Senior High School

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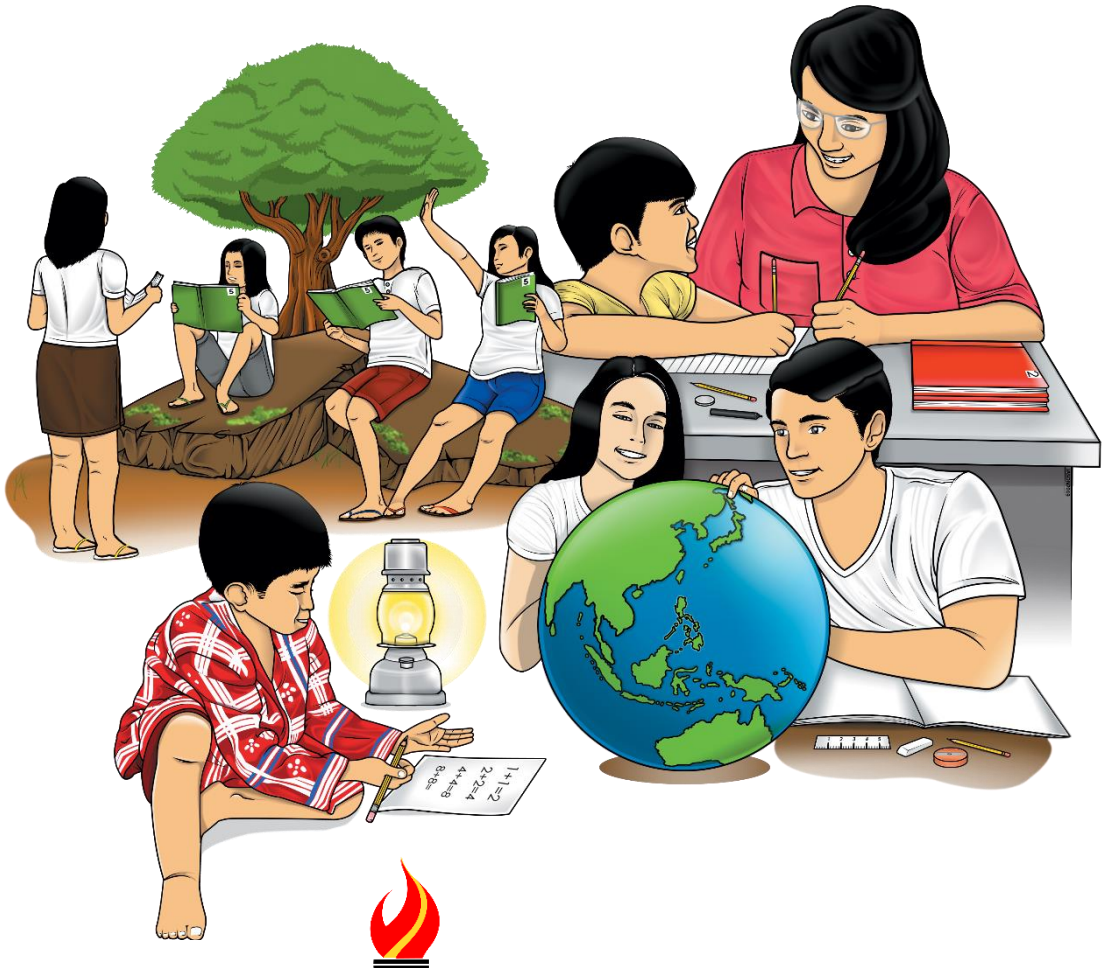
DEPARTMENT OF EDUCATION

Media and Information Literacy

Quarter 2 – Module 2: Current and Future Trends in Media and Information



ALTERNATIVE DELIVERY MODE
ADM

Media and Information Literacy
Alternative Delivery Mode
Quarter 2 – Module 2: Current and Future Trends in Media and Information
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Introductory Message

For the facilitator:

