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Media and Information Literacy

**Module 1:
Introduction to Media and Information
Literacy**



Department of Education • Republic of the Philippines

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Media and Information Literacy

Module 1: Introduction to Media and Information Literacy

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We value your feedback and recommendations.

INTRODUCTORY MESSAGE

Communication is an innate human process and an inescapable fact of life. It can be simple as having a face-to-face conversation between two people, or it can be complex like communicating to a large group of audience using various media. Today, communication plays a more important function especially in the age of information and technological progression. As such, we, as beings inherently born to communicate, must have a full understanding of the important role of each element in the communication process to achieve effectiveness in sending or disseminating information.

In this module, you will learn to understand the significant role of media and information in the communication process and how it may influence its outcome. Furthermore, this lesson will also provide you with a grasp of what media literacy, information literacy, and technology literacy is which will help you form a responsible media habit as a producer and user of media and information.

Specifically, this module consists of the following lessons:

- Lesson 1 – The Role of Media in the Communication Process
- Lesson 2 – Media Literacy, Information Literacy, and Technology Literacy
- Lesson 3 – Responsible Use of Media and Information

INSTRUCTORS

For the learners:

To be guided in achieving the objectives of this module, do the following:

1. Read and follow instructions carefully.
2. Answer the pretest before going through the lessons.
3. Take note and record points for clarification.
4. Compare your answers against the key to answers found at the end of the module.
5. Do the activities and fully understand each lesson.
6. Answer the self-check to monitor what you learned in each lesson.
7. Answer the posttest after you have gone over all the lessons.

To facilitate and ensure the students' learning from this module, you are encouraged to do the following:

1. Clearly communicate learning competencies and objectives
2. Motivate through applications and connections to real life.
3. Give applications of the theory
4. Discuss worked-out examples
5. Give time for hands-on unguided classroom work and discovery
6. Use formative assessment to give feedback
7. Introduce extensions or generalizations of concepts
8. Engage in reflection questions
9. Encourage analysis through higher order thinking prompts
10. Provide alternative formats for student work

Lesson

The Role of Media in

the Communication Process

Humans are social beings. Every day, we use communication to express our thoughts and opinions, to respond to other people, and to transact formal and commercial dealings. Whether it be willingly or compulsory, communication has been carved deeply into our existence that its loss and misuse would have undesirable effect on our everyday lives.

To understand more the concept of communication, let us start by looking at the origin of the word and its definition. The root of the word “**communication**” in Latin is *communicare*, which means *to share*, or *to make common* (Weekley, 1967). Furthermore, communication is defined as the process of understanding and sharing meaning (Pearson & Nelson, 2000). With this, we can see how communication has a lot to do with information sharing and arriving at a common understanding.

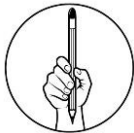


What I Need to Know

Learning objectives

In this lesson, you will:

1. Recognize the different components in the communication process;
2. Understand how these elements connect and influence each other; and
3. Describe how communication is influenced by media and information (MIL11/12IMIL-IIIa-1).



What I Know

Pretest

Direction: In a separate sheet of paper, write the letter of the correct answer.

1. It refers to anything that blocks or changes the source’s intended meaning of the message

a. Medium	c. Individual
b. Technology	d. Interference
2. It refers to tools used by the source to disseminate information to the receivers.

a. Media	c. Literacy
b. Technology	d. Information
3. It pertains to any information that is passed on through communication.

a. Receiver	c. Message
b. Media	d. Source
4. It refers to the atmosphere, physical and psychological, where you send and receive messages.

a. Context	c. Feedback
b. Environment	d. Interference
5. New media is also referred to as _____.

a. Social Media	c. the Internet
-----------------	-----------------

b. Wi-Fi

d. Artificial intelligence



What's New

Activity 1.1

Have you ever had a misunderstanding with a friend or a relative? Was there

What you will do

Activity 1.1: Breaking Down Miscommunication

In your notebook, try to recall a **major miscommunication or misunderstanding** that you were involved in and its consequences. Describe such situation. In what component/s of the communication process do you think did the problem originate? Explain what you did about it and give suggestions on how problems as such can be avoided in the future.



What is It

Discussion

Every day, we communicate countless times. And during those moments, miscommunication also inevitably exists. The most common causes of misunderstanding stems from problems in the elements of communication itself. In this part of the lesson, we will look further into the essential components of communication.

Components of Communication

Although intrinsic in nature, communication is deemed a complex process. The course through which information is sent, passed, or spread, involves several elements – elements which, in turn, have their own significant components.

The book “Business Communication for Success” lists **eight essential components of communication**:

1. **Source** – a person, group, or entity that forms, creates, sends, or forwards a message or information
2. **Message** – the stimulus or meaning produced by the source for the receiver or audience (McLean, 2005)
3. **Channel** – the tool or manner in which the messages will be carried through from the source to the receiver
4. **Receiver** – receives the message from the source, analyzing and interpreting the message in ways both intended and unintended by the source (McLean, 2005)
5. **Feedback** – the message or response of the receiver which is sent back to the source
6. **Environment** – the atmosphere, physical and psychological, where you send and receive messages (McLean, 2005)
7. **Context** – the communication interaction involves the setting, scene, and expectations of the individuals involved (McLean, 2005)

8. **Interference** – anything that blocks or changes the source's intended meaning of the message (McLean, 2005)

Before we look into the role of media and information, we should be able to fully grasp the concepts and nature of communication first. To better understand this process, let us look at them through communication models.

The Communication Process through Models

1. HAROLD LASSWELL'S COMMUNICATION MODEL



Figure 1.1 Lasswell's Communication Model

Harold Lasswell's communication model shows a one-way transmission of information and simply illustrates a how communication starts from a sender who transmits their message through a channel to an intended receiver, consequently with a corresponding effect. These channels may come in a form of spoken medium or through digital or technological instruments like phones, computers, and the like. This model attempts to answer the question, "Who says what to whom, through what medium, and with what effect?"

2. SHANNON AND WEAVER'S COMMUNICATION MODEL

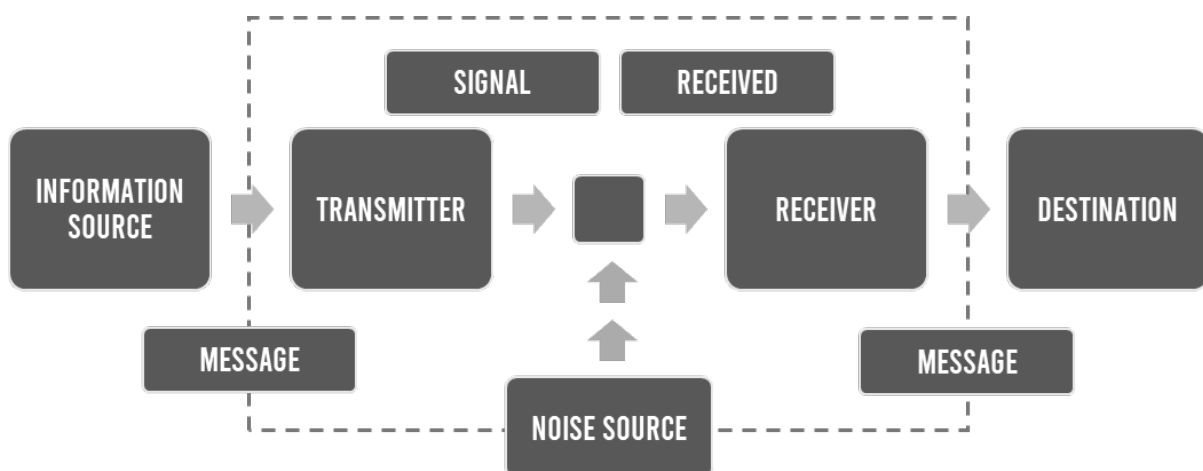


Figure 1.2 Shannon and Weaver's Communication Model

A development of Lasswell's model is a version by Claude Shannon and Warren Weaver which takes into account the concept of **noise**. Much like in Lasswell's, this model also indicates how communication starts with the information source who then sends a message with the use of a transmitter (channel). The signals that are sent and received can vary depending on the method of communication. However, the difference

of the models comes from the incorporation of the “noise.” Noise refers to anything that may interfere – stop or alter – the message being carried.

