



DEPARTMENT OF EDUCATION  
SCHOOLS DIVISION OF NEGROS ORIENTAL  
REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



# Media and Information Literacy

## Quarter 1 – Module 5: **MEDIA AND INFORMATION SOURCES**



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**Media and Information Literacy – Senior High School**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 5: Media and Information Sources**  
**First Edition, 2020**

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## **MEDIA AND INFORMATION LITERACY**

Quarter 1 – Module 5:  
**MEDIA AND INFORMATION SOURCES**



# Introductory Message

For the facilitator:

Welcome to the Media and Information Literacy Alternative Delivery Mode (ADM) Module on Media and Information Sources!

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 Alternative Delivery Mode (ADM) Module on Media and Information Sources!

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:

 <b><i>What I Need to Know</i></b>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <b><i>What I Know</i></b>	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.
 <b><i>What's In</i></b>	This is a brief drill or review to help you link the current lesson with the previous one.
 <b><i>What's New</i></b>	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
 <b><i>What is It</i></b>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 <b><i>What's More</i></b>	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.
 <b><i>What I Have Learned</i></b>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
 <b><i>What I Can Do</i></b>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

 <b>Assessment</b>	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
 <b>Additional Activities</b>	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 <b>Answer Key</b>	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***

This module was designed and written with you in mind. It is here to help you master the context of Media and Information Literacy. It contains varied activities that can help you as a Senior High School student to not just be an information literate individual, but a creative and critical thinker as well as responsible user and competent producer of media and information.

The module contains lesson in Media and Information Sources.

After going through this module, you are expected to:

1. Compare potential sources of information (MIL11/12MIS-IIIe-13)
2. Contrast indigenous media to the more common sources of information such as library, internet, etc.



## ***What I Know***

Let us determine how much you already know about the Media and Information Sources by answering the questions below. Use your notebook or worksheet for your answers.

1. It is a local knowledge and unique to a given culture or society, and most often is not written down.  
A. Indigenous Media  
B. Indigenous Knowledge  
C. Indigenous Sources  
D. Indigenous Society
2. Forms of media expression conceptualized, produced, and circulated by indigenous peoples around the globe as vehicles for communication.  
A. Indigenous Media  
B. Indigenous Knowledge  
C. Indigenous Sources  
D. Indigenous Society
3. The place in which literary, musical, artistic, or reference materials are kept for use but not for sale.  
A. Internet      B. Articles      C. Library      D. Books
4. A global computer network providing a variety of information and communication facilities, also known as universal library.  
A. Internet      B. Articles      C. Indigenous Sources      D. Books

5. It is a book intended to be consulted for information on specific matters rather than read from beginning to end.  
A. Newspapers      B. Articles      C. Reference Book      D. Books
6. What sources of information that produced up-to-date, national and regional information for a general audience.  
A. Newspapers      B. Articles      C. Reference Book      D. Books
7. An article which has a broad summaries of issues for a general audience.  
A. Trade Publications      C. Scholarly Journals  
B. Magazines      D. Newspapers
8. An article which targeted towards professionals in a discipline or industry.  
A. Trade Publications      C. Scholarly Journals  
B. Magazines      D. Newspapers
9. Which of the following are not skills in determining accurate information.  
A. Look for google sites      D. Look for facts  
B. Cross-reference with other source for consistency  
C. Determine the reason for writing and publishing the information
10. What is the search engine website developed by Microsoft company as their answer to Google and it was launched in 2009.  
A. www.yahoo.com      C. www.ask.com  
B. www.bing.com      D. www.baidu.com

**B. True or False:** Write True if the statement is correct otherwise, write False on your answer sheet.

- \_\_\_\_\_ 1. The academic library serves colleges and universities.
- \_\_\_\_\_ 2. The school library serves cities and towns, and of all types
- \_\_\_\_\_ 3. The information is said to be valued if it aids the user in making or improving decisions.
- \_\_\_\_\_ 4. The information is said to be reliable if it can be verified and evaluated.
- \_\_\_\_\_ 5. The source reliability, accuracy and value of information may vary based on the time it was produced or acquired.



***What's In*****Activity 1: Arrange Me**

Arrange the scrambled letters to identify the correct media and information sources. Write your answer on your notebook or worksheet.