Welcome to the Media and Information Literacy – Grade 12 Alternative Delivery Mode (ADM) Module on Current and Future Trends in Media and Information!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Media and Information Literacy – Grade 12 Alternative Delivery Mode (ADM) Module on Current and Future Trends in Media and Information!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

 ***What I Need to Know***	This will give you an idea of the skills or competencies you are expected to learn in the module.
 ***What I Know***	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
 ***What's In***	This is a brief drill or review to help you link the current lesson with the previous one.
 ***What's New***	In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.
 ***What is It***	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 ***What's More***	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
 ***What I Have Learned***	This includes questions or blank sentence/paragraph to be filled into process what you learned from the lesson.
 ***What I Can Do***	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

 ***Assessment***	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
 ***Additional Activities***	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.
 ***Answer Key***	This contains answers to all activities in the module.

At the end of this module you will also find:

References	This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

What I Need to Know

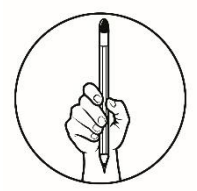
MOST ESSENTIAL LEARNING COMPETENCY

Describe the impact of massive open on-line course

OBJECTIVES

After going through this module, you are expected to:

1. Evaluate current trends in media and information and how it will affect/how they affect individuals and society as a whole
2. Describe Massive Open Online Course (MOOC)
3. Predict future media innovation
4. Synthesize overall knowledge about media and information with skills for producing a prototype of what you think is a future media innovation.



What I Know

Multiple Choice: Encircle the letter of the correct answer.

1. Which of the following is NOT an example of modern wearable technology?
   a. Smart Watches
   b. Fitness Trackers
   c. Smartphones
   d. Headsets

2. Technology that takes advantage of the user's sense of touch using computer applications
   a. Contextual awareness
   b. Haptics
   c. VR Technology
   d. Wearable Technology

3. It refers to the model for delivering content online to any person who wants to take a course with no limit to attendance.
   a. Education Model
   b. Model of Online Learning
   c. Massive Open Online Course
   d. Electronic Learning Model

4. Refers to a type of learning that happens anytime, anywhere and with anyone.
   a. Global Learning
   b. Online Learning
   c. Ubiquitous Learning
   d. Virtual Learning

5. A technology that provides a big picture of learning outcomes through available data such as test results.
   a. Analytics
   b. Learning trackers
   c. Online exams
   d. All of the above

Lesson 1 Current and Future Trends in Media and Information

Every time we browse the internet for leisure, we would most likely look into one common item: trend. For sure, getting updated is the first thing we will care to do as global citizens of the world wide web, because in this age where information can be accessed in just a tap of a finger, we will never want to be left behind.

What is trending right now as I write these words may not be the trend anymore tomorrow. And so, more than just settling on what is "in" today, we always try to look beyond and imagine what the future will hold. We better get back to learning; the future may be just a click away.

What's In

If you have access to YouTube currently, visit the link below and watch the video "Watch your Day in 2020".

https://www.youtube.com/watch?v=zJUQENC-SVQ

Here are the answer guide questions:

1. According to the video, what information will you be able to see in the bathroom mirror?
2. What will be the features of the appliances in the kitchen and bedroom?
3. Do you think these features can make the world better, as the video states?
4. This video was uploaded five years ago. Do you think that these predictions about technology back in 2015 were realized today?

If you do not have access to internet, look at this picture created in the 1900s and answer the questions on its left.

1. What "futuristic drawing" can you see in the picture?
2. This picture was drawn in 1905, two years after Wilbur and Orville Wright invented the first successful airplane. Based on your knowledge in science, do you think that this airplane model would materialize? Why or why not?
3. What do you think is the next major innovation in transportation technology?

What's New

The 10 New Paradigms of Communication in the Digital Age

We began our discussion of MIL with a look into the models of communication. I hope you can still recall the concepts they represented. However, these are traditional models that were conceptualized in the 20th century. Now that we are in the Digital Age (which some experts consider as the Connected Age as you will learn later), our outlook on communication changes too. Orihuela (2017) proposes 10 new paradigms or concepts that characterize communication now:

PARADIGM 1: FROM AUDIENCE TO USER

The communication process in the actual scenario is user centered: users have the control to choose, to decide, to search, to define and configure, to subscribe or unsubscribe, to comment and, most important: to write, talk and film.

