12

Media and Information Literacy

Quarter 1 – Module 3: INFORMATION LITERACY

ALTERNATIVE DELIVERY MODE

ADM

Media and Information Literacy – Grade 12
Alternative Delivery Mode
Quarter 1 – Module 3: Information Technology
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Media and Information Literacy

Quarter 1 – Module 3:
INFORMATION TECHNOLOGY

Introductory Message

For the facilitator:

Welcome to the <u>Media and Information Literacy 12</u> Alternative Delivery Mode (ADM) Module on <u>Information Technology</u>!

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 <u>Media and Information Literacy 12</u> Alternative Delivery Mode (ADM) Module on <u>Information Technology</u>!

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; 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 in to 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.
	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

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 Information Technology.

After going through this module, you are expected to:

1. Defines information needs, locates, assesses, organizes and communicates information.
2. Demonstrates ethical use of information.

What I Know

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

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

_____ 1. Literacy is a fundamental human right and the foundation for lifelong learning.

_____ 2. Empowerment is not significant in our appreciation of how literacy provides us with means to access the world of knowledge so we can lead better lives.

_____ 3. Power is often related to our ability to make others do what we want, regardless of their own wishes or interests.

_____ 4. Information literacy is best understood on how we navigate the complex and networked world of the internet.

_____ 5. The Internet is an increasingly important part of everyday life for people around the world.

_____ 6. The three-letter code preceded by a dot (.), simply known as the "search engine site".

_____ 7. Information seeking is relatively synonymous to the idea of research.

_____ 8. Books, newspapers, and other periodicals are example of Print format information.

_____ 9. When you are information literate, you are able to evaluate what information you need, what to discard, and how to use the information you selected.

_____ 10. When you are able to judge the " Potential value of Information," you will not be able to maximize its use.

B. Instruction: Assess yourself.

1. What is your primary source of information especially for schoolwork?

2. What are your considerations when looking for a particular information? Do you need a quick fact or a critical analysis?

3. Do you prefer unbiased information or an opinion? Current information or a historical one?

4. Do you automatically use a Web search engine to locate for the information you need? What do you use and why?

5. Do you check just any kind of Website? What are your personal criteria for selecting a Web site as your source of information?

What's In

Information Literacy is an important skill in life. An individual who is literate in the location, access, evaluation, and use of information also displays a certain sense of critical literacy. When you are information literate, you are able to evaluate what information you need, what to discard, and how to use the information you selected.
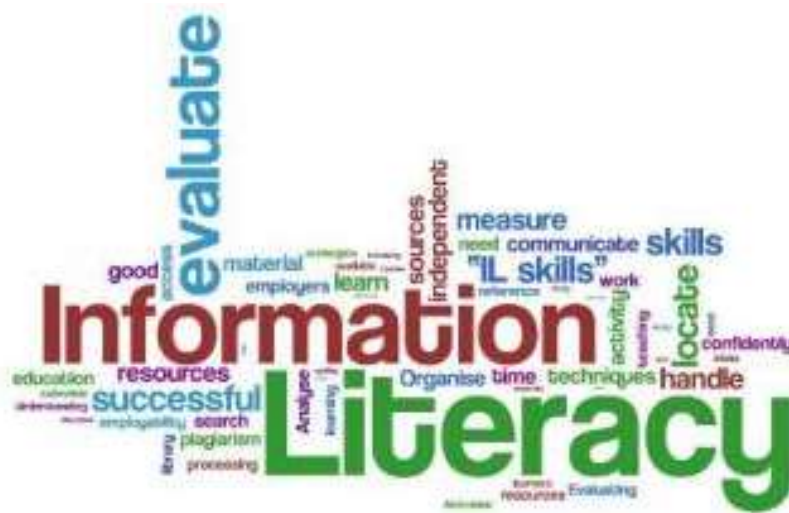
Before we go further, try to answer the questions below, this are some questions that comes into our mind when we talk about Information Literacy.

