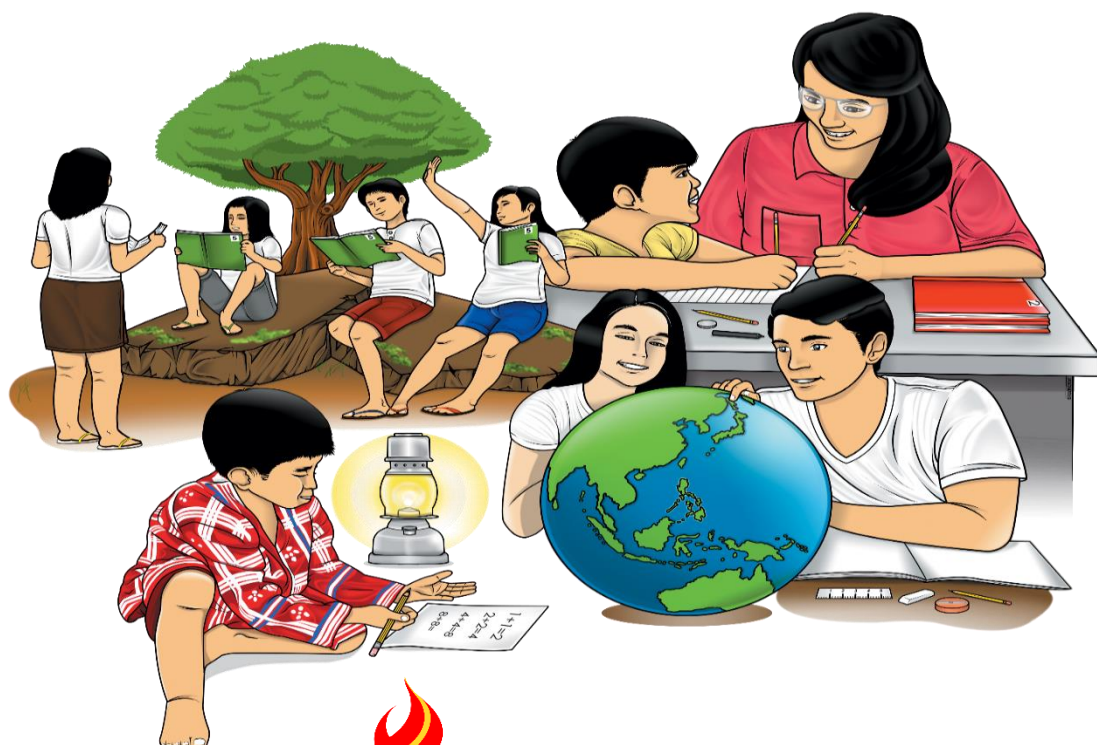


Media and Information Literacy

4th Quarter



Introductory Message

For the facilitator:

This module was collaboratively designed, developed, and reviewed by educators to guide you, the teacher or facilitator, in helping the learners meet the standards set by the Department of Education. This module primarily aims to help the learners understand the lessons in Media and Information Literacy based on the *Most Essential Learning Competencies* – and see their relevance to real-life through a fun-filled learning experience. This module hopes to engage the learners into guided and independent self-learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the necessary 21st-century skills while considering their needs and circumstances.

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 learning. Furthermore, you are expected to encourage and assist the learners as they perform the tasks included in the module.

For the learner:

Welcome to the Media and Information Literacy Grade 12 Alternative Delivery Mode (ADM) Module. 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 module while being an active learner.

Specifically, this module aims to introduce you to Media and Information Literacy as an important subject in the 21st Century learning for the students to be able to maximize the use of modern technologies and be a responsible user and capable producer of media and information.

This module contains the following parts: a. *What I Need to Know* (Introduction and Learning Objectives), b. *What I Know* (Pretest), c. *What's In* (Review), d. *What's New* (Introductory activity), e. *What Is It* (Content Discussion), f. *What's More* (Enrichment Activities), g. *What I Have Learned* (Generalization), h. *What I Can Do* (Application), i. *Assessment* (Posttest), *Additional Activities*, *Answer Key*, and *References*.

To enjoy learning about the lesson, you must set aside all other tasks that will disturb you while answering the module. Use the module with care. Do not put unnecessary mark/s on any part of the module. Follow carefully all the contents and instructions indicated on every page of this module. Take note of the significant concepts you find in the lesson which you may use for future references. Keep in mind to USE SEPARATE SHEETS OF PAPER in doing all the provided activities to meet all the lesson's objectives. If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your facilitator. After accomplishing all the activities, let your facilitator/guardian assess your answers. The success in accomplishing this module depends on your will and grit. Keep going and enjoy learning!

Media and Information Literacy

Quarter 4 – Module 7: Opportunities, Challenges and Threats in Media and Information

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

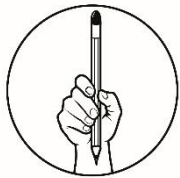
We value your feedback and recommendations.



What I Need to Know

This module was designed and written to help you understand various opportunities, challenges and threats in media and information. It can be used in many different learning situations. The language used recognizes the diverse vocabulary levels of students. The lessons are arranged to follow the standard sequence of the course but the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to cite an example of an issue showing the power of media and information to effect change (MIL11/12OCP – 11h25)



What I Know

A. Choose the letter of the best answer. Write the letter on a separate sheet of paper.

1. What is associated to a global computer network providing a variety of information and communication facilities?
 - a. email
 - b. internet
 - c. you tube
 - d. information
2. Which of the following is not a traditional method in getting the needed data and information?
 - a. Government Document
 - b. Eyewitness Account
 - c. Journalistic Writings
 - d. Yahoo
3. In the education sector, the use of technology is vital due to the following reasons except _____.
 - a. It creates convenience in sharing and receiving information.
 - b. It supplements lessons.
 - c. It allows holding online lectures.
 - d. It increases sales of products and services.
4. What is referred to as a discipline in the curriculum of the senior high school that fosters equitable access to information and knowledge?
 - a. Media and Information Literacy
 - b. Philippine Politics and Governance
 - c. Personality Development
 - d. Oral Communication
5. Which of the following is not a malicious threat of an internet?
 - a. Virus
 - b. Spam
 - c. Spyware
 - d. Digital Communication landscape

6. What is meant by Media Innovation?
 - a. Change in several aspects of media.
 - b. Development in media platforms.
 - c. Technological changes and advancements.
 - d. All of the above.
7. Which does not belong to the group in the context of media innovation?
 - a. Website games
 - b. Computer animation
 - c. Computer-human interface
 - d. Typewriter
8. What is referred to as the collection, dissemination and analysis of news information by the general public?

a. Online Shopping	c. Citizen Journalism
b. Phishing	d. Media Innovation
9. Which of the following must obtain sensitive information?

a. Usernames	c. Credit Cards
b. Passwords	d. All of the above.
10. Who among the following are responsible in human trafficking as one challenge of media and information?

a. thieves	c. drug lords
b. traffickers	d. IT specialists

B. Write **A** if the statement is true, and **B** if the statement is false. Write your answer on a separate sheet.

11. Everyone has the right to freedom of opinion.
12. An opinion is a self-report of feelings and personal judgement accompanied by responsibility of thought.
13. Libel can be committed in the form of writing.
14. Piracy has become more rampant.
15. Cybercrime law includes laws related to computer crimes, internet crimes, Information crimes, communications crimes and technology crimes.

Lesson 1

Opportunities, Challenges and Threats in Media and Information

Do you ever wonder what makes technology in business, education and other sectors so important? The answer to this question is evident – technology saves time and effort, and most importantly, it improves communication.

Technology refers to the knowledge and utilization of tools, techniques, and systems to serve a bigger purpose like solving problems or making life easier and better.

Technology, particularly the use of internet, is vital in achieving any business goal as it renders every transaction / activity efficient, i.e., achieving maximum productivity with minimum wasted resources.



What's In

Recall what you have learned during the previous discussion about the following terminologies.

1. fake news
2. copyright
3. intellectual property
4. fair use
5. netiquette
6. digital footprint
7. data privacy
8. trademark
9. cyberbullying
10. computer addiction



What's New

How well do you know?

Write **Y** if the statement conveys a positive attitude and **X** if otherwise. Use separate sheets.

1. Maria uses the Internet as the major source of his school research and other academic activities.
2. Mrs. Diaz, an English teacher does not allow her students to go to the library to gather data and information needed for the presentation.
3. Cora believes that development is always accompanied by some risks and threats.
4. The school principal encourages the teachers to use technology in the daily presentation of lessons.
5. Zenaida bought some pirated CDs and DVDs as her gift to her father this Christmas.
6. Carlo shops online without double checking the credibility of the store website.
7. Parents of some students refuse to accept media innovation due to lack of technology skills training and awareness.
8. Mrs. Santos uses the traditional methods of teaching despite advancements in technology.
9. Dado shares his FB account passwords to his friends.
10. Some people use the internet to recruit workers for non-existent jobs.
11. Mr. Cruz welcomes the opinions and personal judgements of his students during class discussions.
12. A group of campus journalists published a false article in the school paper.
13. Millennials believe in the power of media and technology.
14. The School Management always respects the feelings and sentiments of the workers.
15. The boss sends the memo online despite the limited online access by the workers.

Processing:

1. Why are media studies important?
2. What type of media content should you share?
3. How often should you post media content?



What is It

A Powerful Tool

Media and information literacy, an essential component of the Senior High School Curriculum, fosters equitable access to information and knowledge, which, in turn, open up opportunities. It is a field that deals with the effects of various mass media.

Media and information are a powerful voice of the people to express feelings and thoughts. People nowadays are already media and information literate, but to engage in a digital society, one needs to be able to use these tools, and inquire, understand, communicate, and think critically.

A. Opportunities, Challenges, Threats and Risks in Media and Information

Modern professionals, students and adults use online materials to gather the needed information for any research work. The Internet has made research work easier. Is this a sign of progress? Some would say that the use of technology is not always a sign of progress. For them, the use of traditional methods such as government documents, minutes of the meeting, journalistic writings, eyewitness accounts and other information sources is more effective than the use of modern technology specifically the “internet”.

UNESCO recognizes that the internet holds enormous potential for development. It provides an unprecedented volume of resources for information and knowledge that opens up new opportunities and challenges for expression and participation.

The principle of freedom of expression and human rights must apply not only to traditional media but also to the internet and all types of emerging media platforms, which will contribute to development, democracy and dialogue.

Digitalization and the accessibility of information through a wide range of devices have enormously increased the information resources available to people. The internet provides numerous and diverse opportunities towards attaining our goals and objectives in life. It has positive effects in education and in economic growth.

For example, online marketing has become vital to business success, as it has a wider audience reach. A wider audience reach leads to increased product awareness, which, in turn, results in higher sales.

In education, the use of technology is vital. It makes information sharing convenient. In addition, educators use it to supplement lessons and to conduct online classes.

Opportunities

Online Shopping. Through online shopping and by using a web browser, consumers can directly buy goods over the internet. Consumers may visit the website of the retailer directly or search alternative vendors’ websites using a shopping search engine.

Citizen Journalism. It is the collection, dissemination and analysis of news and information by the general public, especially by means of internet.

Suggested definition of Citizen Journalism from International Media Support, which references to “untrained” citizens, on page 4 of the document on this link:

https://www.mediasupport.org/wp-content/uploads/2018/03/Zim_IMS-Citizen-Journalism-1-1.pdf

Online Education. With internet connection, anyone can earn a degree without having to attend face-to-face class sessions.

Challenges

Age-inappropriate content. With the unabated spread of media, one has to be very careful about access. There is a wealth of information one can gain from the Internet, but there is also content that is unfit for children and young people like pornography and violence.

Illegal content. The Internet has also been, and continues to be, used by unscrupulous people to further their illegal activities, like *human trafficking*, the use of force, force, fraud, or coercion to obtain a commercial sex act or labor, and *child pornography*. Some groups also use the internet to further the ideas of *racism* and *discrimination*.

Privacy invasion and identity theft. Data posted on the Internet may be accessed and used for illegal activities. Personal information may be willingly shared as pictures or text on social media or inadvertently given by users as part of such offerings as games or surveys. It is important for users to be aware of the risks before they decide to share their personal data. A way to get sensitive personal information is *phishing*. It is the fraudulent attempt to obtain sensitive information such as username, passwords and credit card details by disguising oneself as a trustworthy entity in an electronic communication.

Threats and Risks of Media and Information

It is stated in the Philippine Constitution that each person has the right to freedom of opinion and expression. This right includes freedom to hold and express opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

With this right, we can negotiate, chat, and express our opinions and ideas, provided that we show respect to persons whose opinions differ from ours. Showing respect means listening to others as they explain their respective sides and trying to understand their perspective and why. We do not have to agree with them. Instead of dismissing them, we can engage them in a discussion and avoid being aggressive. We can disagree peacefully.