PARADIGM 2. FROM MEDIA TO CONTENT

The media convergence has reset media identity. Media brand image becomes one of the most valuable activities of media companies: a source of credibility and prestige for digital content.

PARADIGM 3. FROM MONOMEDIA TO MULTIMEDIA

The multimedia identity of the actual environment allows all media industries to converge online and traditional media (press, broadcast, movies). Online media are multimedia, and multimedia is a new language.

PARADIGM 4. FROM PERIODICITY TO REAL-TIME

Sharing news and opinions with the ability to interact in real-time are the seed of cybercommunities. However, opportunities for reflection diminishes when information comes and goes as quick as time, but today's fast-paced information promotes dynamism and new conversational styles.

PARADIGM 5. FROM SCARCITY TO ABUNDANCE

Space for the print media and time for broadcast media ceased to be the limit to content and now the time of the user is the new scarce resource. The overflow of information calls for new skills and tools to manage data, news, and opinions.

PARADIGM 6. FROM EDITOR-MEDIATED TO NON-MEDIATED

Worldwide publishing without editors, but with a close peer review daily process and in most cases open to comments from readers is the nature of social web publishing. Hence, the agenda of relevant current affairs goes beyond the established media land and now is share with a wide variety of new sources, most of them not media.

PARADIGM 7. FROM DISTRIBUTION TO ACCESS

The access paradigm is complementary with the user center paradigm and both explain the strong interactive nature of the new environment. Access means to seek, search, navigate, surf, decide, an active attitude, a will to connect and communicate, the contrary of the passive reception of media content.

PARADIGM 8. FROM ONE WAY TO INTERACTIVITY

This has three levels:

First level: the possibility for the user to choose the format of information display (browser and navigation interface configuration).

Second level: the possibility for the user to produce input for a system. This contribution could be co-authoring, writing comments, answering pools and tests, posting news, and so on.

Third level: the possibility for the user to communicate with other users of the system in real or delay time.

PARADIGM 9. FROM LINEAR TO HYPERTEXT

Hypertext becomes the grammar of the digital world. The pathways of the info-spaces are built on links. Creating and activating links online could be the new name of alphabetization. Reading and writing by linking, this is, exploring and creating hypertextual environments daily is the most strategic skill digital natives are achieving.

PARADIGM 10. FROM DATA TO KNOWLEDGE

The extraordinary amount of data these days bring back the role of media as social managers of knowledge. Today, the strategic mission of media is the information about the information: information intelligence, interpretation, filtering and searching combined with the challenge of new interactive multimedia narratives and delivered by a wide range of channels.

Keep in mind these ten paradigms as we go over this lesson as well as the succeeding ones.

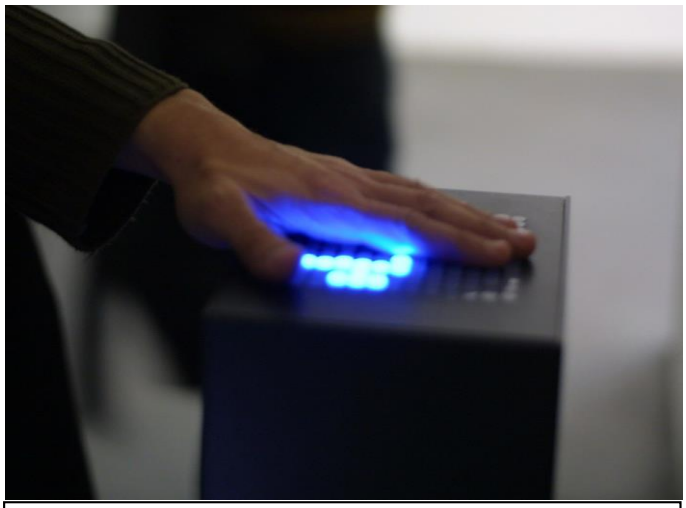
What is It

Trends in Digital Technology

Many of the technological advances we are seeing today will shape our daily lives in the future – the way we relax, interact, communicate and conduct business. From virtual worlds, avatar emotions, artificial intelligence, computer generated storytelling and narrative, interactive 360 holographic images, mixed reality, stress disorder virtual therapies and so much more. ICT will continue to advance, empower and transform every aspect of our life. Here are some of these emerging technologies and trends.