1. Why do we need information?
2. Where do we need information?
3. How do we acquire and store information?
4. How do we use the information that we have?
5. How will we communicate the information that we have acquired?

What's New

Instruction: Answer the following questions in your worksheet or notebook.

1. As a student, what do you think are the usual instances and reasons for your need of information?

2. What tasks have you done in the past that required searching information for you to complete them.

What is It

Literacy and Empowerment

Literacy is widely known as the ability to read and write. The advent of modernity and the expansion of access to general education has enabled societies to produce literate populations. Literacy always associated with a set of tangible skills, particularly the skills of writing and reading. Its counterpart is the concept of numeracy, which is the skills associated with basic mathematical operations involving numbers.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) cites the importance of literacy in the modern world: "Literacy is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives. For individuals, families, and societies alike, it is an instrument of empowerment to improve one's health, one's income, and one's relationship with the world." (UNESCO, 2003)

Empowerment is very significant in our appreciation of how literacy provides us with means to access the world of knowledge so we can lead better lives. Empowerment is an idea of power, as linked on the idea that power can change, that the ownership of power can shift form one entity to another. Empowerment is also possible because power can expand or diminish as the case may be. "Let us first review our notions of power.

Power is often related to our ability to make others do what we want, regardless of their own wishes or interests (Weber, 1946). Power is not always relational. One needs to cultivate a notion of power within to fully realize. True

enough, power can reside inside, you given the opportunity to access the knowledge, skills, and attitudes.

Information and Internet

Information can be the answer to a question, a news, or a data. It is that which informs, that which enables us to know and something also communicable.

Information literacy is best understood on how we navigate the complex and networked world of the internet. The internet has more than practical uses in our lives. It has been transformed to be the primary source for research, complementing what can be found in school libraries.

Today, we live in a knowledge-based society surrounded by cutting-edge technology that makes every aspect of our lives faster and easier. The internet arose in 1968, but it was in 1989 when a fully developed **World Wide Web (WWW)** arose and turned it into the global platform for knowledge-sharing, communication, and achieving.

The **Internet** is an increasingly important part of everyday life for people around the world. But if you've never used the Internet before, all of this new information might feel a bit confusing at first. The Internet is a **global network** of billions of computers and other electronic devices. With the Internet, it's possible to access almost any information, communicate with anyone else in the world, and do much more.

You can do all of this by connecting a computer to the Internet, which is also called **going online.** When someone says a computer is online, it's just another way of saying it's connected to the Internet.

The **World Wide Web**—usually called the **Web** for short—is a collection of different **websites** you can access through the Internet. A **website** is made up of related text, images, and other resources. Websites can resemble other forms of media—like newspaper articles or television programs—or they can be interactive in a way that's unique to computers.

The purpose of a website can be almost anything: a news platform, an advertisement, an online library, a forum for sharing images, or an educational site.

Who Puts Information on the Internet?

There are many kinds of Internet sites that you might find during the course of a search – sites created by different people or organizations with different objectives. The three-letter code preceded by a dot (.), simply known as the domain, gives you a fairly good idea of who is publishing the internet site.

Domain Names	Equivalent
.edu	Educational institution

	It may contain carefully processed and reviewed information tough not represent the individual views of the academic personnel.
.com	Mostly commercial entities, some of which are profit-oriented.
.org	Non-profit organization
.gov	Government organizations
.net	Internet services providers or network

What Determines Your Need for Information?

Information seeking is relatively synonymous to the idea of research. When you locate information. You employ the necessary skills to engage in the research process. Your need for information depends on your prior knowledge and experience, as well as your goals and objectives.

Your information needs to rely on what questions or problems you would like to solve or, simply, what you need the information for. These needs also depend on the relevance of the information you seek to the task you are supposed to accomplished. Ask yourself who will consume and/ or benefit from the information you are trying to locate. You must also identify how much information you need and its adequacy to address your task. Consult your personal knowledge base so that you can plan what else to search to augment what you already know.

