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TECHNICAL VOCATIONAL LIVELIHOOD

12

QUARTER

1

MEDIA AND INFORMATION LITERACY



Media and Information Literacy – Grade 12 Quarter 1 – Module 12: Media and Information Languages First Edition, 2020

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Media and Information Literacy

12

QUARTER 1

module 12

Media and Information Languages



Introductory Message

For the Facilitator:

Welcome to the <u>Media and Information Literacy – Grade 12 Self-Learning Module on Media and Information Languages.</u>

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 Media and Information Languages.

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, the students should be able to:

- 1. identify codes, convention and message, and how they affect the audience, producers and other stake holders;
- 2. reflect on how important information can be conveyed to create the desired impression;
- 3. present varied ways to disseminate information using the codes, convention and language of media.



PRETEST

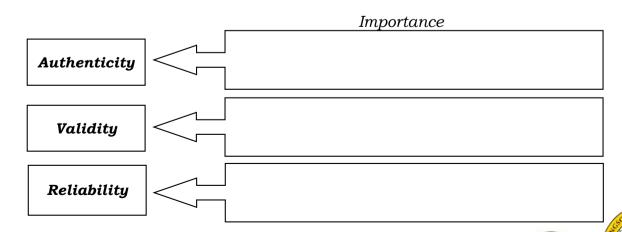
Direction: Write *TRUE* if the statement is correct. Write *FALSE* if the statement is incorrect, and change the underlined word/s to make the statement correct.

1. <u>Conventions</u> are the generally accepted ways of doing something.
2. Codes are systems of signs, which create meaning. Codes can be divided
into two categories – <u>technical and symbolic.</u>
3. The word 'codes' comes from the French word meaning 'type' or 'class'.
4. The <u>written codes</u> use language style and textual layout.
5. <u>Conventions</u> includes libraries, archives, museums, Internet and other
relevant information providers.



RECAP

Direction: Do you a have good memory? Let's review the past lesson. In your own words, describe the importance of the three areas to consider when searching for relevant information and reliable source. Write your answer on the spaces below.





LESSON

THE MEDIA AND INFORMATION LANGUAGES: CODES, CONVENTIONS AND MESSAGES

DEFINITION OF TERMS

- *Language* pertains to the technical and symbolic ingredients, or codes and conventions that media and information professionals may select and use in an effort to communicate ideas, information and knowledge.
- *Media Languages* refer to codes, conventions, formats, symbols and narrative structures that indicate the meaning of media messages to an audience.

Formative Assessment: Recitation



"Language may be a source ob misunderstandings"

Marshall McLuhan, 1964

From the phrase given by McLuhan, kindly answer the following questions:

- 1. Do you agree with the message? Why or why not?
- 2. Does the user's/audience's own background or experience affect the message? Is it possible that a different individual derives a different meaning from the message? Explain.

"The medium is the message" is a phrase coined by Marshall McLuhan which means the form of a medium embeds itself in the message, creating a symbiotic relationship by which the medium influences how the message is perceived.



You are probably familiar with the game charades wherein the secret to win the game is to be familiar with the common hints and signs that can be recognized by the player. The media messages and the information use the same rules.

DIFFERENTIATING MEDIA MESSAGES THROUGH GENRE

In media studies, **codes** are known as a system or collection of signs which when put together creates a meaning. They are better understood when you know

what a **genre** is. The word 'genre' comes from the French word meaning 'type', 'class' or 'kind.' Genre is an important component for understanding literature, film, television and other form of art media.

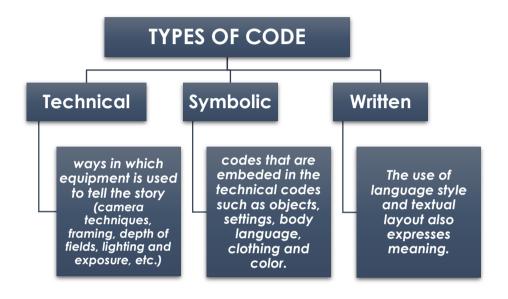
There are different ways that genre maybe categorized. **Conventions** are said to be generally accepted ways of doing something. In media context, it refers to a standard or norm that acts as a rule governing behavior. Other **stakeholders** include libraries, archives, museums,

Internet and other relevant information providers.

CODES IN MEDIA MESSAGES

To effectively understand media messages, the authors and writers must know the effect of its content within their audience. Both of them should be able to identify the *genre*, *codes and conventions in the given media message*.