Haptics technology

Is a feedback technology (using computer applications) that takes advantage of the user's sense of touch by applying force, vibrations and/or motions to the User. Simple haptics is used in game controllers, joysticks and steering wheels and is becoming more common in Smartphones. Haptics is gaining widespread acceptance as a key part of virtual reality systems (i.e. computer simulated environments) - adding the sense of touch to previously visual only solutions. It is also used in virtual arts, such as sound synthesis, graphic design and animation. There are many possibilities for Haptics to be applied to gaming, movies, manufacturing, medical, and other industries. Imagine your doctor operating on your local hospital from his computer in Australia.



"Haptic and luminous screen 2" by jeanbaptisteparis is licensed under CC BY-SA 2.0

Contextual awareness

By combining 'hard sensor' information such as where you are and the conditions around you, combined with 'soft sensors' such as your calendar, your social network and past preferences - future devices will constantly learn about who you are and how you live, work and play. As your devices learn about your life, they can begin to anticipate your needs. Imagine your PC advising you to leave home 15 minutes early or take a different route to avoid a traffic jam on your way to work. Consider a "context aware" remote control that instantly determines who is holding it and automatically selects the Smart TV preferences for that person.

Voice and tone recognition

Not only can voice and tone recognition be used to confirm a person's identity but tone recognition can be used to detect a person's health or emotional state. This technology will open new opportunities in security and healthcare – with mobile applications.

Intelligent routing to devices

This future technology will be useful to, for example, local councils. While on the move, staff will be able to provide the precise description and location of a street-based issue using Smartphones and mobile devices that can take photos and have GPS (global positioning system) support. Intelligent routing will then alert the responsible team to action.

Eye tracking technology

Eye tracking technology measures eye positions and movements which are analyzed through computer applications. Future laptops, smartphones and tablets could contain thousands of tiny imaging sensors built into the display screen. Eye tracking technology could have many possible applications, including:

"Google Glass" by jurvetson is licensed under CC BY 2.0

- Law enforcement – lie detection
- Airport security – identifying suspicious behavior, e.g. to catch terrorists before they strike
- Retail – recording, monitoring and analyzing consumer behavior to 'tailor' marketing to individuals
- Safety - alerting and awakening a drowsy or distracted driver would save many lives
- Health care – assisting people with disabilities or paralysis to communicate (laptop) and improve mobility (electric wheelchair)
- Human-computer interaction – using screen icons and a blink here or a gaze there. Say goodbye to the mouse and keyboard.

Internet glasses

Technology that can display images directly onto our retinas while not blocking our sight is being developed. This technology can be used in eyeglasses and have uses ranging from e-Gaming to military defense. In the next 10-20 years experts predict that Internet glasses will replace Smartphones. Imagine these viewing experiences:

- Seeing building schematics and locations of others (especially useful for security or fire fighters)
- Giving a speech while information is streamed to your eyeglasses in real time
- Receiving turn by turn directions as you walk toward your destination
- Viewing virtual recipes while cooking without losing your rhythm
- Walking down the street, seeing one of your friends show up "on screen" 2 blocks and 1 cafe away

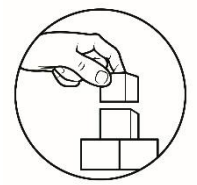
Wearable Technology

Wearable technologies today are *smart watches*. These watches are worn as a typical wristwatch but do more than just tell time. Modern smart watches perform the same functions as smartphones.

