DepED
DEPARTMENT OF EDUCATION

TECHNICAL VOCATIONAL LIVELIHOOD

12

MEDIA AND INFORMATION LITERACY

Media and Information Literacy – Grade 12
Quarter 2 – Module 1: Opportunities, Challenges, and Power of Media and Information (Part 1)
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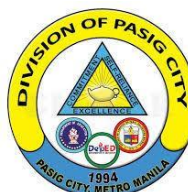
Media and Information Literacy

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MODULE 1

Opportunities, Challenges, and Power of Media and Information (Part 1)

Introductory Message

For the Facilitator:

Welcome to the Media and Information Literacy – Grade 12 Self-Learning Module on Opportunities, Challenges and Power of Media and Information (Part 1)!

This Self-Learning Module was collaboratively designed, developed and reviewed by educators from the Schools Division Office of Pasig City headed by its Officer-in-Charge Schools Division Superintendent, Ma. Evalou Concepcion A. Agustin, in partnership with the City Government of Pasig through its mayor, Honorable Victor Ma. Regis N. Sotto. The writers utilized the standards set by the K to 12 Curriculum using the Most Essential Learning Competencies (MELC) in developing this instructional resource.

This learning material hopes to engage the learners in guided and independent learning activities at their own pace and time. Further, this also aims to help learners acquire the needed 21st century skills especially the 5 Cs, namely: Communication, Collaboration, Creativity, Critical Thinking, and Character 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. Moreover, 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 Self-Learning Module on Opportunities, Challenges and Power of Media and Information (Part 1)!!

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 material while being an active learner.

This module has the following parts and corresponding icons:

Expectations - This points to the set of knowledge and skills that you will learn after completing the module.

Pretest - This measures your prior knowledge about the lesson at hand.

Recap - This part of the module provides a review of concepts and skills that you already know about a previous lesson.

Lesson - This section discusses the topic in the module.

Activities - This is a set of activities that you need to perform.

Wrap-Up - This section summarizes the concepts and application of the lesson.

Valuing - This part integrates a desirable moral value in the lesson.

Posttest - This measures how much you have learned from the entire module.

# EXPECTATIONS

At the end of this lesson, you are expected to:

A. realize opportunities and challenges in media and information;
B. create infographics showing opportunities and challenges in media and information;
C. cite a recent example that shows the power of media and information to affect change.

PRETEST

Direction: Read and understand each statement. Choose the letter of the best answer.

1. This is known as the amount of data transmitted in a time interval.
    A. social media
    B. media
    C. media richness
    D. social richness
2. It consists of web-based tools, platforms which main focus is for the users to engage, collaborate, create and share contents over the Internet.
    A. social exchange
    B. networking
    C. social media
    D. media network
3. _____ shows high social presence and media richness.
    A. Virtual Game Worlds
    B. YouTube
    C. Wikipedia
    D. Facebook
4. Usually managed by one person only, but provide the possibility of interaction with others through the addition of comments.
    A. podcasts
    B. blogs
    C. wikis
    D. vlogs
5. Exist for a wide range of different media types, including text, photos, videos, and PowerPoint presentation
    A. content communities
    B. social networking sites
    C. virtual world
    D. content communicate
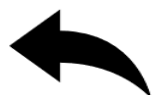
RECAP

Direction: Answer each question below based on your own words and understanding. Write your answer on the space provided.

1. What is plagiarism?	
2. What is netiquette?	
3. What is virtual self?	
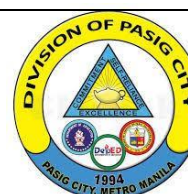
LESSON

OPPORTUNITIES, CHALLENGES, AND POWER OF MEDIA AND INFORMATION (PART 1)

A. Economic, Educational, Social, and Political
B. Threats, Risks, Abuse, and Misuse

What is the difference between media and social media? We have learnt that newspapers, magazines, TV, radio, and Internet reach or influence people widely. These communication channels are also known as media. Through these means, news, entertainment, education, data, or promotional messages are disseminated. On the other hand, social media consists of web-based tools, platforms which main focus is for the users to engage, collaborate, create and share contents over the Internet. Kaplan and Haenlein classify social media into three dimensions: social presence, media richness and self-presentation/self-disclosure.

- social presence – the type of sensorial interaction
- media richness – amount of data transmitted in a time interval
- self-presentation/self-disclosure – the degree of freedom and control in creating one's personal cyber-identity

The degree of social presence, media richness and self-presentation/self-disclosure depends on the kind of web-based tools and platforms used. Please see below summary.

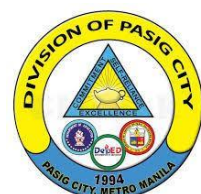|		Social Presence/Media Richness		
		Low	**Medium**	**High**
Self-presentation / Self-disclosure	**High**	Blogs	Social Networking Sites (e.g., Facebook)	Virtual Social Worlds (e.g., Second Life)
	Low	Collaborative Projects (e.g., Wikipedia)	Content Communities (e.g., YouTube)	Virtual Game Worlds (e.g., World of Warcraft)
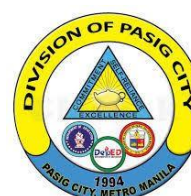
Opportunity is connected to advancement, progress whereas challenges is associated to difficulty, problems. Below are the challenges and opportunities of social media.