The more consumption of media messages, the more common codes are being utilized such as *technical*, *visual/symbolic or written*.



WORDS TO PONDER

- **Messages** the information sent from a source to a receiver.
- *Audience* the group of consumers for whom a media message is constructed as well as anyone else who is exposed to the message.
- **Producers** People engaged in the process of creating and putting together media content to make a finished media product.

FAKE NEWS

Fake news is also known as **junk news**, **pseudo-news**, or **hoax news**. It is a form of news consisting of deliberate <u>disinformation</u> or hoaxes spread via traditional news media (print and broadcast) or social media. *Fake news* is a <u>neologism</u> often used to refer to fabricated news. This type of news, found in traditional news, social media or fake news websites, has no basis and is presented as being accurate.

Given below are the following Features or Examples of Fake News:

a. Clickbait - a form of *false advertisement*, uses *hyperlink text* or a *thumbnail link* that is designed to attract attention and to entice users to follow the link then read, view, or listen to its contents. Example clickbait statements looks like this, "You'll be Amazed!" "It will Shock you!" or "You Won't Believe What Happens Next!"

- **b. Propaganda** Stories that are created to deliberately mislead audiences, promote a biased point of view or particular political cause or agenda.
- **c. Satire/parody** is a type of parody presented in a format typical of mainstream journalism, and is called a satire because of its content.
- **d. Sloppy journalism** Sometimes reporters or journalists may publish a story with unreliable information or without checking all of the facts which can mislead audiences.
- a. Misleading headings Stories that are not completely false can be distorted using misleading or sensationalist headlines. Example:



Another Facebook user posted that he removed his 5G antenna, saying, "To all of you who are using PLDT Home Fibre, please if you wanna help the community to get rid of the so-called 'NCOV-19' remove it now and disable it through their

homepage admin set up 192.168.1.1 also (sic) you may turn off its radio to stop it from sending and receiving harmful 5G waves."

e. Biased or slanted news - Media **bias** is the **bias** or perceived **bias** of journalists and **news** producers within the mass media in the selection of many events and stories that are reported and how they are covered.

How is Fake News Spread?

"When a post is accompanied by many likes, shares, or comments, it is more likely to receive attention by others, and therefore more likely to be further liked, shared, or commented on" (Tandoc, Lim, and Ling, 2018).

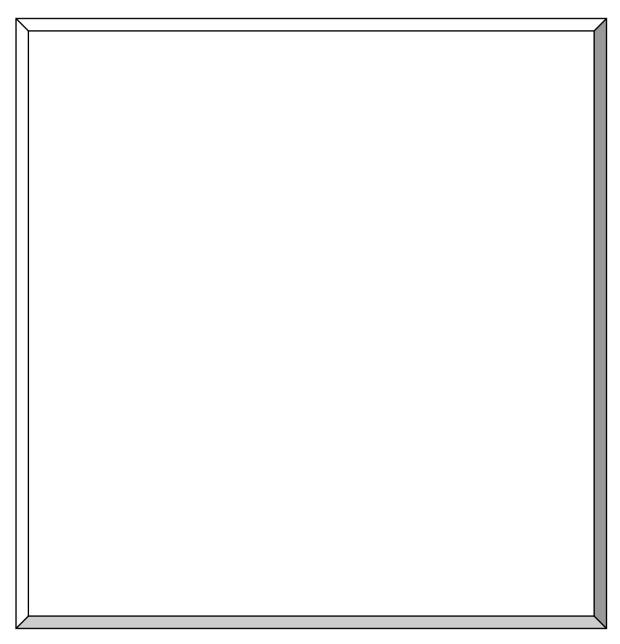
- **Bots** They reside on social media platforms, created by someone with computer programming skills, comprised of nothing but code, that is, lines of computer instructions.
- **People like You, Trolls** "When a post is accompanied by many likes, shares, or comments, it is more likely to receive attention by others, and therefore more likely to be further liked, shared, or commented on" (Tandoc, Lim, and Ling, 2018).
- **Microtargeting** One way is to use social media analytics. To understand how analytics work, we need to explain how cookies work, then show how interest groups can use information provided by cookies to find a receptive audience for their messages.
- Circular reporting or false confirmation This is a situation in source criticism where a piece of information appears to come from multiple independent sources, but in reality comes from only one source.