- |               |   |       |
|---------------|---|-------|
| 1. ETLESIONVI | - | _____ |
| 2. KOSOB      | - | _____ |
| 3. TRETNINE   | - | _____ |
| 4. ADIRO      | - | _____ |
| 5. ZINESAMAG  | - | _____ |

***What's New*****Activity 2: Ponder Me**

*“A LIBRARY IS NOT A LUXURY BUT ONE OF THE NECESSITIES OF LIFE.”*

---By Henry Ward Beecher----

Guide Questions:

1. What is the message?

\_\_\_\_\_

2. Do you agree with the message? Why or Why not?

\_\_\_\_\_



# ***What is It***

## **Media and Information Sources**

### **1. Indigenous Sources**

#### ***What is Indigenous Knowledge and Indigenous Media?***

Indigenous is a native, local, originating or produced naturally in a particular region and locality. Its ***indigenous knowledge*** is unique to a special culture or society, most often it is not written down. The transmission of information is through local channels or forms. It is a means by which the culture is preserved, handed down and adapted. This includes local knowledge, it is owned, controlled, and managed by indigenous peoples in order for them to develop and produce culturally appropriate information in the languages understood by the community.

#### ***Characteristics of Indigenous Knowledge***

- a. Oral tradition of communication
- b. Store information in memories
- c. Information exchange is face to face
- d. Information is contained within the border of the community

**Indigenous Media** can be defined as forms of media expression conceptualized, produced, and circulated by indigenous peoples around the globe as vehicles for communication.

#### ***Forms of Indigenous Media***

1. Folk or Traditional Media
2. Gatherings and Social Organizations
3. Direct Observation
4. Records (written, carved, oral)
5. Oral Instruction

### **2. Library**

Library is a place in which literary, musical, artistic, or reference materials (such as books, manuscripts, recordings, or films) are kept for use but not for sale.

(Source: <https://www.merriam-webster.com/dictionary/library>)

#### ***Types of Library:***

- a. **Academic Library** – serves colleges and universities.
- b. **Public Library** – serves cities and towns, of all types.
- c. **School Library** – Serves students from Kindergarten to Grade 12.
- d. **Special Library** – specialized environments, such as hospitals, corporations, museums, the military, private business, and the government.

### 3. Internet

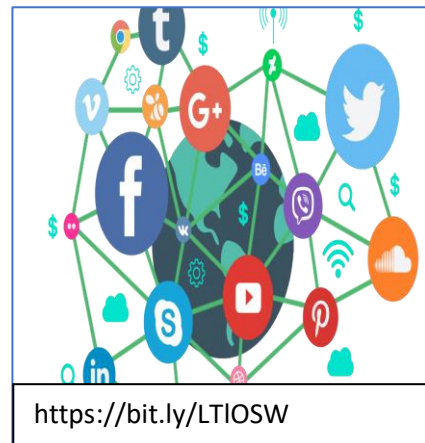
Internet is a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.

The Internet is one of the newest sources of media. The majority of the users prefer the internet to watch news quickly. It is more fast and capable in compare to any other source of media. Internet changes the world and connects the people also deliver the users to keep in touch with the latest inventions and news.

One of the best features of the Internet is the ability to communicate almost instantly with anyone in the world. Email is one of the oldest and most universal ways to communicate and share information on the Internet, and billions of people use it. Social media allows people to connect in a variety of ways and build communities online.

There are many other things you can do on the Internet. There are thousands of ways to keep up with news or shop for anything online. You can pay your bills, manage your bank accounts, meet new people, watch TV, or learn new skills. You can learn or do almost anything online.

As we all know billions of websites online today, there is **a lot** of information on the Internet. **Search engines** make this information easier to find. All you have to do is type one or more **keywords**, and the search engine will look for **relevant websites**.



### Top 6 Best Search Engine websites in the World

1. [www.google.com](http://www.google.com) – Google Search Engine is the best search engine in the world and it is also one of most popular products from Google. Almost 70 percent of the Search Engine market has been acquired by Google.
2. [www.bing.com](http://www.bing.com) – Bing is Microsoft's answer to Google and it was launched in 2009. Bing is the default search engine in Microsoft's web browser.
3. [www.yahoo.com](http://www.yahoo.com) - Yahoo & Bing compete more with each other than with Google. *Yahoo* is an American web services provider headquartered in Sunnyvale, California, and *owned* by Verizon Media.
4. [www.baidu.com](http://www.baidu.com) - Baidu is the most used search engine in China and was founded in Jan, 2000 by Chinese Entrepreneur, Eric Xu. This web search is made to deliver results for website, audio files and images. It provides some other services including maps, news, cloud storage and much more.

5. [www.aol.com](http://www.aol.com) - Aol.com is also among the top search engines. These are the guys that used to send out CD's which you'd load onto your PC to install their browser and modem software.
6. [www.ask.com](http://www.ask.com) - Founded in 1995, Ask.com, previously known as Ask Jeeves. Their key concept was to have search results based on a simple question + answer web format. It is a question & answer community where you can get the answers for your question and it integrates a large amount of archive data to answer your question. Because of this dependency on archived and active user contributions the results will not be as current as those you get in Google, Bing and Yahoo.

