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Media and Information Literacy

Quarter 1 – Module 1: Introduction to Media and Information Literacy



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Media and Information Literacy – Grade 12
Alternative Delivery Mode
Quarter 1 – Module 1: Introduction to Media and Information Literacy
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MEDIA AND INFORMATION LITERACY

Quarter 1 – Module 1:

Introduction to Media and Information Literacy



Introductory Message

For the facilitator:

Welcome to the Media and Information Literacy 12 Alternative Delivery Mode (ADM) Module on Introduction to Media and Information Literacy!

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 12 Alternative Delivery Mode (ADM) Module on Introduction to Media and Information Literacy!

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:

 <i>What I Need to Know</i>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <i>What I Know</i>	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.
 <i>What's In</i>	This is a brief drill or review to help you link the current lesson with the previous one.
 <i>What's New</i>	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.
 <i>What is It</i>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 <i>What's More</i>	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.
 <i>What I Have Learned</i>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
 <i>What I Can Do</i>	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 Introduction to Media and Information Literacy.

After going through this module, you are expected to:

1. Describe how communication is affected by media and information.
2. Identify the similarities and differences of media, information, literacy, and technology literacy.
3. Discuss responsible use of media and 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.

I. Instruction: Select the letter of the best answer from among the given choices.

1. Bias in media is:
A. Rare
B. Impossible to spot
C. Beneficial to everyone
D. Unavoidable
2. You should be skeptical of media because:
A. It doesn't make sense
B. It can have hidden agendas
C. It doesn't reach many people
D. It is full of lies
3. Decoding media is most similar to:
A. Writing a book
B. Performing an experiment
C. Solving a mystery
D. Cooking a meal

4. Which of the following is an example of product placement?
 - A. A TV character using a popular cell phone brand.
 - B. The President giving a speech on the economy.
 - C. Eating a specific brand of popcorn at the movies.
 - D. Watching a movie on the latest table.
5. Most media images are:
 - A. Boring
 - B. Shocking
 - C. Hidden
 - D. Edited
6. It is directed and purposeful exchange of information and messages between people or groups of people by speaking, writing, gestures, and signs
 1. Messages
 2. Communication
 - C. Information
 - B. Mass Communication
7. Refers to the communication between two persons, whether they are verbal or non-verbal.
 - A. Mass communication
 - B. Personal Communication
 - C. Interpersonal Communication
 - D. Organization communication
8. The word “literacy” in Media Literacy refers to:
 - A. Improving my vocabulary
 - B. Figuring out meaning and messages
 - C. Reading about technology
 - D. Learning how to read more quickly
9. It is the ability to access, analyze, response to a range of media.
 - A. Media Literacy
 - B. Technology Literacy
 - C. Information Literacy
 - D. Computer Literacy
10. It refers to the ability to recognize when information is needed and to locate, evaluate, effectively use, and communicate information in its various formats.
 - A. Media Literacy
 - B. Technology Literacy
 - C. Information Literacy
 - D. Computer Literacy

B. Identify what category of media it belongs.

- _____ 1. Digital and analog
- _____ 2. Electronic or radio waves
- _____ 3. Television (TV)
- _____ 4. Text
- _____ 5. Light waves

Categories of Media

Modality
Format
Way of transmitting
Mass media form

C. Answer the following question.

1. Based on your experience, what characterizes a responsible user and competent producer of media and information?

Note: If you get 100% correct in this pre- assessment, skip the lesson but if not and only get 50% to 99% correct, then proceed with the lesson.



What's In

In today's age of misinformation and fake news, one of the most critical 21st century skills you need to learn is information literacy.

The reality is, we live in a world where the quality of information we receive largely determines our choices and ensuing actions, including our capacity to enjoy fundamental freedoms and the ability for self-determination and development. Driven by technological improvements in telecommunications, there is also a proliferation of media and other information providers through which vast amounts of information and knowledge are accessed and shared by citizen (Karklins, J., UNESCO).

