

Content; mis and disinformation

Consequences of online behaviour

Creating a positive environment online

In order to create long-term media literacy learning, alongside short-term, these principles

have to ensure that interventions include all aspects of media literacy, not just the 'easiest'.

The principles could also benefit from encouraging platforms to think about the key moments where it becomes particularly important for a user to have a media literacy intervention, and which areas of media literacy should have a focus. In a user journey, there are moments where it might be additionally important or timely for a user to have good media literacy skills, such as when a young person is asked to verify their age. They need to know, for example, how their data will be used and stored, and what the implications are for passing through an age gate. With the example of age verification, it could also be the case that a parent would also need heightened media literacy skills. To refer to the core components we have identified, interventions around age verification would need to cover data and privacy, as well as enabling users to have an understanding of their environment online, and why it may not be suited to younger users. Linking the moment in the user journey to the specific media literacy competencies could be a fruitful way to deliver effective interventions.

| **Question 5:** Do you have any further guidance/feedback to offer on how platforms can enact best practice media literacy by design? | Confidential? – Y / **N**

In this context, Parent Zone would recommend pattern libraries as a valuable tool to enact best practice media literacy by design. Our research with online platforms, developers, designers and product owners who make decisions about the user interface told us they do not have easy access to guidance or examples of how to build safe online spaces, or an easy to access community to share ideas with. For example one freelance designer said "More principles are not going to help me know how to design for user safety or build their resilience online".

As an example, Parent Zone has been working with Sarah Drummond to create a Digital Resilience Pattern Library. This is a best practice resource for online platforms and services to design experiences that are safer for people and that help build children's digital resilience.

Giving platforms access to a library consisting of |

	conceptual interventions and detailed design patterns can help design spaces that allow users to take responsibility for their safety and fulfil regulatory requirements without minimising opportunities. By incorporating digital resilience principles within these designs, users can be educated on what online harms are, and how they are enabled, as well as having the option to reduce their access to these harms.
Question 6: Can you submit any case studies or examples of different services enacting any of these best principles for media literacy by design? Can you provide any other examples of best practice media literacy by design that may not be covered by this document?	Confidential? – Y / N
Question 7: How do you expect in-scope services to demonstrate that they have adopted the principles? What would this look like?	Confidential? – Y / N
Question 8: What more can be done to encourage services to promote media literacy by design?	Confidential? – Y / N
Question 9: How do you envisage the pro-posed services in scope of this work, and in particular their design elements as they relate to the promotion of media literacy, changing and evolving within the next 5-10 years?	Confidential? – Y / **N** Augmented Reality and Virtual Reality is likely to bring new challenges and new opportunities within the next 5-10 years. Ensuring platforms have context and environment relevant tools that let users take control of their experiences using VR and develop appropriate media literacy understanding is going to require fresh thinking and different approaches. As the internet continues to change it is going to be important to critically analyse whether the tools and on platform interventions that were relevant for non immersive experiences are transferable.