3. DAVID BERLO'S SMCR COMMUNICATION MODEL

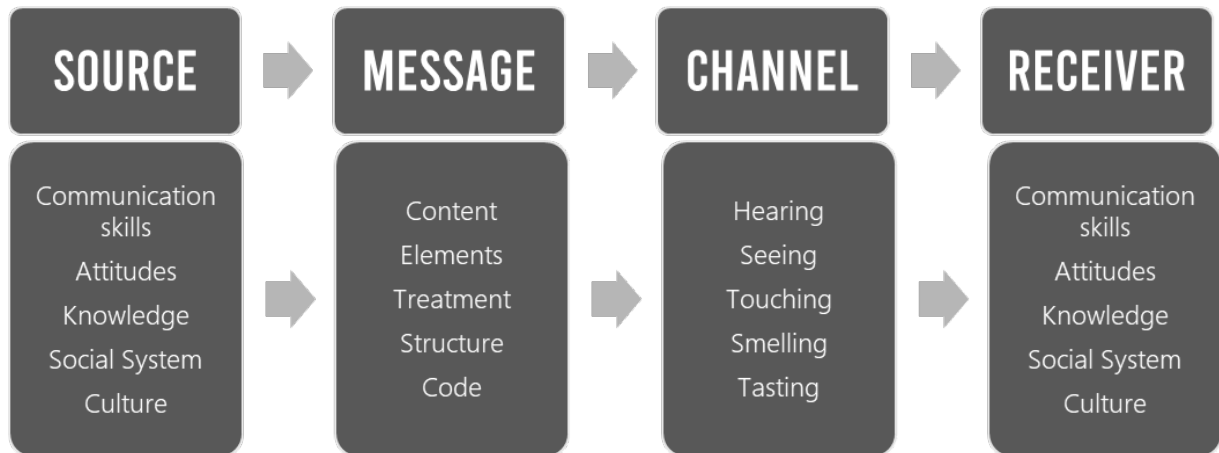


Figure 1.3 Berlo's Communication Model

Years later, David Berlo developed Shannon and Weaver's model shifting the focus to the context, environment, and other factors surrounding the participants involved in the communication process. These factors include the following:

- Communication skills such as reading, writing, speaking, listening, and watching.
- Knowledge about a subject or topic
- Attitude toward the topic and the audience
- Social and cultural aspects that influence the content of the message and the manner by which it is sent

What you will do

Activity 1.2: Question and Answer

Instructions: Answer the questions briefly in your own words. Write your answers in a separate sheet of paper.

1. Why is communication a process?
2. What are the important elements of communication?
3. ~~How can we achieve an effective communication with other people?~~

Forms of Communication

Communication may come in different forms. These forms may vary and differ in terms of participants, channels used, and contexts. The following are the five main forms of communication:

1. Intrapersonal Communication

It is a form of communication with oneself using internal vocalization or reflective thinking (Communication in the Real World, 2010). We exercise intrapersonal communication more often than we consciously remember. We do it every time we quietly decide on what to, when we contemplate on what decisions to make, or even make observations or formulate opinions about the things around us which we keep to ourselves.

2. Interpersonal Communication

Interpersonal communication is a form of communication between two different people who may or may not have a direct relationship with each other but are mutually and actively part of the communication process. Interpersonal communication can be planned or unplanned, but since it is interactive, it is usually more structured and influenced by social expectations (Communication in the Real World, 2010).

3. Group Communication

It is a type of communication between three or more people interacting to achieve a specific objective or certain goal. This form of communication happens often during team-based tasks mostly done in school works or organizational endeavors.

4. Public Communication

This is a sender-focused form of communication in which one person is typically responsible for conveying information to an audience. This form is usually seen during campaigns, speeches, or other public speaking events. Among the other forms of communication discussed so far, this is the most formal, intentional, and goal-oriented type.

5. Mass Communication

Public communication becomes mass communication when it is transmitted to many people through print or electronic media. In the past, print media such as newspapers and magazines and broadcast media like TV and radio have been the most used channels for mass communication. However, in the advent of technology, mass communication has slowly and strategically shifted its medium to the internet world through websites and social media.



What's More

Enrichment

You just learned the essential components of communication and its different forms.

What you will do

Activity 1.3: Question and Answer

Instruction: Answer the questions briefly in your own words. Write your answers in a separate sheet of paper.

1. How would a problem or difficulty in any of these components affect the communication process as a whole?
2. How does context (ex. environment, culture) influence your communication? Consider the language and culture people you grew up with, and the role these play in your communication styles.

To further strengthen your knowledge on the forms of communication, complete Activity 1.4 below:

Activity 1.4: Differentiating the Forms of Communication

Instructions: Differentiate the forms of communication by completing the table below with an example of an element in the communication process for each form of communication. The sources for each are already given. Complete the table following the given answers.

Element	Intrapersonal	Interpersonal	Group	Public	Mass
Source	<i>Self</i>	<i>A friend</i>	<i>Class president</i>	<i>Politician</i>	<i>News organization</i>
Content/ Message					
Medium/ Channel					
Receiver					
Feedback					
Interference					



What's New

Activity 1.4

What you will do

Before we proceed, read the situation below and answer the questions that follow on a separate sheet of paper.

Activity 1.4: A World without Media

Imagine waking up one day to find no Internet, libraries, and cell phones. Newspapers, magazines, radio stations and TV channels have basically, all communication tools have vanished. Also disappeared.

1. How would you be informed of anything now?
2. What ways would you have to communicate with one another?
- 3.4. How would you share What would happen with the decisions you usually make? information and communicate news and events?
5. How would it affect the way you live?
6. What would you personally miss most in such a situation?
7. What would society lose in this situation?



What is It

Discussion

The Role of Media and Information in Communication

As what we have established early on in this lesson, communication is an inescapable part of our daily lives and part of this process is our immersion to different kinds of media. It holds a significant role that its loss would have a noticeable effect on how we deal with our everyday living – like your answers in Activity 1.4.

This leads us to the two distinct elements that are intrinsically interconnected with the concept of communication – **media and information**. In other words, information is one of the reasons why communication is done in the first place and this information can be shared through media.

Like communication, media have been defined in several ways by different sources. Strictly speaking, *media is the plural form of medium*, however over the years, the term media has taken various definitions although similar in nature. Take a look at Table 1.1 below for some of these definitions of media.

Table 1.1. Different Definitions of Media

Source	Definition
Oxford Learner's Dictionaries	<ul style="list-style-type: none"> □ the main ways that large numbers of people receive information and entertainment, that is television, radio, newspapers, and the internet
UNESCO Media and Information Literacy Curriculum for Teachers	<ul style="list-style-type: none"> □ refers to the combination of physical objects used to communicate or mass communication through physical objects such as radio, television, computers, or film, etc □ source of credible information in which contents are provided through an editorial process determined by journalistic values and therefore editorial accountability can be attributed to an organization or a legal person
David Buckingham (2003), Director of the London University Centre for the Study of Children, Youth and Media (Callison & Tilley, 2006)	<ul style="list-style-type: none"> □ something we use when we want to communicate with people indirectly, rather than in person or by face-toface contact □ provide channels through which representations and images of the world can be communicated indirectly
Presidential Decree No. 1019 (1976)	<ul style="list-style-type: none"> □ refers to the print medium of communication, which includes all newspapers, periodicals, magazines, journals, and publications and all advertising therein, and billboards, neon signs, and the like and the broadcast medium of communication, which includes radio and television broadcasting in all their aspects and all other cinematographic or radio promotions and advertising

The definitions above all suggest that media is an instrument for transmitting information – it's the vehicle for a message. Books, films, paintings, songs, TV shows, poems, video games, magazines, radio podcasts, music videos, vlogs, newspapers, emails, tweets, posts, letters, traffic signs, graphics, Instagram stories – these are all media. It may range from **print media**, **broadcast media**, **film or cinema**, and **new media or the internet**.

How then will all these affect the process of communication?

You have learned that the media is only a tool to sending out information and all the instruments, channels, and methods that encompass the media actually shapes the message that we intend to communicate. This further tells us that the kind, quality, and quantity of information that you can communicate is determined by the media that you use.

For instance communication through the television, TV is much better for disseminating news, information, and urgent announcements to a wide reach of audience in a fast manner. In contrast, when you want to communicate more personal information, you will want to choose a kind of media that protects the privacy of such information, channels like face-to-face conversations, text and private messaging, and the like. On the other hand, if you need to present stories that have a lot of elements, explain series of related events, or require scientific or technical explanations, then papers and print media will be your kind of media. In other words, your choice of media should suit the kind of message or content you wish to send or obtain.

Changes in media and technology will also change the nature of your content. For example, if you publish a personal conversation or photo in social media, a public platform, the content you posted, despite being private in nature, will most likely be open for public viewing and/or use. Basically, the nature of the media that you use dictates the kind of information that you can communicate as well as the form that you communicate it in.

As mentioned earlier, any alteration or problem among the elements of communication, especially in how it is packaged and sent, will also result to a misunderstanding or miscommunication. This is the role of media and information in effective communication.

Today, most households own televisions, cars have radios, some take their morning coffee with a newspaper, almost everybody has a smartphone, computers are everywhere, and the internet is taking over the world. Indeed, the media has become a constant in the lives of everyone as a source of news, information, and entertainment. It is not surprising that because of this, media and information plays a vital role not only in communication, but in our lives.

1. It makes the world a smaller place

Today, the world seemed like a smaller place than before, as through digital media, a person can be connected to anyone else in the world at any given time. Social media platforms brings people from different locations, background, culture, and race together. Today's media also creates bridges between countries and cultures without having the need to travel physically, all we need is to look something up on the web.

2. It makes communication convenient

In the past, communicating to someone from far away meant sending telegrams and snail mails. These modes of transfer compel people to wait for days, weeks, months, and even years before their intended receivers obtain their message. Now, people may communicate without having to wait long through the existence of email and various messaging sites and apps.

3. It shapes public opinion

In his book "Setting the Agenda," Maxwell McCombs explained that mass media shapes public opinion through its wide reach, not to mention the perceived credibility of the media, they can sway the opinion of their audience according to the message they convey. This is perfectly illustrated in surveys conducted before elections. When a TV network broadcasts the results of a recent survey, they do more than just inform the public where their candidates currently stand. They also affect the decision-making process of their listeners or viewers in the upcoming elections. For example, a person

who is already thinking about voting for “Candidate A” might suddenly switch to “Candidate B”, if they hear that the latter is leading in the polls. This classic case of jumping on the bandwagon proves the extent of mass media’s influence on public opinion (Gonzales, 2016).