In this fast-paced technology-driven time, we are bombarded with various information here and there, in the convenience of a click, right in the comforts of our very own homes. Being Senior High School students, you are expected to be literate, not just in terms of numbers and letters, but to be able to fully grasp up to what extent information may be used and distributed.



What's New

Without consulting other sources of information, ask yourself what the following words means to you:

- Communication
- Media
- Information
- Technology
- Literacy

Try to compare your own understanding of these terms to those presented in this module. How similar or different are your ideas with those in the discussion.



What is It

What is communication?

Communication is a process by which information is exchanged between individuals through a common system, signs, or behavior (*Merriam Webster dictionary*). It the process by which messages or information is sent from one place or person to another, or the message itself. (*Cambridge.org Dictionary*)

The Two (2) Basic Types of Communication

1. Verbal – it can be oral and written communication.
2. Non-verbal – are signs, symbols, colors, gestures, body language, facial expression



Key Differences: <https://i.ytimg.com/vi/akfatVK5h3Y/maxresdefault.jpg>

Video presentation about the two (2) basic types of communication.

1. Verbal - https://www.youtube.com/watch?v=AuN_eWIrns4
2. Non-verbal - <https://www.youtube.com/watch?v=C8lMW0MODFs>

Seven (7) Major Elements of Communication Process

Element	Descriptions
1. Source	<ul style="list-style-type: none"> - The source is the person (or thing) attempting to share information - The only qualifications necessary for a source: <ul style="list-style-type: none"> o an origin of information o An ability to transmit this information, through a channel, to a receiver.
2. Message	<ul style="list-style-type: none"> - It is simply the information you want to communicate - Producing meaning has several criteria: <ul style="list-style-type: none"> o First, the object or the speaker has n inherent meaning, maybe through being a local celebrity.

	<ul style="list-style-type: none"> ○ Second criterion would be his or her image, acting as a symbol or representation of the meaning of the object (a well-dressed, professional and successful person) ○ Third criterion is interpretation or derived meaning. If the object and image are successful, then audience will leave with an understanding of how to proceed toward a life of personal fulfillment.
3. Encoding	<ul style="list-style-type: none"> - It is the process of assembling the message into a representative design with the objective of ensuring that the receiver can comprehend it. - Communication is only established when it results in both the source and the receiver understanding the same information
4. Channel	<ul style="list-style-type: none"> - An encoded message is conveyed by the source through a channel. - There are numerous channel categories, verbal, non-verbal, or non-personal, etc. - A channel could be the paper on which words are written, or the Internet acting in the client-server model that is allowing you to read these words right now. - A good communicator is one who understands which channels to use under different circumstances. Unfortunately, there is no perfect channel. All channels have strengths and weaknesses (smartphones are great, for example, but a marriage proposal is best done in person)
5. Decoding	<ul style="list-style-type: none"> - This is where listening, and reading directions carefully, makes its claim to fame. - As we discussed in Encoding, communication is only successful when it results in both the source and the receiver understanding the same information - For this to happen, there can be no errors in processing. - The most common among them would be, for example, a first-grader sitting in on a lecture on differential equations, i.e. decoding is impossible if the decoder cannot even understand the message.
6. Receiver	<ul style="list-style-type: none"> - Ultimately, the message is delivered to the receiver. - A good communicator takes the receiver's preconceptions, and frames of reference into consideration; how they will react, where common ground is shared, their sense of humor, their moral conduct, etc. - All of these things will affect how the receiver decodes messages.
7. Feedback	<ul style="list-style-type: none"> - A better word might be 'reaction' or 'responses'.