ACTIVITY 1: INFOGRAPHICS MAKING

You are part of a generation of social media users. From the bulk of information available there is a so-called **Fake news**. Fake news is, quite simply, news (material reported in a newspaper or news periodical or on a newscast) that is fake (false, counterfeit). Fake news is created in order to influence public opinion about an issue or an election and for some it is about making money - it's meant to be spread and be clickbait for online users.

As a student, do you know how to spot Fake News in the Internet? On the space below, illustrate a simple infographic showing your own steps on how you spot fake news from the Internet.





ACTIVITY 2: IT'S MORE FUN IN THE PHILIPPINES!

The first step in becoming media and information literate is to understand how information, ideas and meaning are communicated through and by various media and other information providers, such as libraries, archives, museums and the Internet.

Given the different Philippine Tourist Spot below, complete the MIL Design Framework Matrix.

The first one is done for you.

COMPONENT	CEBU	PASIG CITY MUSEUM	PALAWAN	MALACANANG PALACE
TARGET AUDIENCE	Filipino People			
SENDER/AUTHOR	SENDER/AUTHOR Local Cebuano			
PURPOSE	It will represents a complex interweaving of "foodie" or gourmet interest from Cebuanos.			
KEY CONTENT	I will feature the different local foods in Cebu.			
FORM / STYLE	I will use a minimalist designs for my blogs. I will maximize the use of photos.			
MEDIUM/FORMAT	Website Food Blog			

Note:

- ✓ Form/Style can also pertains to tone, mood, color, font types, space, speed, direction, balance, repetition, emphasis, movement, rhythm, unity, contrast, hierarchy, contrast, proportion, alignment, proximity, pattern, others.
- ✓ Medium/Format can also pertains to the platform that the learners would be presenting their output (i.e. handwritten, blogs, presentation, others).



WRAP-UP

ACTIVITY:

From the previous activity, kindly answer the following questions:

1.	What information codes, conventions and messages about our country is communicated through postcards?
2.	If you are to create a postcard for a place or organization of your choice, what technical and symbolic codes would you use to convey important information and create the desired impression? Why?
-	





REFLECT UPON

Scenario: A local government official was charged of graft and corruption and was suspended from his office. The government official announced that the charges were all fabricated and that he will not step down from his office. A large group of supporters are present to protest. They barricaded the building where the official has once taken office. A struggle seems to start breaking out between the protesters and the police. If you will be a reporter, are you going to use the conventional way of how the media will broadcast the given scenario? Would you exaggerate some elements in your report to make it interesting? Why?



POSTTEST

Direction:	Write	TRUE if	the	statement	is co	rrect.	Write	FALSE	if the	statemen	nt is
incorrect a	nd cha	nge the	und	erlined wo	rd/s	to mak	ce the	stateme	ent co	rrect.	

1. <u>Conve</u>	<i>entions</i> are	the generally	accepted	ways of	doing	something.
	· ·	s of signs, whic s – <u>technical ar</u>		<u> </u>	odes car	n be divided
3. The w	vord ' <i>codes</i> ' (comes from the	e French wo	ord meani	ng 'type	e' or 'class'.



 _4.	The	<u>writter</u>	<u>codes</u>	<u>s</u> uses	language	style	and	textua	al la	ayout
 _5.	Conv	<u>entions</u>	include	libraries,	archives,	museu	ms, i	nternet	and	other
	releva	ant info	rmation	providers	_					





KEY TO CORRECTION

To check your progress, here are the answers for the following activities:

			Website Blog	MEDIUM/FORMAT			Short		
			n seal liw I reading the designs for my blogs. I will maximize the use maximize the use language and of photos.	FORM / STYLE		shods - Time out	agrt.		
			gourmet interest from Cebuanos. I will feature the different local boods in Cebu.	KEY CONTENT		netne ton oG - ngi≳ ɔiħerī	10 N 00 831 K3		
			Pilipino People Local Cebuano It will represents a complex interweaving of interweaving of	AOHTUA\A3GN32 3209AU9		Facebook - social media	J		
MALACANANG	PALAWAN	MUSEUM PASIG CITY	Filipino People	COMPONENT TARGET AUDIENCE		Meaning/Purpose	Symbol		
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		CTIVITY 2	A			ACTIVITY 1	Ī		
e where his or h	tock knowledg		is understood rience may be o	dium where one c how the message ekground or expe	a me affect n bac	Note before checking: Answers in this part Sample Answers: 1. I strongly agree that language is in communication could greatly 2. Yes. The user's or audience's ow impression about a particu	. True 7. False - Genre 7. True 7. True 7. False - Stakeholders		

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