The Challenges/Opportunities of Social Media

	In terms of:	Challenges/ Opportunities
Collaborative Projects	▪ Projects enable the joint and simultaneous creation of content by many end-users ▪ Wikis – Web sites which allow users to add, remove, and change text-based content ▪ Social bookmarking applications – enable the group-based collection and rating of Internet links or media content	▪ The joint effort of many actors leads to a better outcome than any actor could achieve individually. ▪ From a corporate perspective, firms must be aware that collaborative projects are trending toward becoming the main source of information for many consumers.
Blogs	▪ Special types of Web sites that usually display date-stamped entries in reverse chronological order ▪ The social media equivalent of personal web pages can come in a multitude of different variations, from personal diaries describing the author's life to summaries of all relevant information in one specific content area ▪ Usually managed by one person only, but provide the possibility of interaction with others through the addition of comments	▪ Many companies are already using blogs to update employees, customers, and shareholders on developments they consider to be important. ▪ Risky because customers who turn out to be dissatisfied with or disappointed by the company's offerings may decide to engage in virtual complaints in the form of protest, which results in the availability of potentially damaging information in online space.

	In terms of:	Challenges/ Opportunities
Content Communities	▪ Main objective of content communities is the sharing of media content between users ▪ Exist for a wide range of different media types, including text, photos, videos, and PowerPoint presentation	▪ From a corporate viewpoint, content communities carry the risk of being used as platforms for the sharing of copyright-protected materials. ▪ While major content communities have rules in place to ban and remove such illegal content, it is difficult to avoid popular videos being uploaded only hours after they have been aired on television. ▪ On the positive side, the high popularity of content communities makes them a very attractive contact channel for many firms. ▪ Other firms rely on content communities to share recruiting videos, as well as keynote speeches and press announcements, with their employees and investors.
Social Networking Sites	▪ Applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending emails and instant messages between each other ▪ Can include any type of information, including photos, videos, audio files, and blogs	▪ High popularity, specifically among younger Internet users

In terms of:		Challenges/ Opportunities
Virtual Game Worlds	▪ Platforms that replicate a three-dimensional environment in which users can appear in the form of personalized avatars and interact with each other as they would in real life ▪ Probably the ultimate manifestation of social media ▪ Virtual game worlds – require their users to behave according to strict rules in the context of a massively multiplayer online roleplaying game ▪ Virtual social worlds – allow inhabitants to choose their behavior more freely and essentially live a virtual life similar to their real life	▪ Provide the highest level of social presence and media richness of all applications ▪ Allows for an unlimited range of self-presentation strategies ▪ Offer a multitude of opportunities for companies in marketing, and human resource and internal process management

 ACTIVITIES

ACTIVITY: CREATING OF INFOGRAPHIC

Create an infographic which shows opportunities and challenges in media and information.

Your score will be based on the following criteria:

COMPONENTS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS MORE WORK
TOPIC	The topic of the infographic is specific in nature and is intended to inform or convince the viewer.	The topic of the infographic may be a bit too broad to allow the viewer to understand the main points.	The topic of the infographic is hard to ascertain and needs to be made more specific.
TYPE	The type of infographic chosen (i.e. timeline, informational, etc.) highly supports the content being presented.	The type of infographic chosen represents the content being chosen but another type may lead to more clarity for the viewer.	The type of infographic chosen does not convey the information well or support the content being presented.
OBJECTS	The objects included in the infographic are repeated to support various data points and to make it easier for the viewer to understand the infographic.	Some objects included in the infographic are repeated but the infographic did not seem to include enough repeated elements to make it understandable.	Too many different types of objects are used in the infographic and that makes it hard for the viewer to understand the content.
DATA VISUALIZATIONS	The data visualization formats chosen make the data presented easy for the viewer to understand the information.	The data visualization formats chosen showcase the data, but some may make it difficult for the viewer to understand the points.	Other data visualization formats should be chosen to best showcase the data presentation for the viewer.

WRAP-UP

Direction: Create a mind map showing the challenges brought by social media during the COVID-19 pandemic.
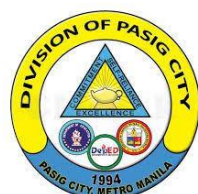
◆ VALUING

As a student, what do you consider is the best opportunity offered to you by social media that could affect change within yourself or the community?

_____
_____
_____
_____
_____
_____
_____
_____

POSTTEST

Direction: Write 'True" if you agree with the statement and "False" if you disagree.

____ 1. The main purpose of media is collaboration.

____ 2. Facebook is an example of content communities.

____ 3. Social media is classified into three dimensions.

____ 4. Wikipedia has high self-presentation/self-disclosure.

____ 5. Virtual game worlds restrict their users' behavior following the strict rules in the context of a massively multiplayer online roleplaying game.

KEY TO CORRECTION

PRE-TEST	ACTIVITY	POST-TEST
1. C	Output may vary	1. False
2. C		2. False
3. A		3. True
4. B		4. False
5. A		5. False

References

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