	<ul style="list-style-type: none"> - The source judges its success based on the feedback it receives, so pay close attention. - If Google's servers crashed tomorrow, there would be a lot of confused sources. - The same would be true if you delivered a flawless marriage proposal, only receive a look of bewilderment and horror. - Feedback is moment of reckoning. Whether things go right or wrong it serves as one of the most important learning opportunities we have.
--	--

Comparison Between Feedback and Response

As nouns, the difference between response and feedback is that response is (senseid) an answer or reply, or something in the nature of an answer or reply while feedback is critical assessment on information produced.

Below are some examples of feedback, and replies.

Example #1.

Kim: Hey, did you listen to my new podcast? What do you think of it?

Erin: I listed to it this morning. It was great! (*The second sentence is feedback about Kim's podcast.*)

Teacher: Do you have some suggestions for how the lesson could be better?

Student: Yes. It would be helpful if you provided some worksheets for us to practice with. (*this is feedback to help the teacher improve the lesson.*)

(Optional)

Video Link for you to visit and watch.

Feedback VS Response

1. <https://www.youtube.com/watch?v=YuOBzWF0Aws&feature=youtu.be>
2. <https://www.youtube.com/watch?v=Dd7FixvoKBw&feature=youtu.be>

Communication Problems

1. <https://www.youtube.com/watch?v=dBT6u0FyKnc&feature=youtu.be>
2. <https://www.youtube.com/watch?v=naleynXS7yo&feature=youtu.be>

The Origin of the Word "Media"

The original means of mass communication were print – magazines, journals, and newspapers – and their collective was already in place: publications. Soon after, radio and television were added to the mix. However, the term “publications” would not stretch to fit. Needing a term that would encompass all these means of communication, writers borrowed the term ‘media’ from advertising people, and used it since then to accommodate there means of communication and even the newer ones, such as the internet. (Turow 2009)

Categories of Media

Category	Example
Modality	Text
Format	Digital or analog
Way of transmitting	Electromagnetic or radio waves, light waves
Mass media form	TV, radio, print, internet, telephone, or mobile

The media modality refers to the nature of message, whether it is relayed using text, audio, video, graphics, animation, or a combination of any of this. The media format is the way the data is arranged. The or message may be transmitted through radio waves (for audio) and light for other modalities. The mass media form refers to the particular media technology to which the message is transmitted.

Media Literacy

Media Literacy is the ability to access, analyze, response to a range of media. It also evaluates and create media in a variety of forms. It aims to empower citizens by providing them with the competencies (knowledge and skills) necessary to engage with traditional media and new technologies.

Media literacy uses forms of communication and produces ways of communication. It is about media content. It builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression needed for democratic citizens.

Example of “range of media” are: print, moving images, other hybrid forms such as multimedia text.

Access – denotes the knowledge of where to find these forms of media. It might mean having access to cable, knowing how to play the DVD player, knowing how to adjust setting and knowledge where to access the media texts that are crucial to your life and to your community.

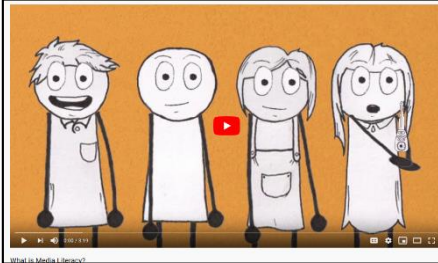
Analysis – includes thinking reflectively and critically on what has been read, seen or experienced, and its implications to oneself and to one’s community.

Response – includes the ability to experience and explore the pleasures of the media text, and how these are realized through the language of the media.

If you have access to the internet, follow this YouTube video link about”
What is media literacy?



https://www.youtube.com/watch?v=GTL0_tJEVD0&feature=youtu.be



<https://www.youtube.com/watch?v=GlaRw5R6Da4&feature=youtu.be>

“What is media literacy?”

Information Literacy

Information Literacy is the ability to recognize when information is needed, and to locate, evaluate, and effectively communicate information in its various formats.

The information literacy is about using, managing, gathering, and verifying information. It is about library science. Students learn how to evaluate the quality, credibility, validity of websites, and give proper credit from effective search strategies to evaluation techniques.