Furthermore, this simply tells us that we should never abuse and misuse our freedom of speech. Always remember that an opinion is a self-report of feelings or personal judgement accompanied by responsibility of thought.

These are some laws against the abuse and misuse of media and information, which violate the rights of others and threaten them in some ways.

Libel / Slander

A person commits libel if he/she, with malice, publishes a false statement that is damaging to another person's reputation, office, trade, business or means of livelihood. In the Philippine constitution, libel is a violation of Article 355 of the Revised Penal Code. As stated in this article, libel can be committed in the form of writing, printing, and other similar means. If the hurtful statement is spoken, the statement is *slander*.

General example of libel/slander: Spreading false rumors about someone having an extra-marital affair, damaging the person's reputation.

Piracy

Piracy refers to the unauthorized duplication of copyrighted content that is then sold at substantially lower prices in the black market. It is illegal under the Cybercrime Law, which states that acquiring any digital copy of any copyrighted material is punishable by fine from Php 200,000 to Php 500,000 and six to twenty years in prison. The Intellectual Property Code and the Anti-Camcording Law were previously in place to combat piracy in the country.

Piracy is a form of theft as it takes away from the producers and artists the rightful compensation due them such as patent/royalty fees, product sales revenues, etc. In 2011, the Washington-based office of the US Trade Representative (USTR) as one of the world's listed Quiapo in Manila among the 21 most "notorious markets" for pirated and counterfeit goods. It was removed from the list in 2012, but over the years, piracy has proliferated via the Internet, aided mainly by the ease of access to technology.

Cybercrime Law

The Cybercrime Prevention Act of 2012 (Republic Act No. 10175) covers all other online anomalies such as identity theft, child pornography, data misuse, cybersquatting and other computer-related and internet facilitated practices. This law became controversial in 2012-2013 since it also criminalizes libel in the online world, limiting certain exercises of freedom of expression.

B. Education, Economic, Social and Political Aspects and Influences of Media and Information Literacy

Media Innovation

What is innovation? It is the process of developing a new method or process or product that better serves existing uses or start to serve a previously unidentified need. When we talk about media innovation, it includes the change in several aspects of the media landscape – from the development of new media platforms to new business models, to new ways of producing media texts changes in other areas such as education, society, economy and politics.

Over time, there are always areas for improvement and advancement in media. Innovation in media would mean new media associated with telephones and communications, computers and internet, virtual worlds, website games, human-computer interface, computer animation and other related media improvements and advancements.

Influence of Media on Education

Nowadays, media plays a crucial role in strengthening society as it helps us to know the current societal issues not only locally but also globally. It also enhances the teaching and learning processes inside the four walls of the classrooms. Media comes in different forms and each form affects the way people learn and interpret information.

Some platforms can be employed to reinforce concepts and spark discussions, such as short films, written articles, blog postings, and other digital media. Teachers can use modern technology, such as an interactive Smart Board, to deliver the lessons and activities. However, a piece of chalk, blackboard, Manila paper and other non-digital or non-interactive interactive instruments like CDs and DVDs can still be used to aid teachers in conducting lessons if the resources are limited.

Various media can be used in the classrooms to hone critical thinking and problem-solving skills. For instance, a teacher can start and facilitate a discussion on an opinion article in a blog, asking students whether they agree on the position taken by the author and why / why not. Indeed, media's power should be harnessed to educate people – enlightening people's minds and training people to form opinions and find solutions to societal problems.

Influence on Society

Media's power appears unstoppable. Almost everyone is exposed to countless media images, advertisements, magazines, etc. With the advent of social media like *Facebook*, *Instagram*, *Messenger*, *Twitter*, email and the like, we are connected in ways that were not possible before. The communication line is always open. Because of these, necessary societal interactions, camaraderie, and development of friendships are facilitated.

The way we now deal with people with different personalities, opinions, and ideas, the way we access information about human life, relationships, education, careers, entertainment, and others, and the way we do business to promote products and services online are all conducted with modern media. These interactions are very different from before, when the most prominent forms of media were magazines, newspapers and books.

Economic Influence

The new media has made it possible for any individual to offer products and services online. The various media platforms are a means to augment people's income. It is indeed true that the new media affect the economic progress and stability of the country.

Innovation in media has likewise created new online jobs opportunities such as tutorials in various subjects, airline booking, art selling, product reviews on *YouTube*, blogging, photography and other IT related jobs.

Social media was once an expensive platform for businesses to advertise their products/services. But nowadays, any media-literate person and business entity can set up his / her/ its own brand to reach people and sell products and services easily.

Political Influence

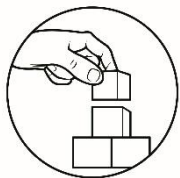
With the wider internet reach in the Philippines and the corresponding increase in Filipino social media users, political individuals and parties and government agencies have realized the effectiveness and power of social media platforms in terms of public communication.

Digital Diplomacy, also called E-diplomacy or Digi diplomacy is a government's use of social media and information technology to communicate to the public, especially foreign public. Foreign ministries, embassies and other government agencies have social media accounts especially on *Twitter* and *Facebook*.

Spreading information through social media enables to directly send messages quickly and cost-effectively to the target audiences, without convening a press conference or sending a press release to news agencies. Because of this, people now have greater participation on issues facing the country and the world.

People have become informed about the subjects they need or want. Through media reports focusing on the government programs, activities, and issues, the public is informed about the political affairs and functions of the country.

Not all media effects are positive. One of the current issues about social media on political affairs is the spread of fake news, both locally and abroad. The difficulty of confirming whether social media news reports are true has led to the abuse of the medium by interest groups who share half-truths or outright lies, which has led Facebook and Twitter to remove fake accounts and purveyors of untruths.



What's More

A. Using a separate sheet of paper, write an essay focusing on one of the following topics: Choose one topic only. Be guided by the essay rubrics below where 3 gets the highest point and 1 is the lowest.

- A. The Influence of Media on Violence
- B. Effects of Media on Socio-Economic Dimensions
- C. Role of Media in Crime Prevention

This output will be graded using this rubric.

Rubric for Essay

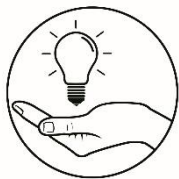
	Organization	Style	Conventions	Contents
	Paragraph formation which includes introduction, body, and conclusion	Choice, use and arrangement of words, and sentence structure	Grammar, spelling, and sentence formation	Presence of ideas developed through facts, details, and opinions.
3	Advanced arrangement of content	Precise use of a variety of words and sentence structure to create consistent ideas	No spelling, punctuation or grammatical errors	Substantial and specific contents demonstrating sophisticated ideas
2	Functional arrangement of content that	Limited word choice and control	Few spelling and punctuation	Limited content with inadequate explanation
	sustains a logical order	of sentence structure	errors, minor grammatical errors	
1	Minimal control of content arrangement	Minimal control of word choice and sentence structure	Many spelling, grammatical errors that interfere with the meaning	Superficial and minimal content

B. Determine in which sector the following situations can be categorized. Write the letter of your answer in a separate sheet of paper.

- A. EDUCATION
- B. ECONOMIC
- C. POLITICAL
- D. SOCIAL

1. Media enhances the learning and teaching processes inside the classroom.
2. Teacher makes use of the technology in lesson execution.
3. Teacher makes use of the Manila paper, chalk and board as aids for teaching.
4. School head encourages the teachers to consider films and documentaries and other interactive lessons in the teaching activity.
5. Michael opens a “lechon-manok” store and promotes his products in the city FB group account.

6. Company employers create various IT-related jobs.
7. Government figures carry out the web for some diplomatic objectives.
8. The mayor addresses issues in his social media account instead of holding a press conference.
9. Residents of the community question the legality of a city councilor's funding of the construction of flower boxes in the center of the barangay sidewalks.
10. The Philippines is a republic with a presidential form of government wherein power is equally divided among its three branches.
11. Teacher considers the use of written articles and blog postings as some teaching methodologies.
12. The company manager accepts the idea that technology is unavoidable.
13. Nelly always opens her communication line with relatives abroad using Facebook messenger.
14. The Santos Family tries to develop connection and interaction among family members using the higher version of technology.
15. Sally makes a lot of money from her online business, where she promotes services and products on her Facebook account.

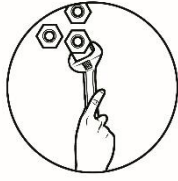


What I Have Learned

Ponder on the following questions and answer them. Be guided by the rubrics below. Use separate sheets.

1. What situations demonstrate the power of media and information?
2. What opportunities can be gained if people use media and information properly?

	Needs Improvement	Fair	Good	Excellent
Correctness (The ideas use correct grammatical rules)				
Clearness (The ideas are presented well)				
Unity (The ideas have a single complete thought)				
Emphasis (The ideas have relative importance)				



What I Can Do

You are challenged to conduct an interview with at least five vloggers/ social media influencers. Explore the various reasons why they engage in vlogging. Ask what they consider as the pros and cons of vlogging. The results of the interview could be shared at once. Use various communication gadgets to gather needed data and information. Be guided by the following rubrics in conducting an effective interview.

	Use of gadget <i>(In getting the needed information)</i>	Interviewer's Skills - Communication	Interviewer's Skills - Data gathering
3	Two or more interview gadgets are used	He/she speaks effectively with the good pronunciation	The needed information is gathered systematically
2	Only one interview gadget is used	He/she speaks effectively enough	Only little information is gathered
1	No interview gadget is used	He/she does not speak effectively	The needed information is failed to gather.

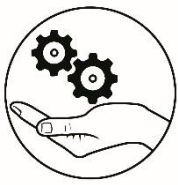


Assessment

Complete the sentences below by choosing the right word/s inside the box. Use separate sheets.

a. freedom	f. DVDs	k. producers
b. expression	g. CDs	l. artist/artists
c. nicely	h. copyrighted	m. abuse
d. politely	i. printing	n. misuse
e. slander	j. writing	o. false

- 1-2. As citizens of the country, we are entitled to _____ of _____.
- 3-4. Our opinions are to be expressed _____ and _____.
5. The action of making a false spoken statement damaging to a person's reputation is _____.
- 6-7. Libel can be committed in the form of _____ and _____ and other similar means.
8. Piracy is referred to as an unauthorized duplication of _____ content.
- 9-10. Ordinary people prefer pirated copies of _____ and _____ because these are cheaper.
- 11-12. This simply tells us that we should never _____ and _____ our freedom of speech.
13. A person commits libel if he/she publishes _____ statement.
- 14-15. Piracy is a form of plagiarism for it steals the compensation of the _____ and _____.

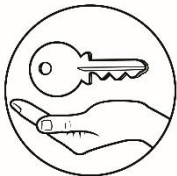


Additional Activities

Explain the following concepts of media literacy in few sentences. Be guided by the rubrics below. Use separate sheets.

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.

Criteria	Needs Improvement 1	Fair 2	Good 3	Excellent 4
Correctness (The ideas use correct grammatical rules)				
Clearness (The ideas are presented well)				
Unity (The ideas have single complete thought)				
Emphasis (The ideas have relative importance)				



Answer Key

Assessment 1. a 2. b 3. c 4. d 5. e 6. j 7. i 8. h 9. s 10. f 11. m 12. n 13. o 14. l 15. k	What's New 13 1. X 6. X 11. Y 2. X 7. X 12. X 3. Y 8. X 13. Y 4. Y 9. X 14. Y 5. X 10. X 15. X	What I Know 1. b 2. d 3. d 4. a 5. d 6. d 7. d 8. c 9. d 10. b What's In Answers may vary B. 1. a 2. a 3. a 4. a 5. b 6. b 7. c 8. c 9. c 10. c 11. a 12. d 13. d 14. d 15. b
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Media and Information Literacy

Quarter 4 – Module 8: Massive Open Online Course

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

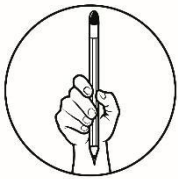
We value your feedback and recommendations.



What I Need to Know

This module was designed and written to help you understand the concept and the types of one of the current trends in media and information which is the massive open online course. Knowing the nature of massive open online course including the advantages and limitations could help us to determine if a certain group of people or locality can utilize it. The scope of this module allows many different learning situations where students could identify their daily activities where aspects of massive open online course are being used. The use of language recognizes the diverse vocabulary levels of students. The lessons are arranged to follow the standard sequence of the course but the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to describe the impact of massive open online (MIL11/12 CFT-IIIi-26).



