

TECHNICAL VOCATIONAL LIVELIHOOD

12

QUARTER

2

MEDIA AND INFORMATION LITERACY



Media and Information Literacy – Grade 12
Quarter 2 – Module 5: Media and Information Literate Individual (Part 1)
First Edition, 2020

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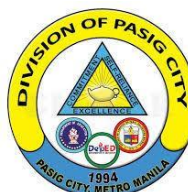
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Media and Information Literacy

12

QUARTER 2

MODULE

5

Media and Information Literate
Individual (Part 1)



Introductory Message

For the Facilitator:

Welcome to the Media and Information Literacy – Grade 12 Self-Learning Module on Media and Information Literate Individual (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 Introduction to Media and Information Literate Individual (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. understand the underlying concepts of media and information literacy;
- B. demonstrate an understanding of the overall impact or implication of media and information on individual and society as a whole;
- C. 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: Read and understand each question or statement. Choose the letter of the best answer.

1. What is literacy according to UNESCO?
 - A. It is a lifelong skill.
 - B. It is defined as the ability to read and write and develop numeracy skills.
 - C. It is understood as a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world.
 - D. It is a conventional concept.
2. UNESCO stands for.
 - A. United Nations Educational Scientific and Cultural Organization
 - B. United National Education of Scientific and Cultural Organization
 - C. United New Education in Scientific and Cultural Organization
 - D. United Nations Educational Scientific and Cultural Office
3. The following are the sets of skills the students should acquire to stay competitive in a changing market except _____.
 - A. learning skills
 - B. literacy skills
 - C. computing skills
 - D. life skills
4. Information literacy is defined as _____.
 - A. a broad term that can cover processed data, knowledge derived from study, experience, instruction, signals or symbols
 - B. the ability to access, analyze, evaluate and communicate information in a variety of forms
 - C. interdisciplinary in nature
 - D. the ability to recognize when information is needed and to locate, evaluate, effectively use and communicate information in its various formats
5. Being literate in a media age requires this skill.
 - A. communication
 - B. critical thinking
 - C. collaboration
 - D. technology





RECAP

Direction: Give an example of a wearable technology. Identify its importance.



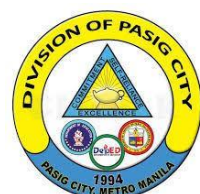
LESSON

Media and Information Literate Individual (PART 1)

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

In general, literacy is defined as the ability to read and write and develop numeracy skills. However, United Nations Educational Scientific and Cultural Organization popularly known as UNESCO established that literacy has evolved beyond reading, writing, and counting. Aside from these skills, an individual should have broader skills such as functional literacy and a foundation for lifelong learning. According to UNESCO, “Beyond its conventional concept as a set of reading, writing and counting skills, literacy is now understood as a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world.”

To keep up with the fast-changing world, students are expected to acquire the skills presented on the following infographics.



21st Century Skills

How today's students can stay competitive
in a changing job market

Learning Skills



critical thinking



creativity



collaboration



communication

Literacy Skills



information



media



technology

Life Skills



flexibility



leadership



initiative



productivity



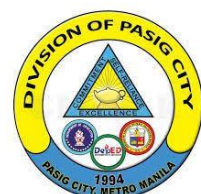
social skills

 **Applied**
educational systems

12 essential skills in the 21st century

This module focuses on important literacies: media, information and technology literacies and its implication to the individual and the society. People should acquire such literacies to become media and information literate and to survive in a world full of alternative or misleading facts and fake news.

To successfully complete our mission to become a media and information literate individual, we should be able to develop in a multi-sensory level—improving the way we think, feel and behave as purported by The National Association for Media Literacy Education. Therefore, “We need to develop a wider set of literacy skills helping us to both comprehend the messages we receive and effectively utilize these tools to design and distribute our own messages. Being literate in a media age requires critical thinking skills that empower us as we make decisions, whether in the classroom, the living room, the workplace, the boardroom, or the voting booth.”





