

TECHNICAL VOCATIONAL LIVELIHOOD

12

QUARTER

2

MEDIA AND INFORMATION LITERACY



Media and Information Literacy – Grade 12
Quarter 2 – Module 6: Media and Information Literate Individual (Part 2)
First Edition, 2020

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Media and Information Literacy

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QUARTER 2

MODULE

6

Media and Information Literate Individual (Part 2)



Introductory Message

For the Facilitator:

Welcome to the Media and Information Literacy – Grade 12 Self-Learning Module on Media and Information Literate Individual (Part 2)!

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
Introduction to Media and Information Literacy: Communication!

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:

1. understand the underlying concepts of media and information literacy;
2. demonstrate an understanding of the overall impact or implication of media and information on individual and society as a whole;
3. synthesize the overall impact or implication of media and information on an individual (personal, professional, educational, and others) and on the society as a whole (economic, social, political, educational, and others).



PRETEST

Direction: Identify the implication of media and information on an individual and society as described in each statement.

Improved Quality of Life

Better Economic Opportunities

Greater Political Participation

Improved Learning Environment

More Cohesive Social Units

1. _____ Filipinos should enjoy the freedom to speak out with vigilance or awareness, take part in the political and electoral process and participate fully in all aspects of the government affairs.
2. _____ A thriving democracy is possible if the government supports ICT integration and responsible creation and dissemination of information.
3. _____ An economy composed of media and information literate citizens is more likely to flourish compared to an economy infested by uninformed citizens when it comes to information and technology.
4. _____ Media literacy education promotes learning beyond the books, the use of senses and application of critical thinking skills.
5. _____ Those who are computer literate, has the skills to use different kinds of technology, have the knowledge to identify the veracity of information given to them and to create an output based on the 21st century skills are more likely to experience better opportunities.





RECAP

Direction: Identify at least six 21st century skills.



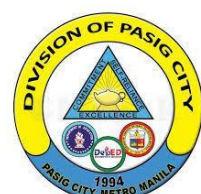
LESSON

Media and Information Literate Individual (PART 2)

- a. Improved Quality of Life**
- b. Greater Political Participation**
- c. Better Economic Opportunities**
- d. Improved Learning Environment**
- e. More Cohesive Social Units**

Implication of Media and Information

Aufderheide (1992 as cited in Koltay, 2011) describes a media literate individual as a “person who can decode, evaluate, analyze and produce both print and electronic media. The fundamental objective of media literacy is critical autonomy relationship to all media. Emphases in media literacy training range widely, including informed citizenship, aesthetic appreciation and expression, social advocacy, self-esteem, and consumer competence.” It is not enough that we know how to use the media, we should also understand and evaluate the information it contains and the implication or the effects of being a media and information literate.



Improved Quality of Life

People who are media, information and technology literate are believed to experience an improved quality of life. Those who are computer literate, have the skills to use different kinds of technology, have the knowledge to identify the veracity of information given to them and able to create an output based on the 21st century skills are more likely to experience better opportunities.

Greater Political Participation

As a citizen living in a democratic country, one is expected to participate responsibly in the affairs of the state. This entails Filipinos should enjoy the freedom to speak out with vigilance or awareness, take part in the political and electoral process and participate fully in all aspects of the government affairs. Filipinos who consume information responsibly through various media platforms are more politically and civically engaged which may result to better laws and governance. Some of the most common forms of political participation: signing a petition, blogging about a political issue, volunteering for a campaign, donating money to a cause.

Better Economic Opportunities

An economy composed of media and information literate citizens is more likely to flourish compared to an economy infested by uninformed citizens when it comes to information and technology. We must remember that innovation is dependent on skilled, knowledgeable and productive citizenry. For e-commerce to flourish, people need to adapt on the present technology. For example, the COVID-19 pandemic has transformed from traditional marketing of products to online processing of orders.

Improved Learning Environment

Media, information, and technology savvy citizens are the ones capable of accessing, evaluating and creating messages in various ways. Media literacy education promotes learning beyond the books, the use of senses and application of critical thinking skills. More than knowing, the aim of a media and information literate society is to create and develop lifelong skills to achieve a good quality of life.