Other search engine websites are: [www.excite.com](http://www.excite.com), [www.DuckDuckGo.com](http://www.DuckDuckGo.com), [www.WolframAlpha.com](http://www.WolframAlpha.com), [www.Yandex.com](http://www.Yandex.com), [www.lycos.com](http://www.lycos.com), [www.chacha.com](http://www.chacha.com)

### ***Evaluating Information Found in the Internet***

- a. Authorship
- b. Published body
- c. Accuracy and Verifiability
- d. Currency

### ***Things to Consider in Evaluating Information***

#### **1. Reliability**

The Information is said to be reliable if it can be verified and evaluate. Others refer to the trustworthiness of the source in evaluating the reliability of information.

#### **2. Accuracy**

Accuracy refers to the closeness of the report to the actual data. Measurement of accuracy varies, depending on the type of information being evaluated. Forecasts are similar to the actual data and financial values are correct.

#### **3. Value**

The information is said to be valued if it aids the user in making or improving decisions.

#### **4. Authority**

The authority of the source is the one authored or published the information and the credibility of the sources.

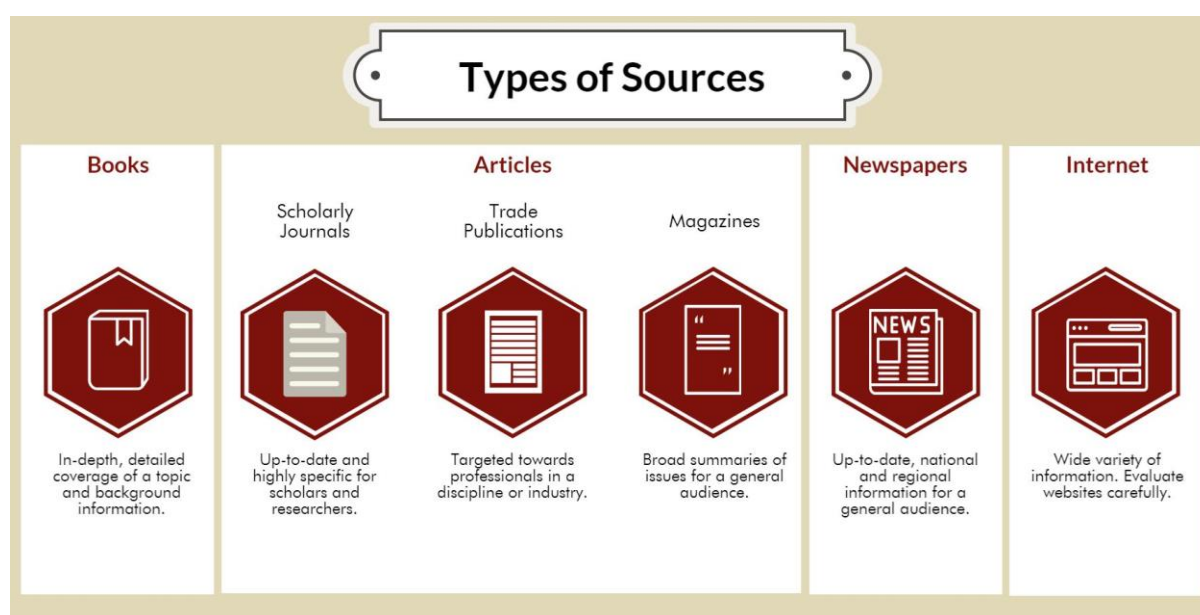
5. **Timeliness.** The source reliability, accuracy and value of information may vary based on the time it was produced or acquired. It may become irrelevant and inaccurate with the passing of time (thus making it less valuable). Other information may be timeless, proven to be the same in reliability, accuracy, and value throughout history.

### ***Skills in Determining the Reliability of Information:***

- a. Check the Author
- b. Check the Date of publication or of update
- c. Check the Citations
- d. Check the Domain or owner of the site / page
  - .com – commercial
  - .edu – education
  - .mil – military
  - .gov – government
  - .org – nonprofit organization

### ***Skills in Determining Accurate Information***

- D. Look for facts
- E. Cross-reference with other source for consistency
- F. Determine the reason for writing and publishing the information



Source: <https://iupui.libguides.com/aaaguide/evaluation>

**Books** - In-depth, detailed coverage of a topic and background information.

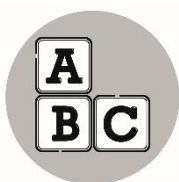
**Book reference** - a book intended to be consulted for information on specific matters rather than read from beginning to end.

#### **Articles**

- a) **Scholarly Journals** - Up-to-date and highly specific for scholars and researchers.
- b) **Trade Publications** - Targeted towards professionals in a discipline or industry.
- c) **Magazines** - Broad summaries of issues for a general audience.