Video presentation about information literacy skills.

<https://www.youtube.com/watch?v=69oCdkWfjvk&feature=youtu.be>

Technology (Digital) Literacy

Technology Literacy is the ability of an individual, either working independently or with others, to responsibly, appropriately, and effectively use technological tools. Using these tools an individual can access, manage, integrate, evaluate, create and communicate information.

Technology literacy is applying new found knowledge from digital environments, participating in digital media, organizing, and evaluating information. Also, it is the ability to effectively use technology to access, evaluate, integrate, create, and communicate information to enhance the learning process through problem-solving and critical thinking. Source: MIL Curriculum Guide for Teachers by UNESCO, 2011



Technology/ Digital Literacy and why it matters

<https://www.youtube.com/watch?v=p2k3C-iB88w&feature=youtu.be>

Media and Information Literacy

Our brains depend on information to work optimally. The quality of information we engage with largely determines our perceptions, beliefs and attitudes. It could be information from other persons, the media, libraries, archives, museums, publishers, or other information providers including those on the internet.

Media and information literacy (MIL) provides answers to the questions that we all ask ourselves at some point. How can we access, search, critically assess, use and contribute content wisely, both online and offline? What are the ethical issues surrounding the access and use of information? How can we engage with media and ICTs to promote equality, intercultural and interreligious dialogue, peace, freedom of expression and access to information?

Media and information Literacy recognizes the primary role of information and media in our everyday lives. It lies at the core of freedom of expression and information – since it empowers citizens to understand the functions of media and other information providers, to critically evaluate their content, and to make informed decisions as user and producer of information and media content.

Media literacy, information literacy, and technology literacy are all similar in terms of goals. They all share the common goal of cultivating people's ability to access, understand, use, evaluate, and create media messages, information, or content using information technology. They are all similar to the mastery and understanding of a thing.

Being Media and Information Literate Individual

There are two factors that can influence you to become a media and information literate individual. One is clarifying your goals and motivations for seeking information. The greater your need, the more effort you exert to become selective of the information at your disposal. Second is acquiring more skills in discerning, appreciating, and filtering information. This involves being more media savvy and better acquainted with information sources. For more information about media and information literate individual, visit this link: http://uk.sagepub.com/sites/default/files/upm-binaries/34589_2.pdf

When you are literate, you are expected to be intellectually critical in interpreting the things that you see and experience around you. You are able to decode and have a deeper understanding of how things are and how they work, being literate means empowering you to be able to affect change to yourself and to others

Critical Thinking Skills

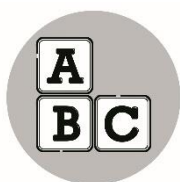
The critical thinking is the ability to evaluate the kind of information you access and share which is very vital skill as producers and consumers of information. Being critical means being capable of judging the merit of something based on certain standards or parameters.

Eight (8) Fundamental Elements of Media Literacy

(by Art Silverblatt, the media scholar)

1. A critical thinking skill enabling audience members to develop independent judgments about media content.
2. An understanding of the process of mass communication.
3. An awareness of the impact of media on the individual and society.
4. Strategies for analyzing and discussing media messages.
5. Understanding of media content as a text that provides insight into our culture and our lives.
6. The ability to enjoy, understand, and appreciate messages.
7. Development of effective and responsible production skills.
8. An understanding of the ethical and moral obligations of media practitioners.

The media literate person is in control of his or her media experiences because he or she understands the basic conventions of various media and enjoys their uses in the deliberately conscious manner.



What's More

Instruction: Based on your learning answer the following questions, write your answer in a concise manner.

1. From your own point of view, make a list that describes a person who is literate in media and information. Write down at least five (5) characteristics.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
2. Make a Weekly Online Activity Log. (Sample of media and information providers are youtube, facebook, radio, television, books and etc.)