More Cohesive Social Units

Active and productive citizens who are media and information literate make up a more cohesive social unit. A thriving democracy is possible if the government supports ICT integration and responsible creation and dissemination of information.



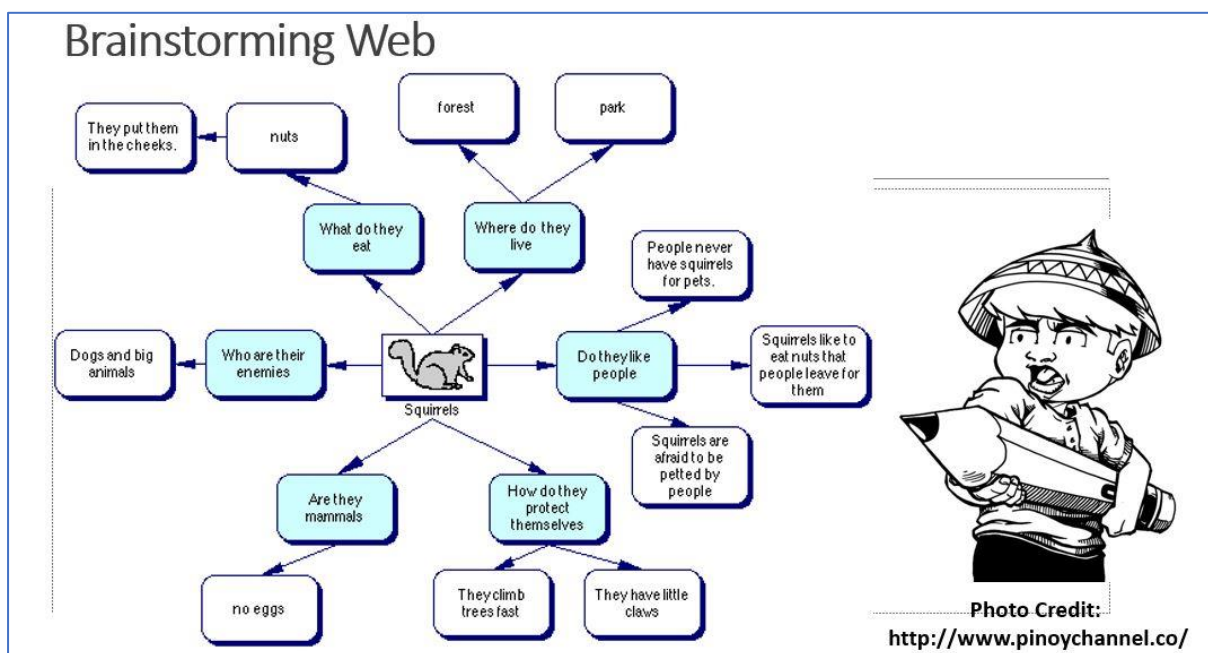
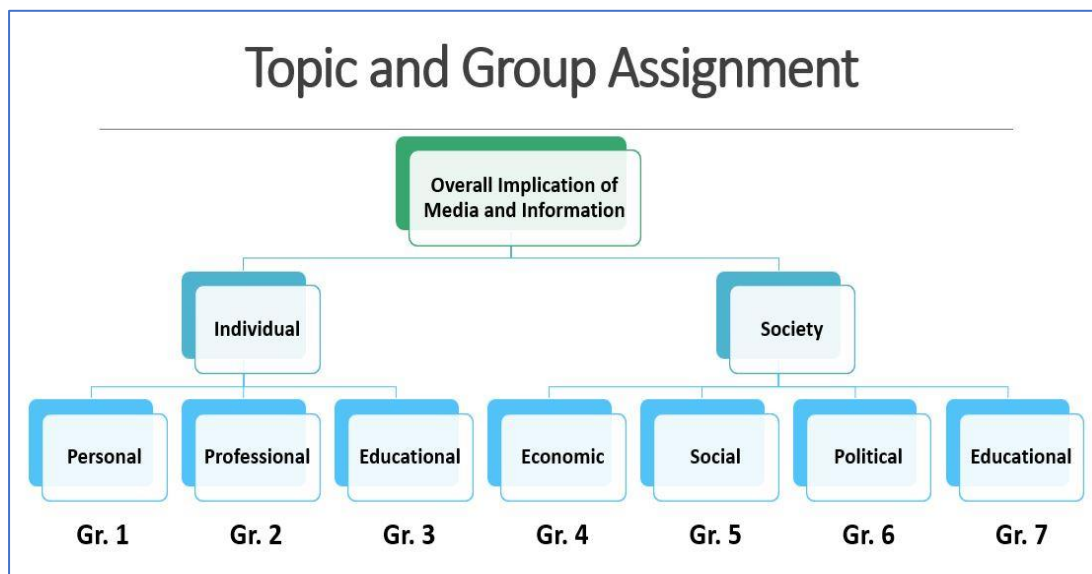