Smart watches as a wearable are developed for convenience, but its inability to function as an independent gadget puts it at a distinct disadvantage.

Another example is a *Fitness tracker.* It is derived from smart watches in form and physical design but serves health applications. Fitness trackers aim to promote health and wellness among its enthusiasts, unfortunately, issues in their accuracy have been raised in several reviews.

Virtual Reality (VR) wearable technology is gradually growing in popularity among enthusiasts. *W*earable technology takes users to computer generated worlds and let them experience it as if they were actually there. However, concerns were raised about VR technology's potential to cause a total disconnection from the physical world.



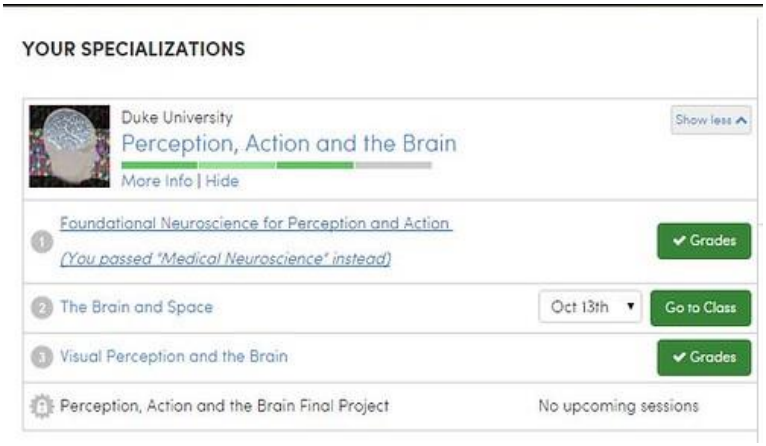
What's More

The Massive Open Online Course and its implications

The media and information are in a constant change, and its development is a continuous process. This development is highly dependent on how connected entities are. In fact, while some books would refer to this age as the Age of Information, others would fittingly call this time as the "Connected Age." Oblinger (2013) provides explanation to the current ways of the world:

The change started with the network. Moving digital information instantly from one place to another has reshaped delivery systems, business models, and economics

and has led to the globalization of almost every industry. However, this "network effect" is about more than the dissemination of information. It is about connections. We are no longer in the information age—we are in the connected age. Everyone and everything is interconnected. Anyone who can access the web can participate. The connections magnify the reach and value of not just information but also our relationships, creating opportunities for learning, working, and collaborating on an unprecedented scale.



Keep in mind the concept of the spider's web. A web cannot hang on its own with just a single strand. For it to spread out, each of its strand must be interconnected, and a spider's power to capture its prey depends on how wide its web spreads and how many connections it has.

With that said the next matter to be considered is on how we as citizens of this age keep ourselves connected to the worldwide network. It cannot be argued that getting updated as often as possible is the key to our connectedness. Hence, the educating aspect of the connected age becomes a prime concern, and with this, MOOC comes in the frontline.

The Massive Open Online Course (MOOC) is defined as a model for delivering learning content online to any person who wants to take a course, with no limit on attendance. It can be characterized by the following:

1. A revolutionary approach to education that moves away from the physical to the virtual
2. A kind of learning that happens online, breaking the norm of traditional schools or universities for higher education.
3. Utilizes information technologies like analytics to help instructors gauge their student's learning.
4. Emphasis on connectedness.

The Implications

1. By taking learning into virtual space, attendance is no longer a determining factor in one's education. This makes MOOC learning a popular alternative for those whose life situations make them unable to attend regular schools

2. Managing MOOC is relatively cheaper than running educational institutions. By taking out the experiences of Universities – which are passed down to students in exorbitant fees- MOOC addresses the high cost of education.

3. Analytic provides information about the learning process of students. Through the use of data collected through analytics, MOOC provides a means to improve learning.

4. Since it focuses on connectedness as part of the learning process, MOOC allows education to take place on a global scale, connecting learners and instructors all over the world to one another to maximize education.