How about you, what are your considerations when choosing the type of media to communicate your message?



What’s More

Enrichment

Activity 1.5: Choosing Appropriate Media Tools

Choosing the right medium usually boils down to three factors: audience, message, and budget. In this activity, explain why these factors heavily influence the kind of medium or media tools you should use to communicate your message or information.

AUDIENCE	MESSAGE	BUDGET

Activity 1.6: Evaluating Media Platforms

Reflect on the different uses of media platforms. Describe and rate them according to entertainment value, information value, education, business, and advocacy. Copy the table (found in the next page) and write your answers on a separate sheet of paper. Use the ratings given below:

Ratings: 1 – not at all relevant, 2 – not very relevant, 3 – slightly relevant, 4 – relevant, 5 – very relevant

Activity 1.6 Evaluation Matrix

Media Platform Uses	Newspaper	Radio	Television	Internet / Social Media
<i>Example: For</i>	<i>2 – Because</i>	<i>3 – Slightly</i>	<i>2 – Because</i>	<i>5 – Because</i>

<i>networking</i>	<i>communication through print media is mostly one-way and there is very least interaction</i>	<i>relevant because some radio programs are effective in growing a network of people</i>	<i>communication in TV is mostly one-way, there is very least interaction</i>	<i>there is an active exchange of information and wide connection of people</i>
For entertainment				
For information				
For education				
For business				
For advocacy				



What I Have Learned

Generalization

Complete the sentence stem below. Write your answers on a separate sheet of paper.

1. Communication is a complex process because _____

_____.

2. Media and information plays an important role in communication because _____

_____.



What I Can Do

Application

For the rest of the week, observe the following specific situations:

1. Two people talking
2. School group meeting
3. Television news program

Describe their communication and see if you can find all eight components and provide an example for each one by filling out the table below.

	Two people talking	Group meeting	TV program
1. Source			
2. Message			
3. Channel			
4. Receiver			
5. Feedback			
6. Environment			
7. Context			
8. Interference			



Assessment

Posttest

Direction: In a separate sheet of paper, write the letter of the correct answer.

1. This is a Latin term which means “to share” or “to make common”
 - a. Communican
 - b. Communista
 - c. Communicante
 - d. Comunicare

2. This component incorporates the setting, scene, and other external biases and expectations of the participants of communication.
 - a. Feedback
 - b. Context
 - c. Interference
 - d. Transmitters

3. A component of communication which is a response from the receiver which is sent back to the source.
 - a. Feedback
 - b. Context
 - c. Interference
 - d. Transmitters

4. Anything that blocks or changes the source’s intended meaning of the message.
 - a. Feedback
 - b. Context
 - c. Interference
 - d. Transmitters

5. Media is _____ for transmitting messages.
 - a. A barrier
 - b. A vehicle
 - c. A failure
 - d. An end

6. Which among the choices are NOT media?
 - a. Traffic signs
 - b. Billboards
 - c. Letters
 - d. None

7. Vlogs or video blogs are considered as media. In what type of media do they fall under?
 - a. Print media
 - b. Broadcast media
 - c. Film/Cinema
 - d. New Media

8. Posters and billboards belong to what type of media?
 - a. Print media
 - b. Broadcast media
 - c. Film/Cinema
 - d. New Media

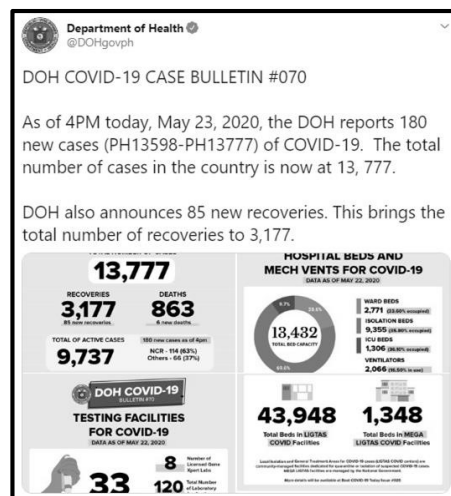
9. Media messages can influence the opinion of the public.
 - a. True
 - b. False
 - c. Maybe
 - d. Not definite

10. Changes in media and technology will not change the nature of your content.
 - a. True
 - b. False
 - c. Maybe
 - d. Not definite



Additional Activity

This is a tweet from the Department of Health's Official Twitter account. Your task is to evaluate this graphic based on the components found in the Media-Message Evaluation Guide below.



Retrieved from <https://twitter.com/DOHgovph/status/1264107602704662529>

Media-Message Evaluation Matrix:

Component	Guide question	Your Answer
Sender	1. Who created the message? Is the source reliable? How can you say so?	
Message	2. What does the message say? 3. Is the information useful, fair, or logical? 4. Are there images or sounds that can catch the viewer's attention?	
Medium	5. What type of media is used to deliver the message? 6. What are the strengths and weaknesses of this media format?	
Receiver	7. Who is the target of the message? 8. How might people different from me interpret this message?	
Context	9. What is the purpose of the message? 10. Who controls the transmission of this message?	

Great work ! You are done with Lesson 1.
Have a break! You deserve one 😊
Then let's take off to Lesson 2! So, read on!

Lesson 2

Media Literacy, Information Literacy, and Technology Literacy

Media and information are necessities of your communicative lives. When you understand and use various media forms to access information, you consider yourself media literate. An information literate person, on the other hand, is able to recognize when information is most needed and is knowledgeable on how to locate, evaluate, use, and share it in different forms. When you are digitally literate, you are able to utilize different digital technologies and communication tools or networks to manage information. In a mediasaturated world, it is inevitable that we learn and master these literacy skills.



What I Need to Know

Learning objectives

- In this lesson, you will dig deeper into these lifelong skills. Specifically, you will:
1. Identify the similarities and differences of media literacy, information literacy, and technology literacy (MIL11/12IMIL-IIIa-2), and
 2. Understand and value the concept of Media and Information Literacy as a whole



What I Know

Pretest

Let's see how much you know before we tackle the next lesson. Write the letter of your choice on a separate sheet of paper.

1. This type of literacy is able to access, manage, and integrate technologies to create and communicate information.
 - a. Media Literacy
 - b. Information Literacy
 - c. Technology Literacy
 - d. Media and Information Literacy
2. This type of literacy evaluates different media forms and how can they be analyzed, evaluated, and created to send out messages efficiently and ethically.
 - a. Media Literacy
 - b. Information Literacy
 - c. Technology Literacy
 - d. Media and Information Literacy
3. This type of literacy identifies what the information is for, where to find it, and how to evaluate it.
 - a. Media Literacy
 - b. Information Literacy
 - c. Technology Literacy
 - d. Media and Information Literacy
4. This refers to how a person is able to look for relevant information from various media with the help of technology.

- a. Media Literacy
- b. Information Literacy
- 5. These are acquired data for specific purpose.
 - a. Information
 - b. Technology
 - c. Technology Literacy
 - d. Media and Information Literacy



What's In

Review

In the previous lesson, you have learned that communication is a process of sharing and conveying messages or information from a source to a receiver through and by communication channels, media tools, contexts, and cultures. Media and information is the core of communication and thus, a vital part of it.

As explained earlier, media serves as both the source and a channel. Information is the content that we share during communication. Thus, the importance of communication, media, and information makes it essential for you to be skilled and knowledgeable in the access and use of each of these. This is where media, information, and technology literacy comes in. But before we go further, let's try to evaluate how much you know about internet media tools.



What's New

Activity 2.1

What you will do

Activity 2.1: How well do I Know the New Media?

Inside this box are logos and icons of new media channels and applications. Take a look at these icons and answer the questions that follow in the next page.



Questions for Activity 2.1:

1. How many can you name from the logos inside the box?
2. Explain briefly the uses of those that you can name.
3. Which among these websites and applications do you deem useful and credible in terms of creating, obtaining, and sharing content?



What is It

Discussion

The activity you just did is one way of evaluating your level of media and information literacy – knowing what media tools these are, why they are used, how they are used, and how credible they are.

Let's kick off this discussion with the definition of the word *literacy*. UNESCO defines **literacy** as the “*ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts.*” Literacy involves a wide range of learning, wherein individuals able to develop their knowledge and skills, achieve their goals, and participate fully in their community and wider society.

All the definitions and descriptions of media suggest that it is a channel for transmitting information. With the abundance of media technology nowadays, you are overwhelmed with countless information from a vast collection of sources. And at times, you may even struggle to distinguish which among all these information and sources are useful and credible.

But before you begin to identify the information you need and the places to look for it, you have to be familiar with the nature of information. The UNESCO Media and Information Literacy Curriculum for Teachers regard **information** as a “*broad term that can cover data, knowledge derived from study, experience, or instruction, signals, or symbols.*” When you use media, information is referred to as the “*knowledge of specific events or situation that has been gathered or received by communication, intelligence, or newspapers.*” Take a look at the table below for the specific definitions of Media, Information, and Technology Literacy.

Table 2.1. Definition of Media Literacy, Information Literacy, and Technology Literacy

Literacy	Definition
Media Literacy	The ability to access, analyze, evaluate, 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.
Information Literacy	The ability to recognize when information is needed, and to locate, evaluate, and effectively communicate information in its various formats.
Technology (Digital) Literacy	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.