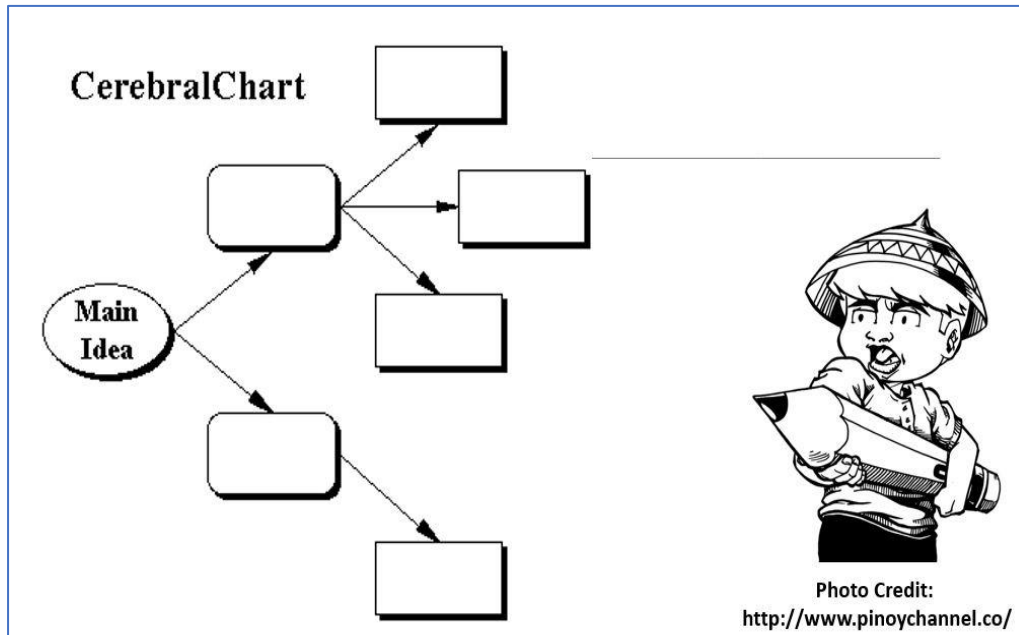
ACTIVITIES

ACTIVITY:

Part 1: Brainstorming Session

1. Divide the class into 7 groups.
2. Each group will be assigned to a topic and conduct a brainstorming session about it.
3. Each group will create a graphic organizer (brainstorming web or cerebral chart) on a long bond paper to record their output. Below is the topic assignment for each group and example outputs.





Part 2: Preparation and Presentation of Output

1. In the next meeting, students will think and prepare a creative way how they can communicate their output to the class. Use of technology and other medium like the blackboard is not allowed. They will be the medium of their message.
2. Group presentation. 5 minutes will be given per group for class presentation.

Score will be based on the rubrics found on the next page.