What I Know

Read and answer each question carefully. Write the letter of the best answer on a separate sheet of paper.

1. Which of the following pertains to the knowledge or skill acquired by a person through instruction or study?
 - A. Book
 - B. Reference
 - C. Learning
 - D. Collaboration
2. Which term means “able to move easily from place to place”?
 - A. Accessibility
 - B. Mobile
 - C. Web site
 - D. Blog
3. Which is NOT a major massive open online course (MOOC) provider?
 - A. Coursera
 - B. Wikipedia
 - C. Udacity
 - D. EdX
4. What are the two main types of massive open online course (MOOC)?
 - A. xMOOCs and cMOOCs
 - B. aMOOCs and bMOOCs
 - C. xMOOCs and yMOOCs
 - D. sMOOCs and lMOOCs
5. What is defined as occurring or existing now?
 - A. Upcoming
 - B. Potential
 - C. Simultaneous
 - D. Current

6. Which is NOT an advantage of massive open online course (MOOC)?
- A. Feasibility
 - B. Affordable
 - C. Repetition
 - D. With strict class schedules
7. What is referred to as a segment appearing as part of an online publication that typically relates to a subject, and sometimes contain articles and personal commentary by one or several authors?
- A. Video
 - B. Recording
 - C. Twitter
 - D. Blog
8. What is described as a group of world wide web pages usually containing hyperlinks to each other and made accessible online by a person, company, institution, government agency, or organization?
- A. Blog
 - B. Web site
 - C. Online
 - D. Channel
9. What do you call a model for delivering learning content online to anyone who needs to take a learning course with no limit in attendance and participation?
- A. Browsing
 - B. Massive Open Online Course
 - C. 3D Environment
 - D. Wearable Technology
10. Which of the following pertains to the quality of being reached, used, or seen?
- A. Accessibility
 - B. Permissively
 - C. Attainability
 - D. Usability

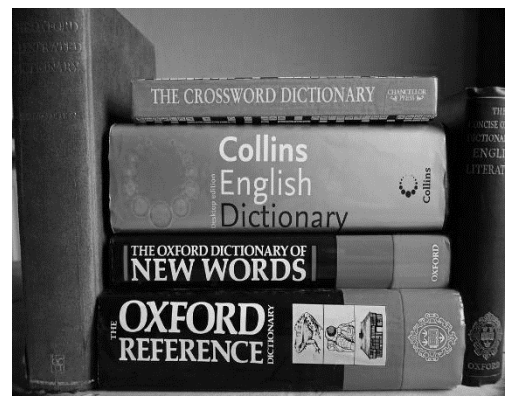
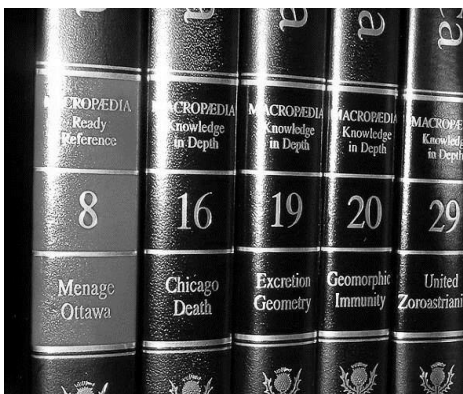
Lesson 1

Massive Open Online Course (MOOC)

You might not know it, but when your parents were younger, information was much harder, and more expensive, to come by. For information on a wide variety of topics, one had to consult an *encyclopedia*, a multi-volume collection of books with alphabetically arranged topics. For word meanings, one used a dictionary which could be pocket-sized and concise or massive and comprehensive. For more complete information on a subject, there were textbooks and trade books. Except textbooks, which were widely available wherever they were required in school, these sources of information were mostly seen in public and private libraries.

The information contained in books were relatively stable, that is, they do not change much over time, and new editions may not come for years. For new findings from academic research, one read journal publications and similar periodicals, which were available in university libraries. But, to keep abreast of current affairs, one read newspapers, listened to radio, or watched television.

The 21st century has brought many technological advancements that led to the development of the different modes of transmitting and getting information. Products of technology have also resulted in a paradigm shift in the field of education – from the traditional use of printed information such as books, journals, magazines, encyclopedia and dictionary to using their digital or online versions. Now, information may also be gathered from reliable and credible websites and how-to videos on YouTube, all found using search engines such as Google, Yahoo, and Bing. The use of technology has also influenced the behavior of people towards choosing the format and path of getting information, shifting from the traditional classroom set-up to online-based learning, thus, making it easier to gain knowledge anytime and anywhere.



<https://www.flickr.com/photos/88031504@N00/2368123528> https://www.flickr.com/photos/tim_ellis/32824895204

This module will discuss one of the current trends in media and information dissemination the Massive Open Online Course (MOOC), and how it influences the behavior of people when it comes to learning new information.



What's In

KWL Chart

To check your prior knowledge about the topic and to solicit the questions that you want to know about it, fill in the *Know* and *Want to Know* components of the *Know-Want to Know-Learned* (KWL) chart properly and correctly. For the *Know* component, you may write word/s or sentence. For the *Want to Know* component, state your responses in question form. List as many responses as you want for each component. Write your responses on a separate sheet of paper.

Topic	Know	Want to Know	Learned
Massive Open Online Course (MOOC)			

Guide Questions

1. Based on what you have written on the *Know* component of the chart, what do you know about Massive Open Online Course (MOOC)?
2. If you were to think of a question that you want to ask about Massive Open Online Course (MOOC), what question would that be?

Let's have some fun! - Word Hunt Activity

A password is needed to log in to a computer. Codes are listed below inside the term bank that could be used to determine the password of the computer. Encircle all the codes in the puzzle completely and properly.

A	K	G	T	J	B	L	O	G	J	A	O	P
N	C	S	F	O	L	I	D	X	B	N	N	E
R	W	C	I	U	M	K	T	F	H	G	L	N
E	C	N	E	G	K	I	L	P	O	E	I	A
P	M	A	S	S	I	V	E	F	G	L	N	S
E	C	V	B	N	S	A	S	F	G	I	E	H
T	P	I	U	Y	T	I	E	D	G	C	H	K
I	G	R	S	Z	X	C	B	V	B	A	N	M
T	H	J	U	Y	G	D	H	I	G	R	H	M
I	E	C	O	U	R	S	E	F	L	K	H	G
O	F	G	J	O	P	E	N	W	E	I	G	H
N	G	A	R	Y	R	A	M	O	S	F	T	G
U	O	F	E	A	S	I	B	I	L	I	T	Y

TERM BANK

Course	Blog	Repetition	Massive
Online	Accessibility	Open	Feasibility



What's New

Make Meaning: Internet Assisted Activity

Describe the given word in each item correctly. You may use the internet to find the meaning of the words.

	WORD	MEANING
1.	Massive	_____
2.	Open	_____
3.	Online	_____
4.	Course	_____
5.	Feasibility	_____
6.	Blog	_____
7.	Accessibility	_____
8.	Repetition	_____
9.	Asynchronous	_____



What is It

Massive Open Online Course (MOOC)

MOOC is an acronym for *Massive Open Online Course*. The word “massive” means large number or amount, “open” means accessible to all, “online” means connected to or available through a system, and “course” means the act of moving in a path from point to point. Therefore, MOOC refers to a route or pattern of getting a content or information available through an online system that can be accessed by many people. MOOC is also described as a pattern for providing



<https://www.pxfuel.com/en/free-photo-ebzbi>

learning information or content online to any person who needs to take up a course with no limit on attendance.

MOOCs are asynchronous web-based courses geared towards enabling several hundreds of students all over the world to enroll and learn from top world-renowned academic institutions at the same time. MOOCs deliver content via recorded video lectures, online readings, and online assessments, with various degrees of student-student and student-instructor interactions. Many MOOC-providers offer free courses, which entice more people to enroll. There are MOOCs that provide certificates of completion to the students; however, most of them do not count for college credit. The concept of MOOC was invented in 2008 by Dave Cormier, from the University of Prince Edward Island, for a course offered by the University of Manitoba, "Connectivism and Connective Knowledge", (<https://whatis.techtarget.com/definition/massively-open-online-course-MOOC>).

The learning material or video content used in an MOOC is created by an educational institution, usually a university or a college that offers such programs. The organization and administration operation of an MOOC are coordinated by active MOOC platforms (e.g. Coursera and edX). MOOCs were created from the idea of covering an entire university course online and thereby making it accessible to everyone in the world. The intent was to "democratize" educational content from elite universities.

Types of Massive Open Online Course (MOOC)

There are two main types of MOOCs:

1. xMOOCs

xMOOC stands for eXtended MOOC. xMOOCs are based on traditional university course structures and make use of established teaching approaches and materials. Students will watch pre-recorded lectures, complete required readings, and participate in discussions as produced and managed by a course instructor or an instructional team from a higher education institution. These are typically self-contained and rarely utilize content external to the main content delivery and learning platform.

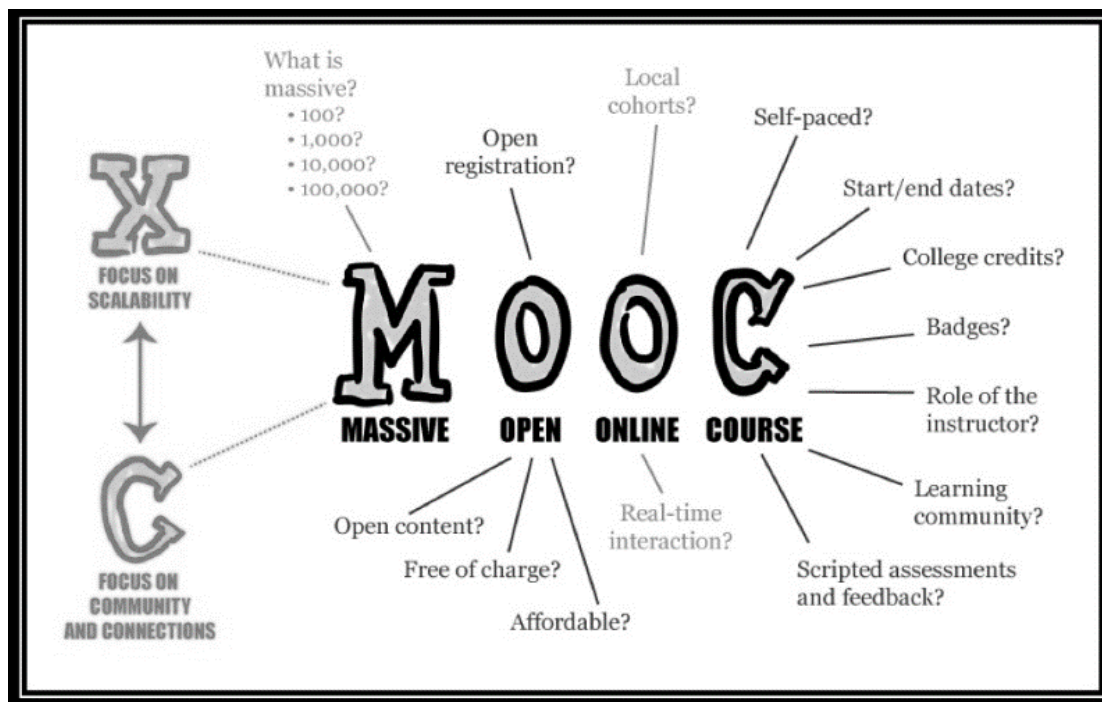
2. cMOOCs

cMOOC stands for Connectivist MOOC. cMOOCs are based on the connectivist learning model that favors collaboration among learners as a form of active learning. Students in cMOOC work together to locate, evaluate, and contribute to the course content by uploading materials in the form of tweets, blog posts, wikis and others, to the course using the learning platform. A cMOOC instructor or instructional team facilitates learning by finalizing, aggregating, and assessing the students' contributions to the course.

The following table illustrates the conceptual differences between cMOOCs and XMOOCs.

xMOOCs		cMOOCs
Scalability of provision (e.g., offering university courses to a larger audience)	Massive	Community and Connections
Open access – Restricted license	Open	Open access and license
Individual learning in single platform	Online	Networked learning across multiple platforms and services
Acquire a curriculum of knowledge & skills	Course	Develop shared practices, knowledge and understanding

Advantages of Massive Open Online Course (MOOC)



<https://www.igniteengineers.com/mooc-advantages-and-disadvantages/>

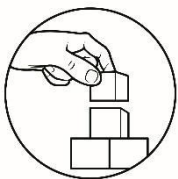
1. Relax requirements – MOOC can be taken by anyone who is interested in the subject matter and able to access the course, regardless of age, background, or location.
2. Video format availability - Teaching in a modern video format (not just texts like those that you'd find in other e-learning courses).
3. Accessibility- learning content from top universities like Harvard, Stanford, etc. can be opened through online format.
4. Repetition- an MOOC will often run two or three times a year, ensuring that students would not miss their chance.