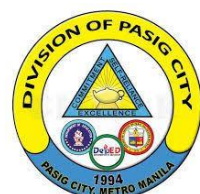
ACTIVITIES

ACTIVITY: A video of two senior citizens figuring out how to use a webcam went viral several years ago. Aside from being charming and funny, what are the advantages when senior citizens learn how to use the technology? What makes senior citizens, or people in general, media and information literate? Use the space below to answer the questions.



Senior citizens testing the webcam (<https://www.mylifesite.net/blog/post/seniors-and-technology-embracing-the-digital-age/>)

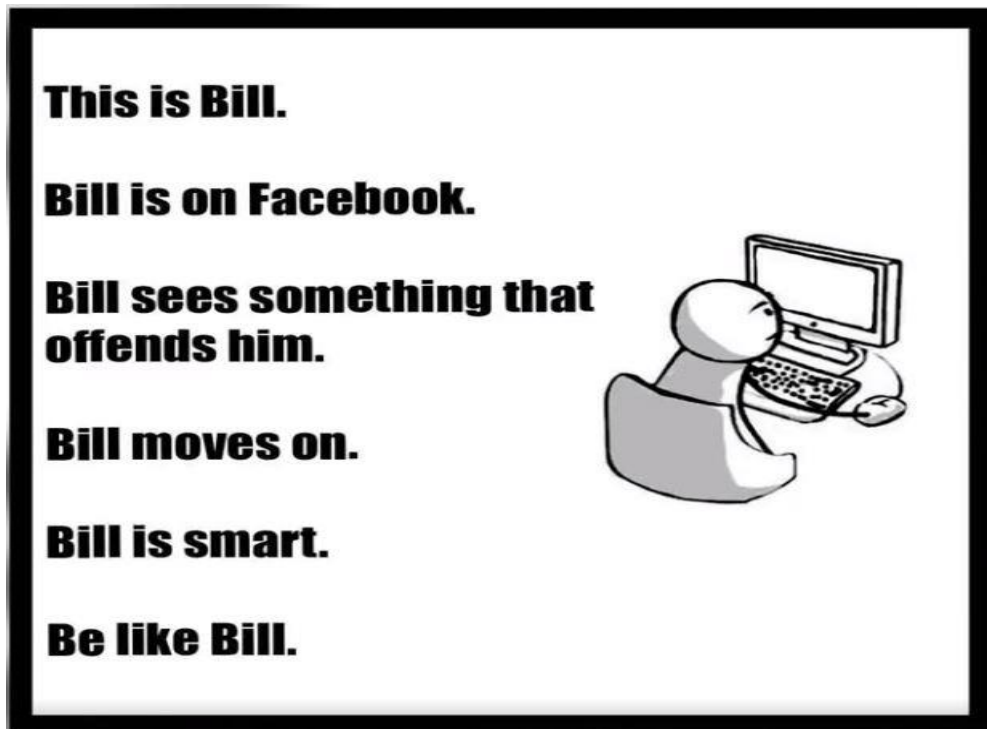
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WRAP-UP

Relate the topic of media and information literate individual to the below post. Is Bill a media and information literate individual? Does he apply critical thinking skill? Explain your answer using the space below.



Viral meme from Facebook: Be Like Bill





VALUING

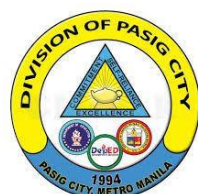
Mila saw a Facebook post about the beautification project in Manila particularly the dumping of dolomite sand in Manila Bay. What are the steps that she can take to establish that she is a media and information literate individual?



POSTTEST

Direction: Identify whether each statement is True or False.

- _____ 1. Acquiring the 21st century skills is optional. Students only need to learn the basic skills to land their dream job.
- _____ 2. Learning how to read, write and count is enough to survive in this fast-changing world.
- _____ 3. Technology literacy bridges generation gap.
- _____ 4. Applying critical thinking skill all the time is synonymous/equated to being a media and information literate.
- _____ 5. Literacy is now understood as a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world.





KEY TO CORRECTION

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

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