WEEKLY ONLINE ACTIVITIES LOG	
Media or Information Provider	Number of hours in a week (168 hours/week)
Total number of hours/week	

3. Of the list that you have enumerated in your Weekly Online Activities, which media provider did you spend the most time? And what role does this media provider play in your life as SHS student?

4. Looking at the total number of hours you have spent online activities per week, do you think the figure is essential for you to be able to be a media and information literate individual?



What I Have Learned

- A. In communication, we make use of different channels so as to convey and/or exchange information. Imagine a typical day in your life as a Senior High School student. Identify and list down ten (10) different kinds of media that you use in order to communicate information.

Media Used
1. Cellular mobile phones
2.
3.
4.
5.
6.
7.
8.
9.
10.

- B. Answer the following questions:

1. Who is a media and information literate individual?

_____.

2. How critical thinking related to media and information?

_____.



What I Can Do

Write a 600-word blog entry in the form of a reaction paper to discuss what you can contribute to your community and to your country if you are a media and information literate individual. You may use the following to guide you in developing your arguments:

- Media and information literacy as practiced on both personal and professional level
- Media and information literacy as expression of freedom of speech
- Media and information literacy as tool for civic responsibility and nation-building.



Assessment

Instruction: Read the statement carefully. Write only the letter of the correct answer in your worksheet.

1. Bias in media is:
C. Rare
D. Impossible to spot
C. Beneficial to everyone
D. Unavoidable
2. You should be skeptical of media because:
C. It doesn't make sense
D. It can have hidden agendas
C. It doesn't reach many people
D. It is full of lies
3. Decoding media is most similar to:
C. Writing a book
D. Performing an experiment
C. Solving a mystery
D. Cooking a meal
4. Which of the following is an example of product placement?
E. A TV character using a popular cell phone brand.
F. The President giving a speech on the economy.
G. Eating a specific brand of popcorn at the movies.
H. Watching a movie on the latest table.
5. Most media images are:
C. Boring
D. Shocking
C. Hidden
D. Edited
6. It is directed and purposeful exchange of information and messages between people or groups of people by speaking, writing, gestures, and signs
3. Messages
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B. Mass Communication
7. Refers to the communication between two persons, whether they are verbal or non-verbal.
C. Mass communication
D. Personal Communication
C. Interpersonal Communication
D. Organization communication
8. The word "literacy" in Media Literacy refers to:
C. Improving my vocabulary
D. Figuring out meaning and messages quickly
C. Reading about technology
D. Learning how to read more quickly
9. It is the ability to access, analyze, response to a range of media. It
C. Media Literacy
D. Technology Literacy
C. Information Literacy
D. Computer Literacy

10. It refers to the ability to recognize when information is needed and to locate, evaluate, effectively use, and communicate information in its various formats.

- C. Media Literacy
- D. Technology Literacy

- C. Information Literacy
- D. Computer Literacy

B. Answer the following questions. (5 points each item)

1. How media and information literacy helpful in your future life?
2. What are the characteristics of responsible users and competent producers of media and information?

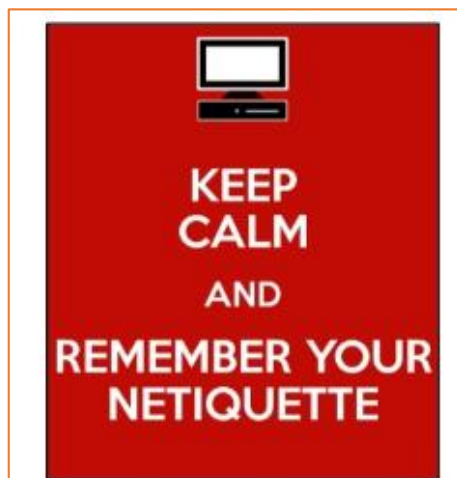


Additional Activity

Poster Analysis: Write your answer on your worksheet

Guide Questions:

1. What is the message of this poster?
2. Do you agree with the message? Why or why not?



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