5. High quality- MOOCs are led by subject matter experts (SMEs) and supported by teaching assistants, so that students have access to first-rate educational resources.
6. Feasibility- an MOOC usually requires 1-2 hours of study a week for about 5 weeks, making learning doable even for busy students.
7. Self-paced- an MOOC enables students to work through the course materials and assessments at their own pace.
8. Online collaboration- learners across the globe work together on common goals without the need to meet each other in person.

What are some MOOC platforms?

There are already thousands of MOOCs from countless providers worldwide. Here are the top MOOC platforms.

- a. **Coursera** has over 20 million learners/participants. Courses were created by the universities of Stanford, Princeton, Yale, London, Munich, Zurich, and many more.
- b. **EdX** has around 10 million learners/participants. Courses were created from Harvard, MIT, Berkeley, and Oxford, among others.
- c. **Udacity** is created as an MOOC platform at Stanford. Now mostly programming courses in cooperation with industry partners such as Google, Facebook, or Daimler. Course topics include artificial intelligence and self-driving cars.
- d. **FutureLearn** is MOOC platform (UK-based) which includes various British and European universities. Courses offered are shorter in duration compared to others.



What's More

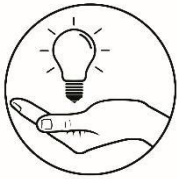
Activity: Creating your own Massive Open Online Course Material

Using your smartphone/laptop, create a Massive Open Online Course Material in the form of audio-visual presentation. The said material should focus on understanding corona virus and how this virus can be transmitted and prevented particularly at home and in school. The audio-visual material should not exceed 15 minutes. Use the audio-visual presentation rubric below to assess your output.

Rubric – Audio-Visual Presentation

CRITERIA	INDICATORS			
	Expert (4 points)	Intermediate (3 points)	Novice (2 points)	Beginner (1 point)
Organization	Information presented in a logical and very interesting sequence	Information presented in a logical sequence	Presentation jumps around and audience has difficulty following	Audience cannot understand presentation because of weak organization
Design	All multimedia elements work well together and demonstrate excellent synthesis	Multimedia elements are appropriate and enhance the presentation	Selection of media elements are adequate	Shows poor selection of graphics, fonts, sound, and video
Content	Covers the topic completely and in depth with a variety of resources. Encourages viewers to know more	Includes essential information and facts to give viewers an understanding of the topic	Includes some essential information with a few citations and facts	Includes little essential information and one or two facts
Graphics	Graphics explain and reinforce message of presentation	Graphics vary and relate to presentation	Occasionally uses graphics, but rarely support presentation	Poor use of graphics or no graphics
Sound	Excellent use of sound and music to reinforce message	Sound and music are used to convey message. Audio is clear.	Some use of sound, but poor quality. Audience has trouble understanding	Poor use of sound or no sound used

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.97.9516&rep=rep1&type=pdf>

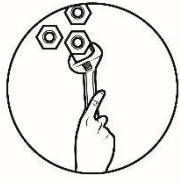


What I Have Learned

The students will fill in the *Learned* component of the KWL chart to generalize the things they learned about the topic.

KWL Chart

Topic	Know	Want to Know	Learned
Massive Open Online Course			



What I Can Do

Work In Progress

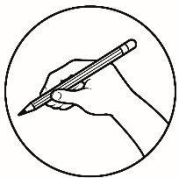
You are tasked to create a blog about the effects of Earthquake in your local community. Use the Blog Post rubric below to assess your output.

Rubric – Blog Post

CRITERIA	INDICATORS			
	Expert (4 points)	Intermediate (3 points)	Novice (2 points)	Beginner (1 point)
Purpose	The blog has a clear purpose to share and collect opinions and information about an important and interesting topic.	The purpose of the blog is to share information and the blogger's opinions about an important topic.	The blog is mostly about one topic, but sometimes the blogger gets off the subject.	The blog appears to be about unconnected topics and events.
Content	The blog is fair and balanced. Blogger refers to information from a variety of viewpoints and draw original conclusions based on research.	The blog is fair. Blogger refers to information from more than one viewpoint and draw conclusions based on research.	The blogger tries to be fair in the blog, but the information presented is missing critical content. I try to draw conclusions, but sometimes my conclusions are not based on research.	The blogger presents one viewpoint on the topic. Do not draw conclusions about the research, but just repeat what other sources have said about the topic
Sources	The blogger gathered extensive information from a variety of reliable sources outside the classroom. Cites the sources correctly.	The blogger gathered information from some reliable sources outside the classroom. Cites all the sources with no or very few minor errors.	Most of the information on the blog comes from the opinions. The blogger cites only one or two sources, or the citations have numerous errors.	The information of the blog is opinion, without any sources to back it up.
Audience	My writing engages my readers. I ask good questions and describe interesting ideas to get my readers to respond.	I think about what my readers want to know and write my blog entries to answer their questions and concerns.	I try to think about my readers and answer their questions, but most of the time I just write about what I am interested in or what is easy to find.	Poor use of graphics or no graphics

Sound	Excellent use of sound and music to reinforce message	Sound and music are used to convey message. Audio is clear.	Some use of sound, but poor quality. Audience has trouble understanding	I rarely think about how my readers will respond to my blog. I write about what is interesting to me or is easy to find.
Voice	Writing shows the personality of the blogger and reflects a deep commitment to the topic.	Writing shows that the blogger care about the topic.	Writing sometimes shows that the blogger care about the topic.	Writing sounds like that the blogger is just completing an assignment without caring about the topic.

https://www.ffc8.org/cms/lib/CO01900636/Centricity/Domain/728/21_Blog_Rubric.pdf

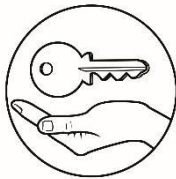


Assessment

Read and answer each statement carefully. Then, write the letter of the best answer on a separate sheet of paper.

- Mr. Ramos, a professor in a University, is teaching online to a number of students from different parts of the country and overseas using his uploaded videos about the different parts and functions of the human body. Which medium is being used here?
 - 3D
 - Massive Open Online Course
 - Ubiquitous Learning
 - Wearable technology
- ___ are based on connectivist learning models that favors collaboration as a form of active learning.
 - cMOOCs
 - xMOOCs
 - Google
 - Yahoo
- Which of the following is NOT massive open online platform?
 - Google
 - Coursera
 - Edx
 - Udacity
- ___ are based on traditional course structures and make use of established teaching approaches and materials
 - cMOOCs
 - xMOOCs
 - Google
 - Yahoo
- ___ enables students to work through the course materials and assessments at their own rates while also interacting with a global learning community.
 - Accessibility
 - Feasibility
 - Repetition
 - Self-paced
- Erwin is watching a video about renowned Filipino scientists on his tablet in the assigned learning station. Next, he will transfer to the next learning station to watch the different Filipino folk dances. Which medium is being used here?
 - 3D
 - Massive Open Online Course
 - Ubiquitous Learning
 - Wearable technology
- ___ is an advantage of MOOC in which a course runs two or three times a year, ensuring that students would not miss their chance
 - Accessibility
 - Feasibility
 - Repetition
 - Self-paced

8. Mary Anne realized that she forgot to answer the guide questions in one of the learning stations in the Science class. She decided to log in to her account as soon as she got home. Which characteristic of ubiquitous learning is shown in the situation?
- A. Accessibility
B. Permanency
C. Interactivity
D. Adaptability
9. Which of the following is NOT an advantage of Mass Open Online Course?
- A. Teaching in a modern video format
B. Courses in a true online format
C. Online interaction between learners and teachers
D. Uses paper and pencil test in evaluating students
10. Who invented the concept of Massive Open Online Course or MOOC in 2008?
- A. Bill Gates
B. Dave Cormier
C. Mark Zuckerberg
D. Jeff Bezos



Answer Key

Assessment 1. B 2. A 3. A 4. B 5. D 6. A 7. C 8. D 9. A 10. D	What's More Answers may vary. Activity 1.1 Answers may vary. Activity 1.2 Answers may vary.	What I Know C B B A D D D B B A
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Media and Information Literacy

Quarter 4 – Module 9: Media and Information Literate Individual

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

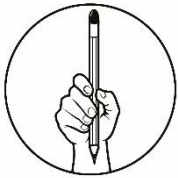
We value your feedback and recommendations.



What I Need to Know

This module was designed and written to help you in finding the overall implication of media and information to an individual and the society as a whole. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary levels of students. The lessons are arranged to follow the standard sequence of the course, but the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to be able to discuss the implication of media and information to an individual and the society (MIL11/12MILI-IIIj-29)



What I Know

Choose the letter of the best answer. Write the letter that corresponds to your answer on a separate sheet of paper.

1. Which of the following statements is NOT beneficial to an individual about the use of media and information literacy?
 - a. It makes studying convenient for students.
 - b. It keeps the individual updated on current events.
 - c. It connects people easily.
 - d. It distracts people from being productive.
2. It concerns the overall impact of media and information to individuals and society.
 - a. Media and Information Literacy
 - b. Media and Information Literate Individual
 - c. Media Legislation and Regulation
 - d. Media to Its Audience and Stakeholders
3. The following media and information programs improve the students' learning environment EXCEPT ____
 - a. Discovery Channel
 - b. Sine Eskuwela
 - c. Math Tinik
 - d. O-Shopping
4. Ma. del Carmen learned the benefits of organic foods from a television program and started using them. This shows that media and information _____.
 - a. improve a person's lifestyle
 - b. can entice people to change their habits
 - c. become inappropriate to people
 - d. lead people to confusion
5. Ejhay Ashley wants to talk to his mother abroad through a video call. He may use_____.

- a. Skype
 - b. Wikipedia
 - c. Twitter
 - d. YouTube
6. Mr. Reyes wanted to expand his network and manage his professional identity. Which of the following can he use?
- a. LinkedIn
 - b. Kalibrr
 - c. Pinterest
 - d. Instagram
7. Kyle Gabriele wanted to keep updated with what is happening around the world. What cable channel would he watch?
- a. CNN
 - b. PBO
 - c. Movie Central
 - d. Sports Channel
8. A media and information literate individual should know how to use ____.
- a. television
 - b. AM and FM Radio
 - c. social media
 - d. different media platforms
9. Janine Lyka, a STEM student in senior high school, was able to gather information about her research on herbal medicine through a website. This shows the impact of media and information on ____.
- a. education
 - b. politics
 - c. economy
 - d. society
10. Zyril created a social media account to advocate for fighting global warming. It shows the media and information impact on ____.
- a. education
 - b. politics
 - c. economy
 - d. society
11. Kiesha Miel, a student, uses her spare time to sell different accessories online. It helps to augment her expenses in school. This shows _____impact of media information literacy to individual.
- a. educational
 - b. political
 - c. social
 - d. economic
12. A study claims that almost a quarter of world population is on Facebook. People are now exposed to different cultures and practices. This shows the _____impact of media and information literacy.
- a. educational
 - b. political
 - c. economic
 - d. social
13. A candidate for national election uses different media platforms to promote his candidacy resulting in a landslide win against his opponent. It shows the _____impact of media and information literacy.
- a. educational
 - b. political
 - c. economic
 - d. social
14. Vernice Gabriele became more interested in the lesson because the teacher used audio-visual materials in the discussion. This shows that media and information literacy can be applied to____.
- a. education
 - b. politics
 - c. economy
 - d. society
15. Zyra sends her visa documents to her fiancé through electronic mail. It shows the _____ impact of media and information literacy.
- a. educational
 - b. personal
 - c. economic
 - d. professional

Lesson 1

Media and Information Literate Individual

What is the impact to you when you are using different media platforms? In this lesson, you will be gaining knowledge on the basic media and information which can be beneficial to an individual. Literacy in using different media platforms would help you utilize its purpose.



What's In

In the previous lesson, you were taught about current and future trends in media and learning, specifically the massive open online courses. Based on what you have learned, write TRUE if the statement about massive open online is correct, or FALSE, if not.

1. It teaches with modern video formats, not just text like those that you'd find in other e-learning courses.
2. Not all content is fully accessible.
3. It mainly uses paper-based study materials like those required in traditional distance learning.
4. It requires online interaction between learners and teachers via discussion forums.
5. The learning material or video content used in an MOOC is always created by an educational institution.