Source: (UNESCO Media and Information Literacy Curriculum for Teachers)

What you will do

Activity 2.2: Based on the definitions given in Table 1.2, try to compare and contrast the three concepts by filling out the table below:

Comparison	Contrast
------------	----------

Media Literacy vs. Information Literacy		
Media Literacy vs. Technology (Digital) Literacy		
Information Literacy vs. Technology (Digital Literacy)		

Media literacy, information literacy, and technology literacy are combined together as Media and Information Literacy (MIL). Since media and information is taking up more and more of our time, it's important that we understand its influence on everything we do and how we can knowledgeably and skillfully navigate our way through them.

Media and Information Literacy

UNESCO defines Media and Information Literacy as “a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, in order to participate and engage in personal, professional and societal activities.” In simpler terms, it is the ability to effectively and efficiently create, use, comprehend, and share information through any mediated communication. The ability to navigate the media is a powerful and crucial skill.

MIL DEFINED



Taking into consideration the definitions in Table 2.1 in the previous page, try to think back to the kinds of media you spent your time today. Reflect on the following actions and questions:

- **Access** – What kind of media were you absorbing? How did you get to it?
- **Analyze** – Where you making sense of its messages? Do you need these information?

- **Evaluate** – Were you aware that each message was created by someone with their own goals and opinions?
- **Create** – When you create media, like a Facebook post or an Instagram story, what is your responsibility to those who view it?
- **Act** – What do you do with all that information you just received? Can you access or locate other credible information sources?

Being media and information literate means being able to know where and how to access sources of information; to analyze the meaning and importance of information we come across; to evaluate the value, truthfulness, and credibility of such information; to create, produce, and share media products knowing fully well your responsibility to your audience. With media and information literacy skills, you will have the power to think through each of these important questions every time you pick up your phone, publish a Facebook post, or turn on the TV.

Key Concepts of MIL

Some people might be thinking “I’m a tech-savvy millennial who knows everything there is to know about the Internet and the media.” However, media and information literacy is more than just using your phone or browsing the web. You may be tech-savvy but not necessarily media literate. To better understand this, here are the key concepts of MIL that you need to remember:

1. All media messages are constructed

Messages, as products of media, are created by sources who deliberately or unconsciously choose the quality and quantity of content they wish to send or disseminate – what to include, what to leave out, and how to portray such information. These decisions follow the creator’s opinions and perspective, either intentional or instinctive, as influenced by their prior knowledge, assumptions, and biases. Thus, media products are never entirely accurate reflections of the real world. We should ask:

- Who created this media product? What is its purpose?
- What assumptions or beliefs do its creators have that are reflected in the content?

2. Audiences negotiate meaning

Meanings are truly in people. The meaning of any media product is not solely formed by the source or its creators but a collaboration between them and the audience – which means that the different audiences may have varied takeaways from the same content. Much like how creators have their influences in the messages they create, we, as consumers also have our own baggage too which determines how we react to and interpret messages. MIL encourages us to understand how individual factors, such as age, gender, race and social status affect our interpretations of media. We should ask:

- How might different people see this media product differently?
- How does this make you feel, based on how similar or different you are from the people portrayed in the media product?

3. Media messages have commercial implications

A lot of the media messages that we consume every day are funded by advertisements or financed by businesses. Thus, some of these content are bound to sell a product or service or make a profit. For instance, some advertisements come in the guise as

informative articles but are actually luring audiences to buy their product. An example is this article below:

The screenshot shows a news article header for ABS-CBN NEWS. The article is titled "Tips and recipes from 'fitspirational' celebrities" and is categorized under "BrandNews". It is attributed to "Golden Fiesta" and posted on Dec 01 2017 at 05:01 PM. A "Share" button with icons for Facebook, Twitter, and LinkedIn is visible. A large text box highlights the following content:

Check out Golden Fiesta's official Facebook page for more updates, upcoming event dates, and information on heart-healthy cooking.

NOTE: *BrandNews articles are promotional features from our sponsors and not news articles from our editorial staff.*

Read More: Golden Fiesta Golden Fiesta Canola Oil NutriAsia Healthy heart Heart Healthy Camp Fitspiration Celebrities Life Advertorial

Retrieved from <https://news.abs-cbn.com/advertorial/life/12/01/17/tips-and-recipes-from-fitspirational-celebrities>

Some media organization publish such content under the marketing arm of their websites so as to make the audiences aware. However, some media outlets do not. Thus it is imperative that we as consumers know when we are being fed with content that is deeply influenced by marketing or advertising.

On the other hand, some media industries belong to big and powerful network of corporations that exert influence on content and distribution. Even in cases where media content is not deliberately made to make money – such as YouTube videos and Facebook posts – the ways in which content is distributed may still run with profit in mind. Thus, we should ask:

- What is the commercial purpose of this media product (in other words, how will it help someone make money)?
- How does this influence the content and how it's communicated?

4. Media messages have social and political implications

The media, as vehicles of information, may convey ideological messages about values, power, and authority. The media as the press, being the fourth estate, also has an explicit capacity of advocacy and implicit ability to frame social and political issues. These messages may be packaged out of conscious decisions, but more often than not, they are the results of unconscious biases and unquestioned assumptions – and they can have a significant influence on what we think and believe.

In consequence, media have great influence on politics and on forming social change. TV news coverage and advertising can have a huge influence on the people's political decisions, social views, and cultural perspectives. Representations of world issues, both in journalism and fiction, can affect how much attention they receive; and society's views towards different groups can be directly influenced by how – and how often – they appear in media. And so we ask:

- Who and what is shown in a positive light? In a negative light?
- Why might these people and things be shown this way?
- Who and what is not shown at all?
- What conclusions might audiences draw based on these facts?

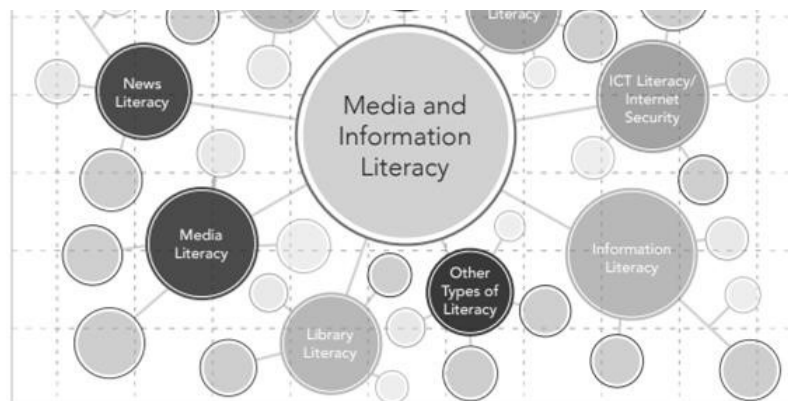
5. Each medium has a unique aesthetic form

You must remember that the kind, quality, and quantity of information that you can communicate is determined by the media that you use. This includes the technical, commercial, and creative demands of each medium. So ask yourself:

- What techniques does the media product use to get your attention and to communicate its message?
- In what ways are the images in the media product manipulated through various techniques (for example: lighting, makeup, camera angle, photo manipulation)?
- What are the expectations of the *genre* (for example: print advertising, TV drama, music video) towards its subject?

In general, always remember that critical thinking is immensely necessary for discerning the media source and the kind of information that you consume. Critical thinking trains us to take a step back, to evaluate facts and form evidence-based conclusions. Being media and information literate doesn't mean we always criticize everything; rather, it means that we try to distinguish between claims and information with evidence and those without. In the next part, we will be discussing the benefits of being a media and information literate individual.

Below is an illustration of other concepts that is interconnected with Media and Information Literacy:



Composite concept of Media and Information Literacy (Source: UNESCO Communication and Information Sector)

Benefits of Media and Information Literacy

1. It teaches you how to verify information and acknowledge others' perspectives.

Is this photo real or edited? Did this person really say this statement? Is the source of this article credible? Is this post backed with evidence? These are the things the MIL

teaches you to ask. Ultimately, it compels you to discern the credibility of information you come across especially on the Internet.

2. It encourages audiences to think critically.

With critical thinking, you are able to wisely use the information you have with you to objectively form an informed opinion or perspective about a certain matter or issue. You are also able to discern whether these information makes sense, what it contains, and what it lacks. You not only get to formulate your own ideas using the information you've acquired, but also cite these ideas as examples to support your opinions.

3. It promotes responsible information sharing and dissemination.

With the spread of false information nowadays, MIL encourages you to step back and evaluate the truthfulness of the things you share in social media and even those that you speak of to your friends, relatives, or colleagues.

4. It helps you identify and understand the media's role in our culture.

From the billboards to the texts and the videos that we see around us, media tend to promote our culture in various ways. MIL makes you conscious of these influences on your preferences, tastes, choices, and even lifestyles. This is important for you to be aware of the extent of media's influence on your life so as for you to evaluate whether it has been doing you good or bad.

5. It teaches you to think and decide objectively, factually, and reasonably.

Each story and information that you see everywhere you go has a side. MIL reminds us that the messages we encounter often have more than one side and that it is our responsibility to explore these other angles. Knowing all sides of the story will not only keep you neutral in issues but will also help you stay aware of texts or images that are meant to deceive its readers into picking sides, such as fake news or propaganda messages.