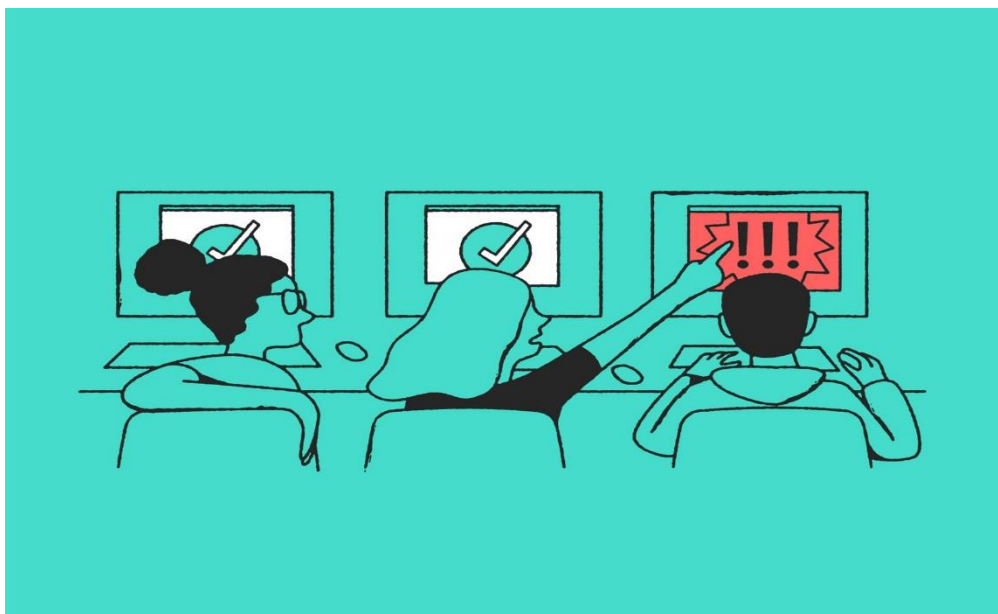
Trait	Criteria				Points
	1	2	3	4	
Content Did the presentation have valuable material?	Presentation contained little to no valuable material.	Presentation had moments where valuable material was present but as a whole content was lacking.	Presentation had a good amount of material and benefited the class.	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.	—
Collaboration Did everyone contribute to the presentation? Did everyone seem well versed in the material?	The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation.	The teammates sometimes worked from others' ideas. However it seems as though certain people did not do as much work as others.	The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.	The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.	—
Organization Was the presentation well organized and easy to follow?	The presentation lacked organization and had little evidence of preparation.	There were minimal signs of organization or preparation.	The presentation had organizing ideas but could have been much stronger with better preparation.	The presentation was well organized, well prepared and easy to follow.	—
Presentation Did the presenters speak clearly? Did the presenters engage the audience? Was it obvious the material had been rehearsed?	Presenters were unconfident and demonstrated little evidence of planning prior to presentation.	Presenters were not consistent with the level of confidence/ preparedness they showed the classroom but had some strong moments.	Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been for the class.	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident.	—





WRAP-UP

Apple has taken a new initiative on media literacy supporting Nonprofit organizations in the US and Europe. Based on the picture below, what do you think does Apple promote? Write your answer in the space provided.



Media literacy initiative by Apple

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VALUING

In 2022, Filipinos will have the opportunity to exercise their rights to suffrage. As a voting citizen, how does your knowledge about the implications of media and information on individual and society influence the way you elect the next leaders in the Philippines?

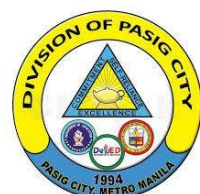
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POSTTEST

Direction: Using your own words and understanding define the impact or implications of media and information on an individual and society. Use the space provided below.

1. Improved Quality of Life	
2. Greater Political Participation	
3. Better Economic Opportunities	
4. Improved Learning Environment	
5. More Cohesive Social Units	





KEY TO CORRECTION

PRE-TEST	1. Greater	Answer and	POST-TEST
	Political	presentation may	
	Participation	vary. Follow	
	2. More	rubrics.	
	Cohesive		
	Social Units		
	3. Better		
	Economic		
	Opportunities		
	4. Improved		
	Learning		
	Environment		
	5. Improved		
	Quality of Life		

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