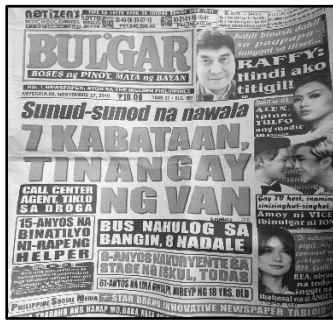


What's New

How well do you know?

As a young individual, you tend to trust and believe popular opinion. You can be influenced by the information you read or hear. Share your views on the information you might get from different media.

Headline from a tabloid



POSITIVE EFFECTS:

NEGATIVE EFFECTS:

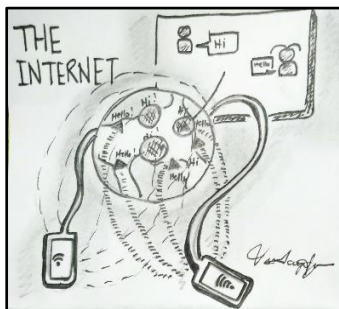
News from a TV Station



POSITIVE EFFECTS:

NEGATIVE EFFECTS:

Information from the Internet

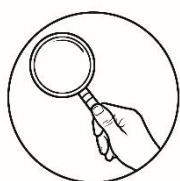


POSITIVE EFFECTS:

NEGATIVE EFFECTS:

Your answer will be graded based on the following rubric.

Score	Description
2 points	Includes limited essential information and one or two facts
3 points	Includes some essential information with a few citations and facts
4 points	Includes adequate amount of essential information and facts to give viewers an understanding of the topic
5 points	Covers the message completely and in depth with a variety of resources



What is It

Implication of Media and Information

Media and information literate individuals have the ability to find, evaluate, and use reliable information, and communicate it through various formats and media. Such literacy is important for learning, making sound decisions and solving problems. The following are some of its effects on the individual and society:

Personal

- It improves the quality of life.
- Communication has been made easier.
- Information has become widely accessible.
- Conducting research has become more convenient
- Long-distance communication between family members have become possible through video calls or instant messaging.
- It provides entertainment through various cable channels and internet access.

Political

- It] generates greater political participation.
- In the fields of public service, the media and the government have a long-standing relationship.
- Media keep the public and even the government informed on what is happening in the country, helping both sectors make political decisions.
- Through media reports of government activities and issues, the public are informed of the political affairs in the country and are further encouraged to take a more active role in the government.

Economic

- It promotes economic opportunities.
- The new media have made it possible for ordinary individuals to offer their materials for consumption, whether free or paid.
- YouTube, a free video host, is also an advertising medium. Advertisers pay to display their ads with the videos. YouTube then pays video contributors if their videos get enough views or if their channels have a high subscriber rate.
- It creates new job opportunities. For example, new positions like social media managers or multimedia specialists are now in-demand. Likewise, programmers for various platforms can easily find projects or permanent jobs. More specialized jobs lead to higher pay and therefore result in a better economy.

Educational

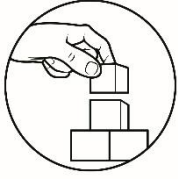
- Media and information literacy improves learning environment through different interactive media platforms.
- Reinvention of learning modalities makes knowledge accessible to more people.
- Information can be easily accessed and assessed, thus, making studying convenient for students.
- Learning resources can be easily improvised and customized to suit the aptitudes of different types of learners.

Social

- Media and information-literate individuals form groups that are said to be more cohesive units than those formed by people who are not, creating a bond that does not only have relational implications but also create social impact.
- People are being connected in ways that were possible before.
- Media and information literate people would rarely, if ever, fall victim to fake news and consequently react to it in a way that would destroy social relationship.
- It allows people to develop camaraderie and interaction.
- Different social networks sites like Facebook and Instagram can be used to build support groups engaging in different advocacies.

Professional

- It builds professional networks.
- Looking and applying for a job becomes easy by checking different websites.
- Job hunting becomes convenient for applicants who can share their personal profiles and other credentials to prospected companies.
- An individual can conveniently work from home through the use of different media.



What's More

Activity 1

You have learned that different media have shaped our personal and social life. How do information and media improve life in the following situations?



On-line business



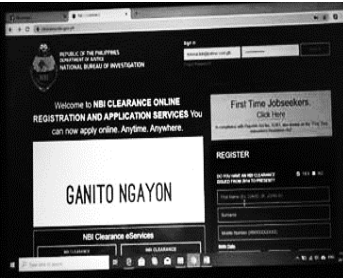
Television campaign about fighting climate change



Live State of the Nation Address of the President



Celebrity cooking show



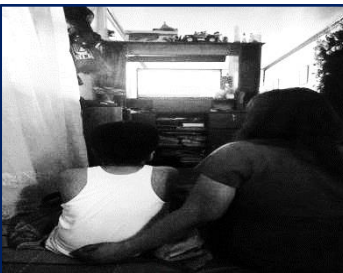
Online NBI application and tax filing



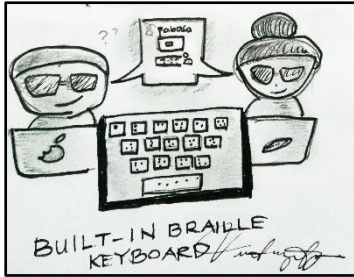
Social media network as a way to connect people



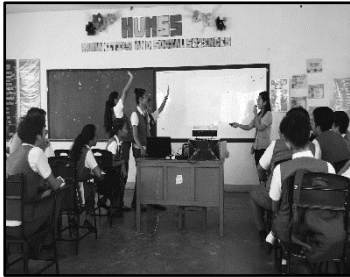
Students conducting research



Television program as learning environment for children



People with visual impairment using Braille



A teacher uses audio-visual materials to discuss the lesson

Your answer will be graded based on the following rubric.

	Developing (2 points)	Accomplished (3 points)	Exemplary (5 points)
Topic	The answer is remotely related to the topic.	The answer is fairly related to the topic.	The answer is directly related to the topic.
Organization	The points in the answer are logically ordered.	The points in the answer are somewhat logically ordered.	The points in the answer are logically ordered.
Quality of Information	Most details do not support the discussion.	Some details support the discussion.	Most details support the discussion.
Grammar & Mechanics	Answer has more than two errors.	Answer has one or two errors.	Answer has no errors.

Activity 2

You have long been taught that technology has contributed to society in meaningful ways for the common good. Engage yourself in answering the following questions. Use a separate sheet of paper.

1. What is a media and information-literate individual?
2. How does a media and information literate individual contribute to improve the quality of life in terms of:
 - a. Educational
 - b. Economic
 - c. Personal
 - d. Professional
 - e. Political
 - f. Social
3. Identify some disadvantages of media and information in terms of:
 - a. Economic
 - b. Personal
 - c. Professional
 - d. Political
 - e. Social



What I Have Learned

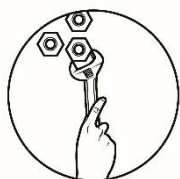
Share your knowledge on media and information literacy as a means to improve lives.



I am a media and information-literate individual. I will use different media platforms to _____

Your answer will be graded based on the following rubric.


Score	Description
2 points	Includes little essential information and one or two facts
3 points	Includes some essential information with a few citations and facts
4 points	Includes essential information and facts to give viewers an understanding of the topic
5 points	Covers the message completely and in depth with a variety of resources





What I Can Do

You are asked to use social media as platform to encourage people to plant trees as a means to fight climate change. Write a post on your social media account to support this campaign.

Create post



 Photo/Video

 Tag friends

 Feeling/Activ...

...

Rubric for Assessment

4	The information and ideas presented in social media are appropriate, interesting and well organized.
3	The information and ideas presented in social media sound good and interesting.
2	The information and ideas presented in social media shows some potential but lack clarity and organization.
1	The information and ideas presented in social media need improvement.

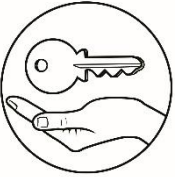


Assessment

Multiple Choice. Analyze the following situations. Identify the implication of media- and- information literacy to the individual and to the society. Write only the letter of the best answer. Use separate sheet of paper for your answer.

a. POLITICAL	b. PERSONAL	c. EDUCATIONAL
d. ECONOMIC	e. SOCIAL	f. PROFESSIONAL

1. Jun and Leny advertised their street food stall in different media platforms. After a year, it became a profitable business.
2. Riza made new friends and reconnected with old pals using social media.
3. A Grab driver uses the Waze app to reach destination.
4. Shiela and Cas find it convenient to order their foods using an online app.
5. A mayor uses social media to update the public of the city’s activities, projects, and programs to encourage people to take active role in beautifying the city.
6. The university uses a website portal as a learning management system (LMS), which both the teacher and the student can access and can serve as an essential tool for e-Learning.
7. Carmen, an environment advocate, uploaded her global warming vlog on YouTube. After a month, it got thousands of shares.
8. A senate hearing was aired live in broadcast media.
9. An accountant gets hired through LinkedIn.
10. Janine and Jackie use trusted websites to gather related literature for their research.
11. Randy James, a candidate for local election, created social media accounts to post his campaign online and be more interactive with the people.
12. An advocate to clean the Ilog-Pasig uploaded his blog on social media and was “trending” soon after. He has encouraged people with the same interest and advocacy to support his endeavor.
13. Lyn, an Overseas Filipino Worker, uses Skype to have a video call with her son, EJ.
14. Peter watches cable channels to entertain himself during his days-off.
15. Teacher Jeric used audio-visual materials to discuss the lesson.

 <p style="text-align: center;">Answer Key</p> <p style="text-align: right;">Assessment</p> <p>1. d 2. b 3. d 4. b 5. a 6. c 7. a or b 8. a 9. f 10. c 11. a 12. a or e 13. b 14. b 15. c</p>	<p style="text-align: center;">Answer Key</p> <p style="text-align: center;">1. Answers may vary</p> <p style="text-align: center;">What's More</p> <p style="text-align: center;">69</p>	<p style="text-align: center;">What I Know</p> <p>1. d 2. a 3. d 4. b 5. a 6. a 7. a 8. d 9. a 10. d 11. d 12. d 13. b 14. a 15. b</p> <p style="text-align: center;">What's In</p> <p>1. TRUE 2. TRUE 3. FALSE 4. FALSE 5. FALSE</p> <p style="text-align: center;">What I Know</p> <p>1. d 2. a 3. d 4. b 5. a 6. a 7. a 8. d 9. a 10. d 11. d 12. d 13. b 14. a 15. b</p> <p style="text-align: center;">What's In</p> <p>1. TRUE 2. TRUE 3. FALSE 4. FALSE 5. FALSE</p>
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Media and Information Literacy

Quarter 4 – Module 10: Text Information and Media

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

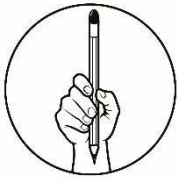


What I Need to Know

This module aims to help learners like you get well-acquainted with key concepts of media and information and use this knowledge to communicate effectively by using the technology in your hands. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. describe the different dimensions of text information and media (MIL11/12TIM-IVb-3)
2. comprehend how text information and media are formally and informally produced, organized, and disseminated (MIL11/12TIM-IVb-4)
3. evaluate the reliability and validity of text information and media and their sources using selection criteria (MIL11/12TIM-IVb-5)
4. produce and evaluate a creative text-based presentation using design principle and elements (MIL11/12TIM-IVb-6)



What I Know

Choose the letter of the best answer. On a separate sheet of paper, write the letter that corresponds to your answer.