6. It encourages you to actively participate in public affairs as a citizen.

Media keeps you updated with what's happening in current affairs. Have the opportunity to voice out your opinions, whether literally or in social media, gives you the ability to actively engage in public discourse, healthy conversations, where the views of people may affect the collective opinion of others regarding a certain issue. If done correctly, sending out a voice or starting a movement through social media can also make an impact in government affairs or make a similar change in the world.

7. It teaches you to create your own content responsibly

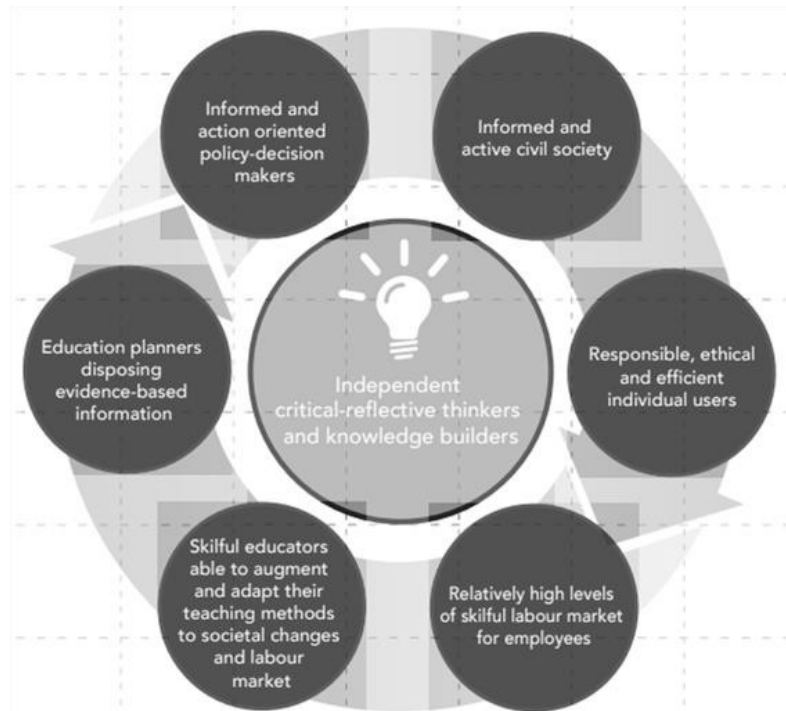
Media creators aren't only those who work under the media industry. In reality, even our Facebook posts or tweet are already a form of media. You, in turn, are creating a piece of information that you're willing to share, and each post that you share on social media contains information that you are responsible for.

8. It makes you better appreciate media products

MIL makes you more familiar of how media messages and productions are created, developed, improved, packaged, advertised, and disseminated. Your knowledge on these make you value more the work and effort poured into making such products. Moreover, as you view or listen products of art through media, you are able to appreciate not only its entertainment value but also its technical aspects.

Impact of Media and Information Literacy to Society

Ultimately, MIL would form independent critical-reflective thinkers and knowledge builders. It will “empower people to exercise their universal rights and fundamental freedoms, such as freedom of opinion and expression, as well as to seek, impart and receive information, taking advantage of emerging opportunities in the most effective, inclusive, ethical and efficient manner for the benefit of all individuals (UNESCO, 2013).” Overall, well-informed citizens are able to contribute to the cultivation of a media and information-literate population as illustrated in the figure below:



Direct impact of MIL to society (Source: UNESCO Communication and Information Sector)

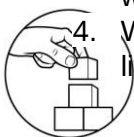
What's More

Enrichment

Activity 2.3: Question and Answer

Instructions: Answer the following questions on a separate sheet of paper:

1. In your opinion, what makes an individual literate in media and information?
2. How is critical thinking related to media and information literacy?
3. Do you consider yourself a media and information literate individual? Why or why not?
4. What activities/habits do you practice which illustrate media and information literacy? Give at least three examples.



Activity 2.4: Illustrating MIL

Instructions: Draw or design a graphic that represents how you understand Media and Information Literacy then write a brief description about it. Submit your final output on an A4-sized (landscape) bond paper with your NAME, GRADE LEVEL, SECTION, and the DATE TODAY.

Activity 2.5: Disaster Scenario

As earlier discussed, Information Literacy involves being able to access, manage, and share information in a knowledgeable and responsible manner. This is a test on how well you can do such task. Read and analyze the situation below. Afterwards, answer the matrix that follows.

“According to the weather forecast, there is no typhoon. However, your locality is experiencing heavy rainfall, while some parts in your province /region are already flooded. There are reported incidents of landslide, evacuation, stranded vehicles and drowning. As a student, what are you going to do?”

Information needs	
<i>What information do you need?</i>	
Sources of information	
<i>Where will you get them?</i>	
Access to information	
<i>How will you access them?</i>	
Evaluate information	
<i>How will you check the quality of information?</i>	
Organize information	
<i>How will you organize and store them</i>	
Communicate information	
<i>How will you create and communicate them?</i>	



What I Have Learned

Generalization

Complete the sentence stem below.

3. In my own words, I can define media and information literacy as

4. Media literacy, information literacy, and technology literacy are important lifelong skills because



What I Can Do

Application

Write a 300-word blog entry discussing what you can contribute to your community 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/expression
- Media and information literacy as tool for civic responsibility and nation-building

Your final output, with your FULL NAME and SECTION, will be uploaded as a note on your Facebook account. Share the note as a post with the hashtag:

#MILblogentry1_ [name of your section]



Assessment

Posttest

I. MULTIPLE CHOICE. Identify the correct letter of the answer to the following. Write it on the space before the number.

A. Media Literacy

B. Information Literacy

C. Technology Literacy

- _____ 1. Ross found erroneous facts in the newspaper he is reading.
- _____ 2. Rachel uses her tablet to read his e-books, which she downloaded using an app.
- _____ 3. Chloe, an exchange student, tells her mother that she misses her through e-mail.
- _____ 4. The teacher told the students to go to the library for their research activity.
- _____ 5. A mother bought an alphabet chart for her four-year-old daughter.
- _____ 6. Phoebe is preparing a PowerPoint presentation for his report in history.
- _____ 7. The students are researching about the effects of social media on students' performance in class.
- _____ 8. Rachel chats with her friends in London very often.
- _____ 9. A TV news program reported that a strong earthquake struck Manila yesterday.
- _____ 10. The Grade-11 students are to create a webpage of their advertisement in Economics.

II. TRUE OR FALSE: Write **TRUE** if the statement is valid and **FALSE** if otherwise.

- _____ 1. An information literate person should first understand the question to figure out the type of information sources he or she needed.
- _____ 2. Information needed comes from one source or method.
- _____ 3. Media creators are only those who work under the media industry.

- _____ 4. Information is difficult to be shared or learned upon if a person cannot understand what it is about.
- _____ 5. Media is a collection of communication mediums such as radio, television, newspaper, and the Internet
- _____ 6. All information found in the Internet are reliable.
- _____ 7. A media literate person understands which media is appropriate and the processes how media is created
- _____ 8. A media literate person understands that media sometimes shows biased messages.
- _____ 9. Being able to assess, evaluate information, critically thinking and using the information effectively, and creating messages are the important aspects of Media, Information, and Technology literacies.
- _____ 10. Media, Information, and Technology Literacy are three separate entities that are not related.



Additional Activity

On March 24, 2020, the **Bayanihan to Heal as One Act of 2020 or Republic Act 11469** was approved by the Senate and Congress in response to the COVID-19 pandemic. The law, which grants President Rodrigo Duterte additional powers to solve the COVID-19 crisis, contains a provision which punishes those who create or spread false information about the crisis. Now, your tasks are as follows:

1. Research and download a copy of the Bayanihan to Heal as One Act of 2020.
2. Cite which exact section the provision is stated. Copy the entire clause.
3. Answer the following questions based on the aforementioned provision:
 - a. What kind of information does this law prohibit?
 - b. What penalty/penalties does the law impose for groups or individuals who may be found guilty of such offense?
 - c. ~~Will this provision in the law help in promoting and strengthening media and information literacy? Why or why not? Explain your answer.~~

Awesome! You are done with Lesson 2.

Relax and take a break 😊

Then let's take off to Lesson 3! So, read on!

Lesson n 3

Responsible Use of Media and Information

It is undeniable that media, in all its various forms, have helped society advance and progress. In fact, media have aided in shaping the world's social, cultural, political, and economic landscape to what it is today. The rise of technological advances have also changed the way media is consumed and produced. These innovations created a faster and much freeflowing movement of information and communication such as allowing easier connection to people around the globe, opening more opportunities for sharing of ideas, and creating more outlets for us to share our thoughts and opinions. However, although media has brought about many benefits, it also has its fair share of disadvantages. Moreover, the more we immerse ourselves in mediated communication, the more we lose touch of the meaning, value, and authenticity of human interaction. Thus, it is important to inculcate the proper use of media and information so as to maximize its benefits and not be overpowered by its downsides.



What I Need to Know

Learning objectives

In this lesson, you will learn your responsibility as a media and information consumer and producer and how this affects society as a whole. Specifically, you will be able to:

3. Discuss responsible use of media and information (MIL11/12IMIL-IIIa-3).



What I Know

Pretest

Before we continue, answer the short test below to see how much you know about the next lesson. Analyze each statement. Write **Y** for YES if you think the statement shows responsible use of media and information. Write **N** for No if you think otherwise.