Sources of Information

Sources of information, drawn from the internet or otherwise, can be categorized into the following:

1. **Popular Publications:** Most of what rules in the print and non-print media are popular publications with the general public as its target audience. Included under this category are journalistic articles, features articles, manuals, flyers, fact sheets, and even blogs by netizens. They serve to both inform and entertain the general public.

2. **Scholarly Publications:** These are well-researched articles found mostly in academic journals and published for the specialists of a specific field. The language is very technical because it is geared toward the consumption of specialists, scholars, and those seeking research-based information on a particular area of knowledge such the social science, the natural sciences, and the arts and humanities.

3. **Trade Publication:** These are also highly specialized materials meant for the players and specialists of a specific industry. Some good examples are publications on motoring or publications on construction. Trade Publications combine popular appeal and specialized knowledge because it also needs to attract the non-specialist who are the potential consumers of users of a particular product.

Format of Information

FORMAT	DESCRIPTION
Print	Materials produced and collected from print resources (books, newspapers, and other periodicals, manuscripts, correspondence, memoranda, loose leaf materials, notes, brochures, etc.).
Digital Formats	Digital materials are information materials that are stored in an electronic format on a hard drive, CD-ROM, remote server, or even the Cloud. These could be electronic books, database websites, video, and audio materials. These materials may be accessed with a computer and/or through the internet.
Audio and Video Format	Materials collected using analog technology in video (television, video, recordings) tools presented in recorded tapes, CDs, audio-cassettes, reel to reel tapes, record albums, etc. As differentiated from digital technology, these sources of information are recorded using analog technology which means data is recorded in advance from one point to another. Analog devices read the material by scanning the physical data off the media.
Microform	This includes materials that have been photographed and their images developed in reduced-size film strips and which are viewed using machines with magnifying lenses.

There is a need to do an analysis of what type of information will best serve your need, what access tools are you going to utilize, and what results will be critical to the success of your information retrieval.
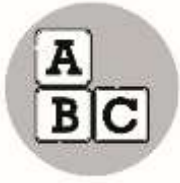
What's More

Patience and diligence are virtues of a good information seeker. The World Wide Web (WWW) is not the end, but the means for your information search.

Instruction: Answer following in your worksheet or notebook

Go back the time when you were learning how to read and write. Ask yourself the following questions:

1. How did you learn to read and write?

2. How did you gain the skills that enabled you to read and write?

3. What are the five most important and meaningful things you can do with your ability to read and write?

4. How did these skills stay with you through the years?

5. What did you do to enhance these skills?

6. Do you think there is still room to enhance these skills?

What I Can Do

Instruction: In your worksheet or notebook, list down your information needs based on your other roles in life:

1. As someone who purchases consumer such as food and clothing.

2. As a sibling who helps out

3. As a child of parents who would like to know more about the current trends in gadgets and fashion

4. As a person who has more access to a particular information that a friend may find useful and beneficial.

Assessment

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

_____ 1. Literacy is a fundamental human right and the foundation for lifelong learning.

_____ 2. Empowerment is not significant in our appreciation of how literacy provides us with means to access the world of knowledge so we can lead better lives.

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_____ 10. When you are able to judge the " Potential value of Information," you will not be able to maximize its use.

B. Instruction: Assess yourself.

1. If you use traditional sources of information such as print, broadcast, and electronic media, which among these do often refer to and why?

2. What good and bad practices do you commit during information search and sharing?

Additional Activity

Based on your experience answer the following questions in your worksheet or notebook.

1. How will you define "misinformation" and disinformation"? You can cite examples of situations to help you build your own definition.

2. What are the potential dangers of misinformation and disinformation?

3. How to ethical standards minimize the occurrence of misinformation and disinformation?

Answer Key

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