1. Which of the following is NOT useful information regarding the use and importance of media and information literacy?
 - a. It makes studying convenient for students.
 - b. It connects people easily.
 - c. It updates an individual about events, news, issues, and the like.
 - d. It distracts people from being productive.
2. It deals with the overall impact of media and information on individuals and the society.
 - a. Media and Information Literacy
 - b. Media and Information Literate Individual
 - c. Media Legislation and Regulation
 - d. Media to Its Audience and Stakeholders
3. The following media and information programs improve the students' learning environment EXCEPT.
 - a. Discovery Channel
 - b. Sine Eskwela
 - c. Math Tinik
 - d. O-Shopping
4. Shiela learned the benefits of eating organic food from a television program and started eating more of it. This shows that media and information _____.
 - a. Improves a person's lifestyle
 - b. Tempt people to act differently
 - c. May cause people to become too dependent on media and information and forget to fact check information
 - d. Lead people to confusion
5. Ejhay wants to talk to his mother abroad through a video call. He may use the following applications EXCEPT
 - a. Skype
 - b. Instagram
 - c. Facebook
 - d. YouTube
6. A professional wants to expand his network and manage his professional identity. Which of the following can he use?
 - a. LinkedIn
 - b. Kalibrr
 - c. Pinterest
 - d. Instagram
7. Kyle Gabriele wants-to update himself with what is happening around the world. What cable channel should he watch?
 - a. CNN
 - b. ANC
 - c. Movie Central
 - d. Sports Channel

8. A media and information literate individual should know how to utilize____.
 - a. television
 - b. AM and FM Radio
 - c. social media
 - d. different media platforms
9. Janine, a STEM student in senior high school, was able to gather information about her research on herbal medicine through a website. This shows the impact of media and information on
 - a. education
 - b. politics
 - c. economy
 - d. society
10. Zyril created a social media account to fight global warming. This shows the impact of media and information on
 - a. education
 - b. politics
 - c. economy
 - d. society
11. Kiesha Miel, a student, uses her spare time to sell different accessories on-line. This helps to augment her expenses in school. This shows the _____ impact of media and information literacy on an individual.
 - a. educational
 - b. political
 - c. social
 - d. economic
12. A study claims that almost a quarter of world's population have Facebook accounts. People are now exposed to different cultures and practices. This shows the _____impact of media and information literacy.
 - a. educational
 - b. political
 - c. economic
 - d. social
13. A candidate for national election used different media platforms to promote his candidacy. This resulted in a landslide win against his opponent. This shows the _____impact of media and information literacy.
 - a. educational
 - b. political
 - c. economic
 - d. social
14. Vernice Gabriele became more interested in the lesson because the teacher used audio-visual materials in the discussion. This shows that media and information literacy can be applied in ____?
 - a. education
 - b. politics
 - c. economy
 - d. society
15. Zyra sent her pertinent documents to her fiancé through electronic mail. This shows the _____ impact of media and information literacy.
 - a. educational
 - b. personal
 - c. economic
 - d. professional

Lesson

1

Text Information and Media

What catches your attention when reading a story or an article? Most people would look at the text because of its content. While some will look at the visuals accompanying the text if there is any. In this lesson, you will be learning how text information can be an effective form of media and how it can be used and applied for you to communicate effectively.



What's In

Choose the letter that best describes the statement in each number.

- | | |
|--|--------------------------|
| ___ 1. People who are classified either as a correspondent or as a reporter | A. Editor |
| ___ 2. This person's responsibility is to ensure that the author's work is worth publishing | B. Photographer |
| ___ 3. Someone who takes responsibility for the printed material presentation starting from text to images | C. Graphic Artist |
| ___ 4. Someone who is responsible for capturing images artistically to be partnered with written material to represent an idea visually. | D. Journalists |
| ___ 5. The person in charge of the overall concept of the material in terms of art, design, and graphics. | E. Art Director |



What's New

Examine the text message and answer the questions that follow.

FROM:OFFICE OF {WOWOWIN)
Sponsored:WILLY REVILLAME
YOUR (MOBILE#) Had
Won PHP650,000,00 (4th
ANNIVERSARY) PLS Send Your
NAME,ADD,AGE,WORK And Call me
Now ! Im [ATTY.FILEPE L. GOZUN](#) .
PER DTI #[6875](#) SY2019 ASAP ?
THANK YOU !.

9 min ago

1. What is the tone of this text message?

2. Why do you think some Filipinos will fall victim to this type of text message?

3. Why do you think this message sounds convincing?

Your answers will be graded using the following rubric.

	Developing (2 points)	Accomplished (3 points)	Exemplary (5 points)
Topic	The answer is remotely related to the topic.	The answer is fairly related to the topic.	The answer is directly related to the topic.
Organization	The points in the answer are not logically ordered.	The points in the answer are somewhat logically ordered.	The points in the answer are logically ordered.
Quality of Information	Most details do not support the discussion.	Some details support the discussion.	Most details support the discussion.
Grammar & Mechanics	Answer has more than two errors.	Answer has one or two errors.	Answer has no errors.



What is It

Text Information and Media

Text Information

Text information can be written in script using the Roman alphabet or a different script that is appropriate to the language of the reader. Text information or textual information can be written in the language most appropriate to the reader. For example, Japanese, Chinese, and Korean textbooks are using their own language.

Creators of Text Information

Readers are influenced and persuaded by the power of written words. A reputable and well-organized material or written work is a collective effort between writers and members of the editorial team. Below are the several kinds of writers.

- 1. Author** – someone who writes books, stories, or articles on different kinds of topics. However, there is a difference in the focus of their writing. Usually, an author writes stories or articles that are lengthy, like a novel. They are

also connected to scholarly works, such as general reference materials or a textbooks. An author is someone whose work has already been published.

2. **Writer** – a writer is more associated with writing literary works like poems and short stories. A writer is usually a person who writes stories or articles as an occupation, like a journalist, blogger or screenwriter.
3. **Contributor** – Like a writer, the contributor spends time writing articles about topics that are of particular interest. Contributors can only submit articles depending on the theme or space available. Most writers work full time in a publication or publishing companies but some work as freelance writers or contributors. A freelance writer is self-employed and is not connected to a specific publication or company.
4. **Columnist** – someone who writes and shares his opinion, insights, and commentaries about social or political issues. In a newspaper or a magazine, articles written by columnists appear on a regular basis. Even though columnists are free to express their opinion, they must abide by the professional code of ethics for journalists. This means that columnists should avoid using and making biased and derogatory remarks.
5. **Blogger** – a blogger is someone who writes personal opinions on topics or issues that interest them. Their work can be seen and read in online journals or websites. Rather than writing a column for a magazine or a newspaper, a blogger shares their insights, ideas, reflections, experiences, and activities through a blog entry.
6. **Editor** – someone who coordinates with the author or writer in planning, reviewing, and revising content for publication. In addition, an editor's task is to coordinate with the layout artists to ensure that all corrections are carried out from start to end. The editor also gives the final say to the final content of the written text.
7. **Publisher** – someone who is responsible for preparing, acquiring, and managing a publication. The publisher works with a team of writers, authors, and layout artists and decides on the type and theme of the material to be published.

Classifications of Text Information

The different sources of text information was presented in the previous section. Print media, such as books, newspapers, and magazines contain various information. Text information is classified into two: fiction and nonfiction.

1. **Fiction** – This refers to stories that are products of the writer's imagination. Fairy tales, mythologies, and legends are examples of fiction texts. Most works of fiction are considered as forms of literature.
2. **Nonfiction** – Text information is classified as nonfiction if it is based on facts and reality. Examples of nonfiction works are biographies, news, and scientific researches. Text information like these are often present in textbooks, encyclopedias, periodicals, and journals.

How Text Information is Produced

Text information is produced through the following steps:

1. The writer selects a topic or an issue worth writing about.
2. The writer does a thorough gathering of information about the topic.
3. The writer constructs an outline of the topic and composes the draft.
4. The writer goes back to the draft and develops it into a full text.
5. The writer turns in the article to the editor or publisher.

For articles in newspapers or magazines, the editor decides whether the material is worthy of publication, based on the quality of the material and the publication house's style and theme.

For manuscripts written for possible publication as a textbook or novel, the publisher usually has a team of reviewers who checks the quality of the manuscripts in terms of content and genre. If the manuscript gets the approval of the screening committee, it is forwarded to the editorial department and later endorsed for printing.

Assessing and Evaluating Text Information

The following criteria should be considered in assessing and evaluating text information.

1. **Accuracy and Factuality.** Text information should be precise and must be based on facts. It should be thoroughly researched and the data should be based on valid findings.
2. **Objectivity.** Text information should not contain any biases, prejudice, or discrimination. If the material contains information favoring any side or groups, each must be discussed fairly and exhaustively.
3. **Language appropriateness.** The level and kind of language should be appropriate for the target audience or readers.
4. **Curriculum alignment.** The textbook material should be consistent with the curriculum and international standards prescribed.
5. **Style and Format.** Most books are based on the Chicago Manual of Style (CMOS) when it comes to all editorial concerns like capitalization, punctuation, and citation. On the other hand, academic papers follow the American Psychological Association (APA) Style. Newspapers follow a particular house style, depending on the news agency to which they belong.

Advantages of Text Information

- ❖ Text information covers a wide variety of topics.
- ❖ One can access text information easily.
- ❖ It is well-researched and comprehensively discussed.

Limitations of Text Information

- ❖ The book should be updated regularly to ensure accuracy and timeliness.
- ❖ Text information can be lengthy, making it difficult or tiresome to read.

Text as Visual

- a. The representation or style of a text in the digital format is called a typeface.
- b. A typeface, (also referred as font, font type, or type) is usually composed of alphabets, numbers, punctuation marks, symbols and other special characters.
- c. Different emotions and meanings are expressed when various font types are used. In case there is an absence of images and drawings, the easiest way to communicate to people is through text.

Types of Typefaces

Serif

One common form of a typeface is called serif. It pertains to a short line at the top or bottom of some styles of printed letters. This kind of typeface entails familiarity and readability in large amounts of texts. Some publications such as books, newspapers, magazines, and researches normally use serif typeface for the body of

the text. Serif fonts are also used to achieve a classic and elegant look in publications.

Examples: Times New Roman, Garamond, Baskerville

Sans Serif

A typeface which does not contain serif in the letters is called sans serif. This typeface conveys a clean and minimalist look to the text. To express clear and straightforward meaning of the text, road signages, building directories, and nutrition facts in food packaging use this typeface. Moreover, sans serif fonts are mainly used in designing web pages to achieve a modern style look.

Examples: Arial, Helvetica, Tahoma, Verdana, Calibri

Slab Serif

A heavy and solid look to the text is expressed by slab serif. Usually, large advertising signs on billboards use the slab serif typeface.

Examples: Rockwell, Playbill, Blackoak

Script

The brush-like strokes of the script typeface draws people's attention to it. The reason behind why this font must be used sparingly must be given. Most formal events such as weddings or evening charity balls use the script typeface.

Examples: Edwardian, Vladimir, Kunstler

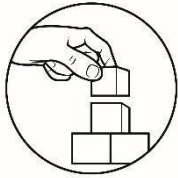
Decorative

Display or decorative typeface are artistic and eye-catching since it can show a wide variety of emotions (such as happiness, fear, horror, etc.) or decorative fonts also cater to various themes (such as spaceships, carnivals, holidays, seasons, kiddie, etc.)

Examples: Chiller, Jokerman, Curlz MT

Design Principles and Elements

- 1. Emphasis** – pertains to the force or intensity of expression which contributes to the importance or vivid impression to something. To do this, a text can be enlarged, be bold or italicized, darkened or lightened, or underlined.
- 2. Appropriateness** – refers to how suitable or appropriate the text is for the target audience, intention or purpose, or event. The selection criteria (tone, style, purpose, clarity) should be followed in the creation of text-based content. The discussion of font characteristics must be considered when choosing the typefaces to be used in an output. Large bodies of text must use fonts which are readable and clear.
- 3. Proximity** – refers to the distance of text elements from each other. Things that are closely related should be brought together. Otherwise, text elements should be placed far from each other. For example, the placements of the main title and subtitle are usually close to each other.
- 4. Alignment** – refers to the proper positioning or state of adjustment of parts in relation to each other (Merriam-Webster Dictionary). The text positioned in the page can be left, right, center or justified.
- 5. Organization** – refers to the act or process of organizing various elements of text in a page. Although elements of text are sorted away from each other (based on the principle of proximity), the organization sees to it that somehow, they are still connected with the rest of the elements in the page.
- 6. Repetition** – the unity of the entire design and consistency of elements are the concerns of repetition. The repetition of some typefaces within the page are encouraged. However, when various typefaces are used on a page, it might result in distraction and failure to communicate the content of the text.
- 7. Contrast** – refers to the degree of difference between things having similar or comparable natures (Merriam-Webster Dictionary). Visual interest in text elements is generated by contrast. Contrast can be achieved when we combine the following elements like: large fonts with small fonts, serif and sans serif, thin and thick elements, and warm and cool colors.



What's More

Activity 1.1

Fill out the table below by specifying how the design principles and elements were used in the product label and the effect it has on consumers.



Image(s) courtesy of:

(left) <https://pixabay.com/vectors/liquid-soap-soap-bath-bathroom-154014/>

(right) https://commons.wikimedia.org/wiki/File:Antibacterial_hand_soap.jpg

Design Principles and Elements	Liquid Soap (Left Picture)	Liquid Soap (Right Picture)
Emphasis		
Appropriateness		
Proximity		
Alignment		
Organization		
Repetition		
Contrast		

Activity 1.2

Based on the given picture, complete the table by supplying the appropriate answer for each question.



Image courtesy to: <https://unsplash.com/photos/XXuVUrnpis8M>

1. Who are the possible readers of this signage?	
2. Who could have possibly written this signage?	
3. What is the tone of the text in the signage?	
4. What is the intention of the signage?	
5. What are the design principles and elements present in the signage?	
6. What are the emphasized phrases in the signage? Why were these given particular attention?	