- _____ 1. Kim checks the truthfulness of the news she sees online by looking into other news outlets for the same content.
- _____ 2. Kristoffer's Facebook friend sent him through FB messenger a forwarded message about an upcoming 7.8 earthquake in their locality. Rattled, he also forwarded the unverified message to his family's group chats, warning them of such quake.
- _____ 3. Rezza and her research group mates utilizes Google Drive to work on their study.
- _____ 4. Isa helps her local barangay in their campaign against COVID-19 by designing posters of local emergency hotlines and fast facts about the novel coronavirus.

- _____ 5. A friend sent me a video of a scandal from Facebook. Curious as to who the people in the video were, I also sent it to several of my friends
- _____ 6. Rebecca validates the source of a Facebook post before she shares it.
- _____ 7. Deanne uses YouTube crash courses to complement her learnings in school.
- _____ 8. Erika believes that print media like newspapers and books are useless today because everything may already found on the Internet
- _____ 9. Mark cites Wikipedia in his research study because he considers anything on the Internet true and credible.
- _____ 10. Andrew Photoshopped a false quotation beside a celebrity, published it on social media, and claimed it to be true.



What's In

Review

In Lesson 2, you have learned the definitions of Media Literacy, Information Literacy, and Technology Literacy. When you understand and use various media forms to access information, you consider yourself media literate. When you are able to recognize when information is most needed and is knowledgeable on how to locate, evaluate, use, and share it in different forms, you are information literate. And lastly, when you are digitally literate, you are able to utilize different digital technologies and communication tools or networks to manage information.

The previous lesson also explained that these three literacies all constitute, as a whole, what we call *Media and Information Literacy* – a combination of the skills mentioned above. However, media and information literacy is more than just definitions and words in a book. For it to be actually useful, like many other skills, its concepts must be actualized through our actions and decisions.



What's New

Activity

The first step to changing and improving how we deal with media and information is acknowledging our degree of consumption. As such, before you continue, reflect first on your media consumption by answering the exercise below.

What you will do

Activity 3.1: Media Interaction Log

Try to think of your media consumption during the past week. In the table below, record your use and interaction with media and information providers (such as internet, social media, TV, radio, newspaper, etc.) and indicate how many hours were spent engaged with each one.

Note: The number of hours need not be exact. A rough estimate would suffice.

Weekly Interaction Log with Information and Information Providers

Media or Information Provider	Number of hours in a week
<i>Example: Radio</i>	<i>3 hours</i>
1.	
2.	
3.	
4.	
5.	

How many hours did you spend consuming media today? Which media provider did you spend the most time? What roles does media play in your life? (leisure, learning, communication, etc.)



What is It

Discussion

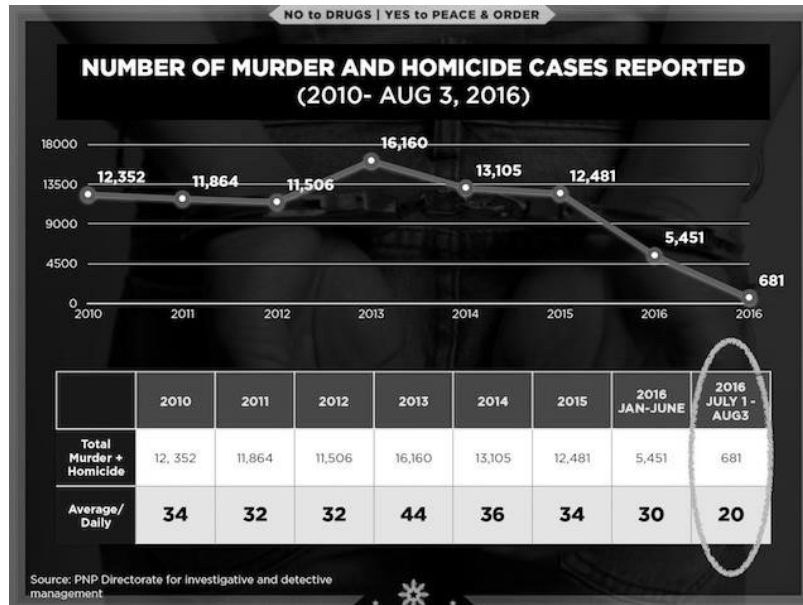
From the moment you wake up to the time you fall asleep, you are, in one way or another, exposed to all media you listed above, and actually even more. Wherever you go, you see and hear all forms of it and you may even be consuming media unconsciously. Unfortunately, there is a sad reality about media and information consumption in today's society: **Information Disorder**. Information Disorder refers to the many ways *our information environment is polluted* – content are fake, used out of context, or weaponized to attack certain individuals or groups of people. Understanding this landscape is the first step towards better and responsible use of media and information.

The Information Disorder

There are three categories of Information Disorder: **Misinformation**, **Disinformation**, and **Mal-information**.

1. **Misinformation** – refers to information that is false, but the person sharing or disseminating it unknowingly perceives it as something true.
 - A. *False connection* – when headlines or visuals do not support the content
 - B. *Misleading content* - by cropping photos or choosing quotes or statistics selectively

Example of Misleading Content:



Punongbayan, JC. (2017, August 5). Has change really come? Misleading graphs and how to spot them. Retrieved from <https://www.rappler.com/thought-leaders/177731-duterte-change-fake-news-graphs-spot>

At first glance, you might think that the murder and homicide cases have indeed tapered off in recent times. But the line graph dipped at the end mainly because the data for 2016 was split into two periods: January to June, and July 1 to August 3. Connecting yearly and monthly data in a single line graph is a big no-no, the visual equivalent of comparing apples and oranges.

2. Disinformation – refers to content that contains false information with the deliberate intention to mislead or deceive the audience.

- A. *False context* – when genuine content is re-circulated out of its original context
- B. *Imposter content* – persons' bylines used alongside articles they did not write, or organizations' logos used in videos or images they did not create
- C. *Manipulated content* – when genuine content is manipulated to deceive
- D. *Fabricated content* – fabricated "news sites" or fabricated visual

Example of False Context:



A set of photos circulated on Facebook along with the claim that it was taken during a ritual done by Catholic priests to make President Rodrigo Duterte die.

The truth? It was from a symbolic street theater activity called "Lamay para sa Demokrasya" at Padre Faura Street in Manila in May 2018.

Source: Macaraeg, P. and Castro, G.M. (2019, December)

31). Year in review: The types of lies we debunked in 2019. Retrieved 7 January 2020 from <https://www.rappler.com/newsbreak/iq/248246-false-claims-trends-2019>

FALSE: Catholic priests 'perform witchcraft' to make Duterte die. (2019, August 1).

Retrieved 7 January 2020 from <https://www.rappler.com/newsbreak/fact-check/236285catholic-priests-perform-witchcraft-to-make-duterte-die>

Example of Manipulated Content:



Source: Macaraeg, P. and Castro, G.M. (2019, December 31). Year in review: The types of lies we debunked in 2019. Retrieved 7 January 2020 from

<https://www.rappler.com/newsbreak/iq/248246false-claims-trends2019>

Facebook page Tambayan Ni BERTO Page posted the photo on October 16, 2019, showing Philippine opposition Senator Leila De Lima in a wheelchair and wearing a neck brace as shown in what appears to be a screenshot of a live television news report. However, the photo was manipulated by superimposing Senator De Lima's face over former president Gloria Macapagal Arroyo's body.

Example of fabricated content:

fox-news24.com/leni-robredos-daughter-arrested-on-drugs-charge-in-the-united-states/



Source: Meme Buster (2017, June 24). Busted: Aika Robredo arrested on drug charge in the US? Fake news alert! Retrieved May 28, 2020 from <https://memebuster.net/aika-robredo-arrested-on-drug-charge-in-the-us/>

3. **Mal-information** – refers to information that is based on reality but is used to inflict harm

Examples:

- A. Leaks to the press of private information for personal or corporate interest (e.g. revenge porn)
- B. Using a picture (e.g. of a dead child, with no context or false context) in an effort to ignite hatred of a particular ethnic group

Media and Information Literacy Skills

Because Information Disorder is prevalent in this times, the need to inculcate and practice the responsible use of media and information is of utmost importance. As media is very much embedded in our lives, it is important that we must learn the skills on how to responsibly and wisely use these information and media tools at our disposal. Moreover, we must understand that how we use media and information can also affect the people we know, our community, and the society in general.

The Center for Media Literacy (2005) lists **five core concepts of Media Literacy**:

- 1. All media messages are 'constructed.'
- 2. Media messages are constructed using a creative language with its own rules.
- 3. Different people experience the same media message differently.
- 4. Media have embedded values and points of view.
- 5. Most media messages are organized to gain profit and/or power.

In the past, education focused more on languages, math, and sciences. The educational system put more emphasis on memorization of names, notable dates, famous people, and formulas – information deemed as necessary to successfully engage with the world. Technical and Vocational programs focused more on livelihood expertise. However, today in the Information Age, the need to emphasize on other essential skills also arises. As we are bombarded with media and information that we are compelled to deconstruct and evaluate, competence and proficiency in media literacy are already considered life-long learning skills today. The following are seven (7) MIL skills that you, as a media user and producer, should develop:

1. **The ability and willingness to make an effort to understand content, to pay attention, and to filter out noise**

The quality of our meaning-making is related to the effort we give it. If you want to see and hear quality content, you should have exert effort to look for such and to understand it.