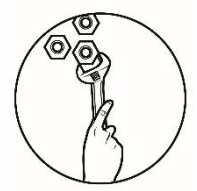
What I Have Learned

"WALL•E" by Rob Boudon is licensed under CC BY-NC-SA 2.0

Have you watched the film WALL-E? It is a creative look into the future, and a terrible interpretation of what could happen to the world due to pollution and to mankind if they would continue sitting in front of computer monitors. We do not want these to happen, do we? In the movie WALL-E is a robot designed to compact trash and clean up the highly polluted earth. He is efficient, cute, and alone, yet he manages to find proof of new life on earth to signal the human beings' return to the planet after centuries of exile in space.

Now, it is time for you to design your own robot, but not the type that kills alien monsters with a laser sword. This time, its primary function is to safeguard media and information and promote MOOC. There are already robot designs that showcase the functions indicated above. (I have seen an actual design that is used to teach English as a Foreign Language via distance mode.) You way Google about them as a reference to your personal design. Let's give it a name: M.I.L.Droid, the Media and Information Literate Android.

You are given the freedom to decide how M.I.L. Droid would look, but make sure that you are able to enumerate and explain <u>at least five functions relevant in promoting MIL and MOOC</u>. Enjoy designing!



What I Can Do

Then, Now, and Beyond

It would help if you have an elder answering this with you.

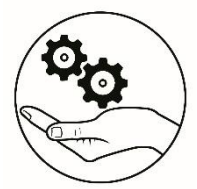
Choose a current media and information technology you currently own or patronize and create a review about it. Then, ask an elder (parents, aunts or uncles, grandparents) for their opinion of a similar yet earlier version of the technology you used for your own review. Lastly, think of how this technology will develop 10 years from now. You may follow this format in your discussion.

THEN (Describe how the technology presented in the middle column was according to your elder source. Indicate also the decade when the technology was used.)	NOW (Identify the technology you will review and briefly describe its features)	BEYOND (Write your predictions about how the technology described in the middle column would be 10 years from now. Remember to include new features.)

Assessment

Identify the correct word within the parentheses to complete the sentences.

_____	1	**(Ubiquitous, Online)** learning means that education can happen anytime, every time.
_____	2	The grammar of the digital world is **(hypertext, linear text)**.
_____	3	Real time information dissemination promotes **(reflective, dynamic)** interaction.
_____	4	The communication process nowadays must be **(audience, user)**- centered.
_____	5	The influx of online learning opportunities that allows wide networking is a clear proof that we are in the **(digital, connected)** age.
_____	6	When it comes to management, MOOCs are (**cheaper, more expensive**) compared to traditional learning.
_____	7	**(Analytics, Haptics)** provides relevant and reliable information about the learning process of students.
_____	8	**(Group chats, printed modules)** are tools for MOOCs
_____	9	MOOCs are designed for **(small, large)** classes.
_____	10	A MOOC program is **(restricted, flexible)** for the learner.



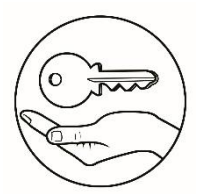
Additional Activities

Reflection: Student version 2020

Due to the current world health crisis, many Filipino students are compelled to engage in MOOCs in order to continue with their studies, and the concept of ubiquitous learning (that is, learning anywhere, everywhere, anytime and every time) has been realized sooner than expected for many.

Whether you are engaged in online, blended or modular learning, reflect on your current situation as a learner. Write about the challenges you encounter every day, the funny moments you experienced in distance learning, and personal suggestions as to how the learning process can be improved.

It may also help if you ask some of your friends who experience much more intensive online session about their own reflection. In such way, we acknowledge the highs and lows of the new normal mode of studying and empower ourselves to do better despite the challenges.



Answer Key

Assessment	**Assessment**
1. B 2. B 3. C 4. C 5. A	1. ubiquitous 2. hypertext 3. dynamic 4. user 5. connected 6. cheaper 7. analytics 8. group chats 9. large 10. flexible

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