Your answers will be graded using the following rubric.

	Developing (2 points)	Accomplished (3 points)	Exemplary (5 points)
Topic	The answer is remotely related to the topic.	The answer is fairly related to the topic.	The answer is directly related to the topic.
Organization	The points in the answer are not logically ordered.	The points in the answer are somewhat logically ordered.	The points in the answer are logically ordered.
Quality of Information	Most details do not support the discussion.	Some details support the discussion.	Most details support the discussion.
Grammar & Mechanics	Answer has more than two errors.	Answer has one or two errors.	Answer has no errors.

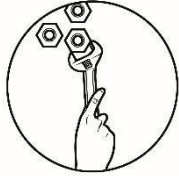


What I Have Learned

Answer the questions briefly based on your objective insight and critical thinking.

1. How will you call the attention of a blogger to correct a wrong text information on the blogsite they manage?
2. Would you apologize and honestly admit if you provided text information on your newspaper column? Why or why not?
3. In your opinion, who should be responsible in ensuring that there would be no misleading and erroneous text information released in print and social media? Why?

Score	Description
2 points	Is unable to or infrequently uses deductive and inductive reasoning skills
3 points	Uses deductive and inductive reasoning skills inconsistently and weakly
4 points	Uses deductive and inductive reasoning skills competently
5 points	Uses deductive and inductive reasoning skills consistently and with ease

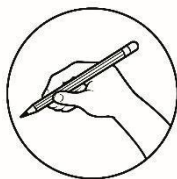


What I Can Do

You will take on the role of a graphic artist and writer. Choose one among the following book genres (romance, historical, sci-fi, horror/suspense, or action) and create an attractive book jacket with an ad blurb that best captures the book's storyline. The book cover design must have an attractive color together with appropriate images and text.

RUBRIC FOR CREATIVE OUTPUT

	Partially Meets Standards (5-10 points)	Meets Standards (10-15 points)	Exceeds Standards (20 points)
Relevance to the Theme	The output is remotely related to the theme.	The output is fairly related to the theme.	The output is directly related to the theme
Originality	The output contains insufficient evidence of personal thought.	The output contains decent evidence of personal thought.	The output contains distinctive evidence of personal thought.
Creativity	The output displays the least amount of creativity.	The output displays an adequate amount of creativity.	The output displays an exceptional amount of creativity.
Color Harmony	The image displays inappropriate colors.	The image displays appropriate colors.	The image displays the most suitable colors.
Visual Appeal	Little attention was given to designing the output.	Adequate attention was given to designing the output.	Extra attention was given to designing the output.

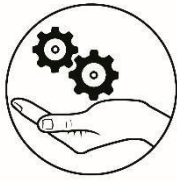


Assessment

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

- Which is NOT a characteristic of a serif typeface?
 - classic
 - readability
 - formality
 - extravagant

2. Which of the following material is suited for a script typeface?
 - a. newspapers
 - b. magazines
 - c. wedding invitations
 - d. billboards and ads
3. Text information generally has the following characteristics except:
 - a. instant information
 - b. limited topics
 - c. time-consuming
 - d. well-researched
4. The responsibility of transforming texts into soft copy using an office computer application is the responsibility of the:
 - a. data encoder
 - b. publisher
 - c. graphic artist
 - d. editor
5. Which text information should one use when they need data for a research paper?
 - a. legends
 - b. fable
 - c. magazine
 - d. encyclopedia
6. Text information is produced through the following steps except?
 - a. The writer composes an article about their chosen topic.
 - b. The writer develops the article into a publishable material.
 - c. The writer turns in the article to the editor or publisher.
 - d. The writer submits articles randomly to every media platform.
7. Which of the following is NOT the editor's responsibility?
 - a. acquires and manages a publication
 - b. coordinates with the author or writer
 - c. reviews and revises content for publication
 - d. ensures that corrections are done from start to end.
8. The following items comprise a typeface except:
 - a. alphabet
 - b. numbers
 - c. emoticons
 - d. symbols
9. Which does not belong to the group?
 - a. language appropriateness
 - b. accuracy and factuality
 - c. formality and readability
 - d. style and format
10. Which typeface has a clean and minimalist look to the text?
 - a. serif
 - b. sans serif
 - c. slab serif
 - d. script



Additional Activities

Take a photo of a Filipino street food and make a 4.25" x 5.5" postcard with the caption "(creative name of the food)? It's More Fun in the Philippines." Be sure to comply with the criteria to produce text information and do not forget to incorporate design principles and elements in your work. Be guided by the criteria below.

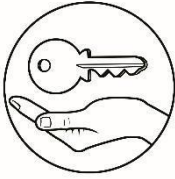


Image courtesy of:

<https://upload.wikimedia.org/wikipedia/commons/f/f2/Tokneneng-01.jpg>

RUBRIC FOR CREATIVE OUTPUT

	Partially Meets Standards (5-10 points)	Meets Standards (10-15 points)	Exceeds Standards (20 points)
Relevance to the Theme	The output is remotely related to the theme.	The output is fairly related to the theme.	The output is directly related to the theme
Originality	The output contains insufficient evidence of personal thought.	The output contains decent evidence of personal thought.	The output contains distinctive evidence of personal thought.
Creativity	The output displays the least amount of creativity.	The output displays an adequate amount of creativity.	The output displays an exceptional amount of creativity.
Color Harmony	The image displays inappropriate colors.	The image displays appropriate colors.	The image displays the most suitable colors.
Visual Appeal	Little attention was given to designing the output.	Adequate attention was given to designing the output.	Extra attention was given to designing the output.



Answer Key

<p>Assessment</p> <ol style="list-style-type: none">1. D2. D3. B4. A5. D6. D7. A8. C9. C10. B	<p>What's More</p> <p>Answers may vary.</p>	<p>What I Know</p> <ol style="list-style-type: none">1. A2. C3. D4. B5. D6. C7. C8. A9. B10. D
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Media and Information Literacy

Quarter 4 – Module 11: Visual Information and Media

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

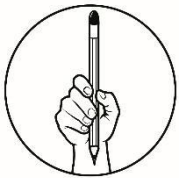


What I Need to Know

This module aims to help learners like you get well-acquainted with key concepts of media and information and use this knowledge to communicate using the technology in your hands. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. describe the different dimensions of visual information and media (MIL11/12VIM-IVc-7)
2. comprehend how visual information and media are formally and informally produced, organized, and disseminated (MIL11/12VIM-IVc-8)
3. evaluate the reliability and validity of visual information and media and their sources using selection criteria (MIL11/12VIM-IVc-9)
4. produce and evaluate a creative visual-based presentation using design principle and elements (MIL11/12VIM-IVc-10)



What I Know

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. This describes a shape or outline that creates texture.
 - a. value
 - b. line
 - c. form
 - d. texture
2. This describes a geometric area that stands out from the space next to or around it.
 - a. form
 - b. line
 - c. shape
 - d. value

3. This is determined by hue, intensity, and value which can play a large role in visual perception.
 - a. color
 - b. texture
 - c. value
 - d. shape
4. This refers to the volume and thickness of a figure which can be viewed from many angles.
 - a. form
 - b. line
 - c. shape
 - d. value
5. This refers to the illusion of surfaces, peaks, and valleys which results to a feeling of smoothness or roughness in objects.
 - a. value
 - b. line
 - c. form
 - d. texture
6. This refers to the bringing together of a composition with similar units.
 - a. balance
 - b. harmony
 - c. contrast
 - d. directional movement
7. This refers to a feeling of visual equality in shape, form, value, and color which impacts a composition.
 - a. balance
 - b. harmony
 - c. contrast
 - d. directional movement
8. This refers to the movement in which some elements recur regularly.
 - a. contrast
 - b. perspective
 - c. rhythm
 - d. directional movement
9. This refers to the result of the arrangement of objects in two-dimensional space to look like how they appear in real life.
 - a. contrast
 - b. perspective
 - c. rhythm
 - d. directional movement
10. This refers to the suggestion of motion in a design as you move from object to object through placement and position.
 - a. contrast
 - b. perspective
 - c. rhythm
 - d. directional movement

Lesson

1

Visual Information and Media

You get attracted to a person's work because of their visual interpretation. While you may encounter visual media, which may be at times challenging to interpret, it should not stop you from finding out the meaning behind the elements incorporated in the product. In this lesson, you will be learning how visual information can be an effective form of media and how it can be used according to its primary purposes: to gain attention, to create meaning, and to facilitate retention.



What's In

Choose the letter that best describes the statement in each number.

- | | |
|--|----------------------|
| ___ 1. This font gives a modern look and is mostly used in web page design | A. Typeface |
| ___ 2. This is composed of alphabets, numbers, punctuation marks, and special characters. | B. Serif |
| ___ 3. This font is mostly used for large advertising sign on billboards. | C. Sans serif |
| ___ 4. This font is usually used for textbooks, newspapers, and research publications. | D. Script |
| ___ 5. This font is usually used in wedding invitation cards and other formal events or occasions. | E. Slab Serif |



What's New

Examine the visual media and answer the questions that follow.

FIRST AID FOR SNAKE BITE
What to do when bitten by a snake
30 min

DO'S

- Call medical help immediately
- Do not cut bite site. Clean wound and apply pressure bandage to bitten limb
- Restrict movement
- Transport quickly to the nearest hospital that can deliver emergency care, anti-tetanus, and antivenom

DONT'S

- Do not try to suck out venom
- Do not apply tourniquet that can impede blood circulation
- Do not elevate the wound above the heart or chest level
- No aspirin, pain relievers, or traditional remedies

TIME IS CRITICAL: 30 MINUTES

For other PCAV-related queries, contact us at:
807-2631/ 32/ 37
Director's Office Loc. 235
PCAV Office Loc. 333
www.ritm.gov.ph

Image courtesy of: <http://ritm.gov.ph/first-aid-for-snake-bite-what-to-do-when-bitten-by-a-snake/>

1. What type of visual media is presented above?

2. What are the purposes of this visual media?

3. What design elements are present in the given visual media?

Your answers will be graded using the following rubric.

	Developing (2 points)	Accomplished (3 points)	Exemplary (5 points)
Topic	The answer is remotely related to the topic.	The answer is fairly related to the topic.	The answer is directly related to the topic.
Organization	The points in the answer are logically ordered.	The points in the answer are somewhat logically ordered.	The points in the answer are logically ordered.
Quality of Information	Most details do not support the discussion.	Some details support the discussion.	Most details support the discussion.
Grammar & Mechanics	Answer has more than two errors.	Answer has one or two errors.	Answer has no errors.



What is It

Visual Information and Media

Visual Information

Visual information is the artistic or creative representation or interpretation of an idea, concept, or emotion using different media.

1. Visual media and information – materials, programs, applications, and the like that teachers and students use to formulate new information to aid learning through the use, analysis, evaluation, and production of visual images.

2. Types of visual media – photography, video, screenshots, infographics, data visualization (charts and graphs), comic strips/cartoons, memes, visual note-taking, etc.

3. Formally and informally produced visual media – visual media produced by formal organizations such as schools, government, and established media/publishing outfits are considered formally produced. Other visual media are considered informally produced.

4. Purpose of visual information - the primary purpose of visual information is to gain attention, create meaning, and facilitate retention.

5. Visual design elements – the building blocks or basic units in the construction of a visual image. The **Design Elements** are:

a. Line – describes a shape or outline. It can create texture and can be thick or thin. Lines may be actual, implied, vertical, horizontal, diagonal, or contour.

b. Shape – usually a geometric area that stands out from the space next to or around it, or because of differences in value, color, or texture. Shape may also be organic.

c. Value – the degree of light and dark in a design. It is the contrast between black and white and all the tones in between. Value can be used with color as well as black and white. Contrast is the extreme changes between values.

d. Texture – the way a surface feels or is perceived to feel. Texture can be added to attract or repel interest of a visual element. Visual texture is the illusion of the surfaces peaks and valleys, resulting in a feeling of smoothness or roughness in objects.

e. Color – determined by its hue (name of color), intensity (purity of the hue), and value (lightness or darkness of hue). Color and color combination can play a large role in the design. Color may be used for emphasis or to elicit emotions from viewers. Color may be warm, cool, or neutral. It plays a major role in our visual perception, as it influences our reactions of the world around us. It is therefore important to create color palettes that will evoke the appropriate audience reactions.

f. Form – a figure having volume and thickness. An illusion of a 3-dimensional object can be implied through the use of light and shading. Form can be viewed from many angles.