2. **An understanding of and respect for the power of media messages**

We need to be self-aware of the influence of media in our lives. For instance, how media affects our choices in the clothes we wear, the shows we watch, the songs we listen to, the words we use.

3. **The ability to distinguish emotional from reasoned reactions when responding to content and to act accordingly**

Some media products are intentionally shot and broadcasted for their emotional impact. However, media consumers must still be able to channel this emotional influence to a reasonable reaction.

4. Development of heightened expectations of media content

When we expect little from the content before us, we tend to give meaning-making little effort and attention. Moreover, expectations leads to pressure to media outlets to produce factual and quality media contents.

5. A knowledge of genre conventions and the ability to recognize when they are being mixed

Genre are categories of expressions within the different media i.e. “evening news,” “documentary,” “horror movie,” or “entertainment.” Meanwhile, genre conventions are distinctive, standardized style elements that characterize a particular genre (Example: music, style, “*tatak*”) Knowledge of these conventions is important because they cue us or direct our meaning-making. (Example: We would believe more on documentary films than Hollywood ones much like we believe more stories on the evening news than in the gossip channels)

In an effort to maximize audiences (and therefore profits) or for creative reasons, media content makers mix genre conventions. (Example: ABS-CBN having informal captions or host being both in the news and entertainment department)

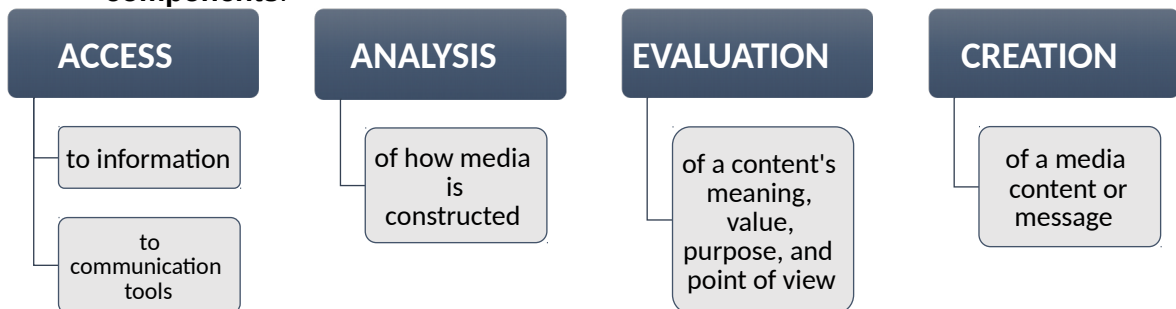
6. The ability to think critically about media messages, no matter how credible their sources

The news media is sometimes referred to as the fourth branch of the government but this does not mean, however, that we should believe everything they report. It is important to “triangulate” or look for other credible sources which may contain the same information.

7. A knowledge and appreciation of the internal language of various media and the ability to understand its effects, no matter how complex

Each medium has its own specific internal language and this language is expressed in production values – choice of lighting, editing, special effects, music, camera angles, location on the page, and size and placement of headline. Understanding how media creates and shapes various production also encourages the audience to have a deeper appreciation of art through media.

To put it briefly, the skills MIL teaches you boils down to these **four components**:



My Responsibility as a Media Consumer

As a media consumer, you're not just a helpless sponge, absorbing all kinds of messages without a second thought. Ultimately, media literacy teaches us that the content we see or hear are constructed with various aims and that an equally important

task falls to the audience, the receivers of such content, to evaluate and give meaning to these media messages. Some media messages are meant to be disseminated to the public, as in mass communication, but at the end of the line, it will still be received by you, an individual with his own set of understanding and thinking.

Indeed, “meanings are people.” Although a sender intends to relay information with a meaning and purpose in mind, there will be always variances to how the receiver interprets it, an interpretation that is influenced by his life experience, education, cultural background, social standing, biases, and other factors. Thus, there is no absolute exact way to interpret a media message. Media literacy skills help us think our way through this complex process of communication. Furthermore, they help us function better in our media-rich environment, enabling us to be better democratic citizens, smarter shoppers, and more skeptical media consumers.

According to the Center of Media Literacy, when analyzing media messages, you should ask these **five key questions** related to the five core concepts of Media Literacy:

1. **Who created this message? (Author)**

Exploring the creator of a message is more than just knowing their name. This question introduces two fundamental insights about all media – “constructedness” and choice. No matter how real or natural messages or media products can be, they are always constructed and packaged by an individual or a group of people. If something sounds off or if it seems too good or too suspicious to be true, then it most probably is. Follow your gut and verify the source.

Guide questions:

- Is it from a news organization, a corporation, or an individual?
- What links do they have to the information they are providing?
- If the author claims something to be true, does he or she have the expertise and background to claim such? Consider who is presenting the information and evaluate its credibility.

2. **What creative techniques are used to attract my attention? (Format)**

Looking at the format of a media message means analyzing *the way* it is constructed, the creative components that are used in putting it together – words, music, color, movement, camera angle and many more. Most media tools and outlets use creative techniques – images, videos – to grab people’s attention. However, you should note how these factors influence you in receiving the message. Because so much of today’s content, even news, is presented to us visually, it is essential that audiences learn the basics of multimedia communication and how the use of these techniques influences the various meanings we can take away from a message.

Guide questions:

- Does the message include persuasive elements to convince you its story is true?
- Is the footage overly graphic or designed to provoke a specific reaction?
□ Which celebrities or professionals are endorsing this message?

3. **How might other people understand this message differently than me? (Audience)**

As cited from the Center for Media Literacy, “our differences influence our various interpretations of media messages and second, that our similarities create

common understandings.” Each individual media consumer brings to each media encounter a unique set of ideals, experiences, and backgrounds. These factors influence how you understand and interpret the media you consume. As you recognize this fact, you are able to build respect and understanding to differing opinions as well as evaluate the validity of these differing perspectives.

Guide questions:

- Imagine yourself in another’s shoes. Would someone of the opposite gender feel the same way as you do about this message?
- How might someone of a different race or nationality feel about it?
- How might an older or younger person interpret this information differently? □ Was this message made to appeal to a specific audience?

4. **What values, lifestyles and points of view are represented in, or omitted from, this message? (Content)**

As mentioned previously, the way information is sent, packaged, and received is influenced by academic, social, cultural, and political principles – all media content carry subtle messages that may sway our opinions, even content providers that try to present information objectively can have an unconscious slant.

If the audiences are literate enough to question and reasonably identify both obvious and hidden embedded values in media content, whether in news or entertainment, they are more likely to be much more skilled in decoding a media message.

Guide questions:

- What ideas or values are being “sold” to us in this message?
- What political ideas are communicated in the message? Economic ideas?
- What ideas or perspectives are left out? How would you find what’s missing? □ What judgments or statements are made?

5. **Why is this message being sent? (Purpose)**

Examining the purpose of a message uncovers how it may have been influenced by money, ego or ideology and gives you knowledge on how to interpret and respond to a message appropriately.

Guide questions:

- Who’s in control of the creation and transmission of this message?
- Why are they sending it? How do you know?
- Who profits from this message? Who pays for it?
- Who is served by or benefits from the message:
 - o the public?
 - o private interests? o individuals? o institutions?

One of the greatest challenges today in an information-filled era is the proliferation of “fake news” or articles that contain false information with the deliberate intention to mislead or deceive the audience. What is more dangerous is how disinformation easily spreads through social media with just a few clicks. Although

tricky, these articles are not impossible to spot. Social news network Rappler has created a quick guide on how to check if an article is fake. Check the infographic in the next page.



Photo source: Rappler (Retrieved from <https://www.rappler.com/technology/163613-fake-news-quiz>, May 26, 2020)

What you will do

Activity 3.2: Question and Answer

Instructions: To better reflect on how you are as a media consumer, answer the questions below. Write them on a separate sheet of paper.

1. How can you tell if the source of an information is credible?
2. What do we mean by the "creative techniques" in media? And how does it affect the message being sent?
3. Why do other people interpret the same message differently? 4. In what way does ideals and values being "sold" through media?
5. How can the purpose of a message affect your response as a media consumer?

My Responsibility as a Media Producer

In the communication process, an individual may also be a producer of message or content. So what is your role as a media producer? Let's start with how it is defined. In its most technical meaning, media producers are described as people who oversee media projects (like films, TV shows, etc.) from conception to completion and may also

be involved in the marketing and distribution process (Gonzales, 2016). However, throughout the years, the term has evolved to take in those who contribute intellectual or creative content through and in media, even including your Facebook posts, tweets, Instagram photos, or *vlogs*. Simply put, in today's context, media producers are people who are capable of creating and sharing information through a media channel – that includes you.

Technological advances in the Digital Age gave tons of people access to tools for communication and media creation. However, this opportunity also opened a chance for illegal and irresponsible making and sharing of media messages. Here, you will learn your responsibilities as a media and information literate content producer.

1. Give credit where credit is due.

Today, information is right on the tip of our fingers. With the use of technological innovations like cellphones, laptops, the Internet, we can easily access and share information and media content – share a post, pass an image, forward a text message. However, always remember that although some of these information is available to us, their rights still rest on their original creators. Thus, it is important that we give proper credit to the owners or sources of the content we use (articles, texts) or things we share (images, posts).