**Newspapers** - Up-to-date, national and regional information for a general audience.

**Internet** - Wide variety of information. Evaluate websites carefully.



## What's More

### Activity 3: Picture Analysis

Guide Questions:

1. What is a library?

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2. Why do you think every school has a library?

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### Picture Analysis Rubric

Category	4	3	2	1
<b>Observations</b>	Student makes a complete and detailed description of the subject matter and/or elements seen the photo.	Student makes a detailed description of most of the subject matter and/or elements seen the photo.	Student makes a detailed description of some of the subject matter and/or elements seen the photo.	Student descriptions are not detailed or complete.
<b>Understanding</b>	Analysis of the piece demonstrated Thorough understanding of principles, concepts and relationships.	Analysis of the piece demonstrated considerable understanding of principles, concepts and relationships.	Analysis of the piece demonstrated some understanding of principles, concepts and relationships.	Analysis of the piece demonstrated little understanding of principles, concepts and relationships.
<b>Thinking/ Inquiry</b>	Analysis and Interpretation of images is strong.	Analysis and Interpretation of images is sound.	Analysis and Interpretation of images is satisfactory.	Analysis and Interpretation of images is weak.
<b>Application</b>	Ability to make and express judgements, conclusions and predictions was insightful and effective.	Ability to make and express judgements, conclusions and predictions was considerably effective.	Ability to make and express judgements, conclusions and predictions was moderately effective.	Ability to make and express judgements, conclusions and predictions was limited.



## What I Can Do

### Activity 4: Instructions

1. Interview two elders coming from two families. Ask about cultural beliefs or practices in the community valued by the elders. Identify and gather information to at least two cultural beliefs or practices.
2. Write / encode the information on a short bond paper, identify the source of information.
3. Interview your guardian or one of your direct family and find out if these cultural beliefs or practices are still known and being valued by their generation. (Example 3 out of 10...)

Rubric	5	4	3	2
<b>Preparation</b>	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
<b>Politeness</b> <b>*Please keep in mind while interviewing</b>	Student never interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed, but forgot to thank the person.	Several times, the student interrupted or hurried the person being interviewed AND forgot to thank the person.
<b>Formatting and Editing</b>	The student edited and organized the transcript in a way that made the information clear and interesting.	The student edited and organized the transcript in a way that made the information clear.	The student edited and organized the transcript but the information was not as clear or as interesting as it could have been.	The student did NOT edit or organize the transcript.
<b>Knowledge Gained</b>	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.





## Assessment

**B. Evaluate Information:** Write **SAVE** if the statement is correct otherwise, write **UNSAVE** on your answer sheet.

- \_\_\_\_\_ 1. The academic library serves colleges and universities.
- \_\_\_\_\_ 2. The school library serves cities and towns, and of all types
- \_\_\_\_\_ 3. The information is said to be valued it aids the user in making or improving decisions.
- \_\_\_\_\_ 4. The authority of the source is not the one authored or published the information and the credibility of the sources.
- \_\_\_\_\_ 5. The information is said to be reliable if it can be verified and evaluated.
- \_\_\_\_\_ 6. The source reliability, accuracy and value of information may vary based on the time it was produced or acquired.
- \_\_\_\_\_ 7. Scholarly Journals are up-to-date and highly specific for scholars and researchers.
- \_\_\_\_\_ 8. The ability to communicate almost instantly is not one of the best features of the internet.
- \_\_\_\_\_ 9. Through Internet technology, you can pay your bills, manage your bank accounts, meet new people, watch TV, or learn new skills.
- \_\_\_\_\_ 10. The google search engine is the best search engine in the world and it is also one of most popular products from Google Company.

**B. Getting Information:** Identify what group of information it belongs. Write only the letter in your answer sheets or notebook.

- \_\_\_\_\_ 1. Magazine
- \_\_\_\_\_ 2. Value
- \_\_\_\_\_ 3. .com
- \_\_\_\_\_ 4. Trade Publication
- \_\_\_\_\_ 5. Accuracy
- \_\_\_\_\_ 6. Bing.com
- \_\_\_\_\_ 7. .mil
- \_\_\_\_\_ 8. Ask.com
- \_\_\_\_\_ 9. Reliability
- \_\_\_\_\_ 10. Google.com

- |   |
|---|
| <ul style="list-style-type: none"><li>A. Search Engine</li><li>B. Articles</li><li>C. Website Domain name</li><li>D. Things to consider in evaluating information</li></ul> |
|---|





## ***Additional Activity***

### **Activity**

1. What are the different types of media that can be used as a source of information?

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2. How can you evaluate or measure information quality?

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