What happens when what you're sharing is someone else's property or could harm somebody? You may be answerable to the offended party or you may be held liable under the law or regulations of certain organizations.

2. Avoid sharing raw and unverified information

Raw and unverified information are those that has yet to be examined or confirmed. For instance, an announcement of a new COVID-positive case from a random person on Facebook without a formal statement from the Department of Health or proper authorities. While these information *may be* true, still, they are not yet proven so and so it may also be false or incomplete. We can say that a piece of information is verified if credible people, news outlets, or organizations present evidences of cases of facts to support the truthfulness and reliability of such information.

3. Think about who can see what you have shared

Always assume that anything that you online can be seen by other people – people who may be influenced by your words or opinions or people who may disagree. Moreover, always be aware of how your messages may be interpreted. So before sending that message or posting that status, evaluate how you constructed and packaged your message, and ask yourself, will your intended receiver or audience understand this message the way I want them to?

4. Be open to learning and constructive criticisms

As previously discussed, each individual media consumer brings to each media encounter a unique set of ideals, experiences, and backgrounds and these factors influence how they understand and interpret the media they consume. Meaning, some people may share our view while some will disagree. Thus, it is important to keep an open mind to contrasting opinions and constructive suggestions and understand that

these may actually be learning opportunities for you which will help you establish well-informed opinions.

5. Share expert knowledge

The Internet is a great platform for sharing good information. However, it can also be used to spread misinformation and distortions. If you hold a lot of knowledge about a certain topic or subject, don't be afraid to share it online in a manner that is helpful and accurate.

6. Respect other people's privacy

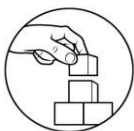
Do not share information that friends or family entrusted you to keep confidential or information that is private in nature especially without their consent. Moreover, remember not to share information about others that could get them -- or yourself -- into trouble, both personally and professionally.

7. Always be respectful

Being respectful should be your default manner, whether talking to a friend or dealing with someone professionally. Being respectful includes accepting constructive criticisms, politely disagreeing, and never resorting to bullying or personal attacks. No matter how differing opinions may be, you should always try to cultivate an environment for a healthy and respectful discussion.

All these skills – from understanding the landscape of information disorder, knowing the concepts of media and information literacy, to being a responsible user and producer – all develop you to become a media literate individual.

Now, let's get these principles applied through these enrichment activities!



What's More Enrichment

What you will do

Activity 3.3 : Fact or Fake?

Analyze and evaluate a shared Facebook post of an article from the Internet below. Determine if such post is reliable or if it may contain false information and defend your answer using the principles and guidelines previously discussed. Write your answer on the space provided beside the photo.

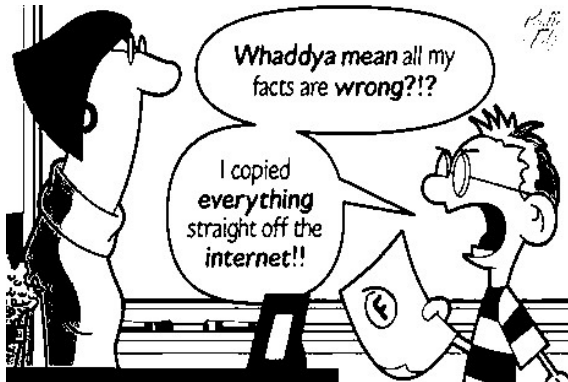


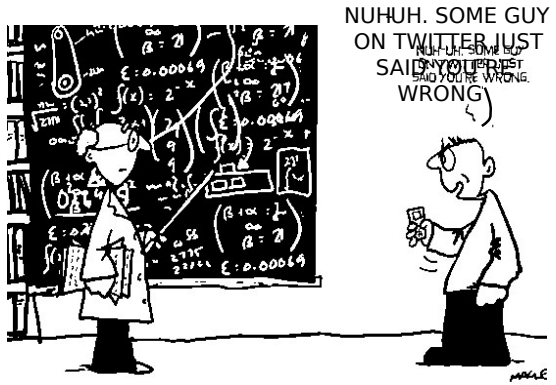
| **INA** ng Aktres, Singer na si SARAH GERONIMO,
Nagpakamatay Matapos Di Matanggap Ang Pagpapakasal ...

What you will do

Activity 3.4: What's Wrong?

Take a look at the photos below. Identify the problems in the photos and explain how it relates to issues regarding media and information literacy. Write your answer on the space provided beside the photos.





Photos retrieved from Mr. Arniel Ping, Manila, Philippines, 2016
 (https://drive.google.com/drive/folders/1-NZOUovXOBKFvHS7-mXQbIUW-_bBwCAT)

Activity 3.5: Reflect on what characteristics a responsible media and information producer and user should have. Write your answers in the table below.

Characteristics of a responsible media and information user	Characteristics of a responsible media and information producer



What I Have Learned

Generalization

Complete the sentence stem below.

5. In my own words, I can define media and information literacy as

6. Media literacy, information literacy, and technology literacy are important lifelong skills because _____
- _____
- _____



What I Can Do

Application

Using your knowledge on the responsible use of media and information. As a responsible media creator and consumer, how would you respond or act in the following situations below? Write your answers on a separate sheet of paper.

1. You received a forwarded message with an unknown original source about how eating raw eggs and gargling water with salt kills the COVID-19 virus. The message claims it is confirmed by the World Health Organization but you have never heard news of it from huge media networks. What would you do?
2. The shutdown of media company ABS-CBN has been the hottest issue today. As such, you post your opinion about the issue on Facebook. However, a Facebook friend, whom you know by name but is not friends with, comments on your status strongly disagreeing with your opinion. What would you do?
3. A video scandal of two teenage students have been circulating in social media. Unknowingly, one of your schoolmates forwarded such video in one of your GCs. Being the talk of the town, another schoolmate messaged you asking if you have a copy of the said video scandal. What would you do?
4. In your research group, you were tasked to write the Review of Related Literature. As you browse the web, you have stumbled upon many books and articles that you may use for your RRL. How would you manage all the information you have?
5. As you are scrolling through your newsfeed, you come across a news article from a certain unfamiliar website. You wanted to share the news article but hesitated as to its truthfulness. How would you verify its validity?



_____ 10. These are information that has yet to be examined or confirmed

- a. Misinformation
- b. Disinformation
- c. Mal-information
- d. Raw information

II. YES OR NO: Write **Y** for YES if you think the statement shows responsible use of media and information. Write **N** for No if you think otherwise.

_____ 1. Kim checks the truthfulness of the news she sees online by looking into other news outlets for the same content.

_____ 2. Kristoffer's Facebook friend sent him through FB messenger a forwarded message about an upcoming 7.8 earthquake in their locality. Rattled, he also forwarded the unverified message to his family's group chats, warning them of such quake.

_____ 3. Rezza and her research group mates utilizes Google Drive to work on their study.

_____ 4. Isa helps her local barangay in their campaign against COVID-19 by designing posters of local emergency hotlines and fast facts about the novel coronavirus.

_____ 5. A friend sent me a video of a scandal from Facebook. Curious as to who the people in the video were, I also sent it to several of my friends

_____ 6. Rebecca validates the source of a Facebook post before she shares it.

_____ 7. Deanne uses YouTube crash courses to complement her learnings in school.

_____ 8. Erika believes that print media like newspapers and books are useless today because everything may already found on the Internet

_____ 9. Mark cites Wikipedia in his research study because he considers anything on the Internet true and credible.

_____ 10. Andrew Photoshopped a false quotation beside a celebrity, published it on social media, and claimed it to be true.



Additional Activity

Case Study on Disinformation

1. Download and read the one-page handout - Case Study: This is how an Iranian network created a “disinformation supply chain” to spread fake news (<https://www.niemanlab.org/2019/05/this-is-how-an-iranian-network-created-a-disinformation-supply-chain-to-spread-fake-news/>)
2. Draw/illustrate the steps on how the disinformation supply chain worked - Be creative. Use colors and illustrations with your text.

Good job! You are done with Lesson 3,
the last lesson in this Module!

For now, give yourself a break and get ready for Module 2!



Key

Answers

Lesson 1 What I Know
1. D
2. A
3. C
4. B
5. C

Lesson 2 Activity 2.1
1. Wikipedia
2. Twitter
3. YouTube
4. Facebook
5. Google Drive
6. Google Scholar
7. Photoshop

7. D
8. A
9. A
10. B

8. C
9. A
10. C

Lesson 1 Assessment
1. D
2. B
3. A
4. C
5. B
6. D

Lesson 2 Assessment
Test 1 - Multiple Choice
1. B
2. C
3. A
4. B
5. A
6. C
7. B

Lesson 2 What I Know
1. C
2. A
3. B
4. D
5. A

Lesson 2 Assessment
Test II - True or False
1. TRUE
2. FALSE
3. FALSE
4. TRUE
5. TRUE
6. FALSE
7. TRUE
8. TRUE
9. TRUE
10. FALSE



Key Answers

3 Lesson What I Know
1. Y
2. N
3. Y
4. Y
5. N
6. Y
7. Y
8. N
9. N
10. N

8. C
9. B
10. D

7. A
6. D
5. D
4. C
3. A
2. B
1. C
Lesson 3 Assessment Test I - Multiple Choice

10. N
9. N
8. N
7. Y
6. Y
5. N
4. Y
3. Y
2. N
1. Y
Lesson 3 Assessment Test II - Yes or No

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