Examples:

Vertical vs. Horizontal Line



Value



Image(s) for Vertical, Horizontal and Value courtesy of:
<https://unsplash.com/photos/rqjWIAfFwxo>
<https://unsplash.com/photos/oyrtK2hJqBY>
<https://unsplash.com/photos/VYsn4Kl10M4>

Shapes

Geometric



Organic



Abstract



Image(s) for Geometric, Organic, Abstract courtesy of:
<https://unsplash.com/photos/InA1H-wCdAM>

https://unsplash.com/photos/3Z_0SxMEuUg

<https://unsplash.com/photos/UudGNHJdNSo>

Color Combination



Texture



Image(s) for Color Combination and Texture courtesy of:

https://unsplash.com/photos/S_xVV-18Q4I

<https://unsplash.com/photos/I47YxhpXeDw>

6. Visual Design Principles are:

a. Consistency of margins, typeface, typestyle, and colors is necessary, especially in slide presentations or documents that are more than one page.

b. Center of interest – an area that first attracts attention in a composition. This area is more important when compared to the other objects or elements in a composition. This can be achieved by contrast of values, more colors, and placement in the format.

c. Balance – a feeling of visual equality in shape, form, value, color, etc. Balance can be symmetrical and evenly balanced, or asymmetrical and unevenly balanced. Objects, values, colors, textures, shapes, forms, etc. can be used in creating balance in a composition.

d. Harmony – brings together a composition with similar units. For example, if your composition is using wavy lines and organic shapes, you should consistently use these types of lines and not put in just one geometric shape.

e. Contrast – offers some change in value creating a visual discord in a composition. Contrast shows the difference between shapes and can be used as a background to bring objects out and forward in a design. It can also be used to create an area of emphasis.

f. Directional Movement - a visual flow through the composition. It can be the suggestion of motion in a design as you move from object to object by way of placement and position. Directional movement can be created with a value



<https://www.flickr.com/photos/loiselynn/2207165151>



<https://www.pinterest.ph/pin/163607398947064019/>

SYMMETRICAL VS ASYMMETRICAL LAYOUT



<https://www.flickr.com/photos/mastababa/31974462128>

pattern. It is with the placement of dark and light areas that you can move your attention through the format.

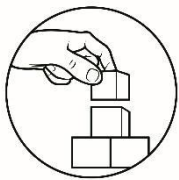
g. Rhythm – a movement in which some elements recur regularly. Like a dance, it will have a flow of objects that will seem like the beat of music.

h. Perspective – this is created through the arrangement of objects in two-dimensional space to look like what they appear in real life. Perspective is a learned meaning of the relationship between different objects seen in space.

<https://unsplash.com/photos/eMEvOt1CIEs>



MOVEMENT AND PERSPECTIVE



What's More

Activity 1.1

A. Evaluate the visual media by providing the appropriate answer to each question based on the given components.



10 THINGS TO REMEMBER

WHEN TOURING THE PRESIDENTIAL MUSEUM AND LIBRARY

<p>1 MUSEUM SCHEDULE Monday - Friday 9:00 a.m. to 12:00 p.m. 1:00 p.m. to 3:00 p.m. Except public holidays.</p>		<p>6 FOR CONFIRMATION Please call the office twice: The first time is to set the date of your tour, and the second is to confirm if you will be allowed in the premises.</p>	
<p>2 TICKET PRICES P50 for adults. P30 for students, senior citizens, and persons with disabilities.</p>		<p>7 GUEST LIST Those not included in the guest list will not be allowed on the Palace grounds.</p>	
<p>3 RESERVATION FORM Accomplish the form at least 14 days before the preferred date of tour. For reservations, please visit www.malacanang.gov.ph/reservations.</p>		<p>8 DON'T BE LATE! Groups that are late by more than 30 minutes beyond their scheduled tour will not be entertained.</p>	
<p>4 FOR FOREIGN NATIONALS Photocopies of your passports' signature page and data page must be sent via email or fax to the Museum.</p>		<p>9 DRESS CODE Visitors to the Museum are advised to adhere to a smart casual dress code. Not allowed: shorts, sleeveless tops, and slippers.</p>	
<p>5 REFERENCE NUMBER If the form is filled out properly, you will receive an email with a reference number.</p>		<p>10 BRING A CAMERA! Photography is allowed inside the museum, but a group may bring only one camera. Don't forget to tag us!</p>	
<p>FOLLOW US:</p> <ul style="list-style-type: none"> <li style="width: 50%;">fb.com/malacanang <li style="width: 50%;">soundcloud.com/govph <li style="width: 50%;">tumblr.malacanang.gov.ph <li style="width: 50%;">youtube.com/govph <li style="width: 50%;">flickr.com/govph <li style="width: 50%;">Presidential Museum and Library <li style="width: 50%;">instagram.com/malacanang 		<p>CONTACT US:</p> <ul style="list-style-type: none"> <li style="width: 50%;"> <p>Presidential Museum & Library 2/F Kalayaan Hall Malacañang J.P. Laurel St. San Miguel Manila</p> <li style="width: 50%;"> <p>(02) 784-4286 loc. 4945 or 4645 (02) 784-4286 loc. 4722 pml@malacanang.gov.ph pml@pcdsps.gov.ph www.malacanang.gov.ph</p> 	

Image courtesy of: http://malacanang.gov.ph/wp-content/uploads/Infographics_PML10ThingsToRemember1.png

Component	Guide Questions	Answers
Spectators	To whom is the infographic for?	1.
Creator	Who is the producer of the infographic?	2.
Objective	What is the purpose of the infographic?	3.
Substance	What is the message of the infographic?	4.
Manner	How was the information presented? Did it make use of appropriate design elements and principles?	5.
Transmission	Is this the best platform to use? Why?	6.

Activity 1.2

B. Based on the given picture, complete the table by supplying the appropriate description for the indicated visual design principles.



Image courtesy of: <https://unsplash.com/photos/2ZirNv6kQs8>

Visual Design Elements and Principles	Your Description and Observation
1. Center of interest	
2. Balance	
3. Harmony	
4. Contrast	
5. Directional Movement	
6. Rhythm	
7. Perspective	

Your answers will be graded using the following rubric.

	Developing (2 points)	Accomplished (3 points)	Exemplary (5 points)
Topic	The answer is remotely related to the topic.	The answer is fairly related to the topic.	The answer is directly related to the topic.
Organization	The points in the answer are logically ordered.	The points in the answer are somewhat logically ordered.	The points in the answer are logically ordered.
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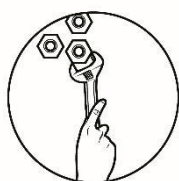
What I Have Learned

Answer the questions briefly based on your objective insight and critical thinking.

1. Would you consider a person's output to be unappealing if the majority cannot easily perceive his or her intended visual representation? Why or why not?
2. Would you consider visual representation to be subjective since it is regarded to be a form of art?
3. For a visual information to be influential and relevant, what should be the consideration of a media literate person?

Your answers will be graded based on the following rubrics.

Score	Description
2 points	Is unable to or infrequently uses deductive and inductive reasoning skills
3 points	Uses deductive and inductive reasoning skills inconsistently and weakly
4 points	Uses deductive and inductive reasoning skills competently
5 points	Uses deductive and inductive reasoning skills consistently and with ease



What I Can Do

Using text information and media, research facts and figures about an environmental issue and with the information you have gathered, create an infographic to show visually the facts and figures about your chosen issue. Be sure to adhere to the visual design principles in this lesson. Use the criteria below as a guide.

RUBRIC FOR CREATIVE OUTPUT

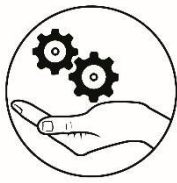
	Partially Meets Standards (5-10 points)	Meets Standards (10-15 points)	Exceeds Standards (20 points)
Relevance to the Theme	The output is remotely related to the theme.	The output is fairly related to the theme.	The output is directly related to the theme
Quality of Information	The details in the output do not support the discussion.	Some of the details in the output support the discussion.	Most details in the output support the discussion.
Originality	The output contains insufficient evidence of personal thought.	The output contains decent evidence of personal thought.	The output contains distinctive evidence of personal thought.
Creativity	The output displays the least amount of creativity.	The output displays an adequate amount of creativity.	The output displays an exceptional amount of creativity.
Color Harmony	The image displays inappropriate colors.	The image displays appropriate colors.	The image displays the most suitable colors.
Visual Appeal	Little attention was given to designing the output.	Adequate attention was given to designing the output.	Extra attention was given to designing the output.



Assessment

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

- Which should be the main consideration when one wants to lay out a newspaper broadsheet?
 - harmony
 - contrast
 - rhythm
 - balance
- In creating an area of emphasis and showing differences between shapes, one must look at _____.
 - rhythm
 - contrast
 - balance
 - harmony
- If you want objects to easily flow like beats of music in your visual output, you must incorporate _____ to your work.
 - rhythm
 - contrast
 - balance
 - harmony
- The following are purposes of visual information except:
 - gain attention
 - create meaning
 - facilitate attention
 - build concepts
- Which among these design elements can attract or repel interest in a visual element?
 - shape
 - texture
 - line
 - value
- If one needs to interpret data and pictures on the same visual representation, they should work on _____.
 - infographics
 - photographs
 - screenshots
 - videos
- Lines can be any of the following except:
 - light
 - implied
 - vertical
 - contour
- Which of the following is not a characteristic of color?
 - hue
 - intensity
 - appeal
 - value
- Visual information aids learning through:
 - analysis
 - generalization
 - abstraction
 - synthesis
- Which of the following is not an essential part of visual design principles?
 - typeface
 - typestyles
 - material
 - margin

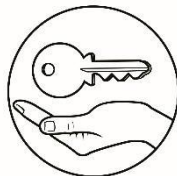


Additional Activities

Write a short paragraph about your own learning on visual information and its contribution in making you a media literate person. Post your paragraph as a “Story” on your Facebook account. Be sure to use visual design principles in your post and take a screenshot of it.

RUBRIC FOR CREATIVE OUTPUT

	Partially Meets Standards (5-10 points)	Meets Standards (10-15 points)	Exceeds Standards (20 points)
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Answer Key

Assessment 1. D 2. B 3. A 4. D 5. B 6. A 7. A 8. C 9. A 10. C	What's More 89 Answers may vary.	What I Know 1. B 2. C 3. A 4. A 5. D 6. B 7. A 8. C 9. B 10. D
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Media and Information Literacy

Quarter 4 – Module 12: Audio Information and Media

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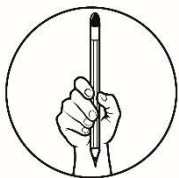


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After going through this module, you are expected to:

1. describe the different dimensions of audio information and media (MIL11/12AIM-IVd-11)
2. comprehend how audio information and media are formally and informally produced, organized, and disseminated (MIL11/12AIM-IVd-12)
3. evaluate the reliability and validity of audio information and media and their sources using selection criteria (MIL11/12AIM-IVd-13)
4. produce and evaluate a creative audio-based presentation using design principle and elements (MIL11/12AIM-IVd-14)



What I Know

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which of the following principles of sound design refers to the balance, combination, and control of numerous sound elements?
 - a. dialogue
 - b. mixing
 - c. pace
 - d. publisher
2. What term refers to an episodic series of digital audio or video file or recording that can be downloaded by a user from a website to a media player or computer to listen?
 - a. audio podcast
 - b. music
 - c. radio broadcast
 - d. sound recording
3. What storage medium refers to a small, flat flash drive used to save data such as audios, pictures, texts, and videos for use on small, portable, or remote computing devices?
 - a. compact hard drive
 - b. memory card
 - c. tape
 - d. USB drive

4. What element of sound design refers to the complete absence of noise or sound?
 - a. mixing
 - b. music
 - c. pace
 - d. silence
5. What do you call the Microsoft audio file format standard used for the storage of digital audio data on personal computers?
 - a. M4A
 - b. MP3
 - c. WAV
 - d. WMA
6. What type of audio file refers to an instrumental or a vocal sound that conveys emotions and ideas in significant forms through the elements of color, harmony, melody, and rhythm?
 - a. audio podcast
 - b. dialogue
 - c. music
 - d. sound clip
7. What do you call the sound, aside from dialogue and music, artificially made to create an effect in a movie, play, or another broadcast production?
 - a. audio podcast
 - b. radio broadcast
 - c. silence
 - d. sound effect
8. What term refers to a coding format for consumer audio, as well as a means of sound sequence compression for the transmission and playback of music on most digital audio players?
 - a. M4A
 - b. MP3
 - c. WAV
 - d. WMA
9. What storage medium refers to a plastic-fabricated, circular tool on which audio, video, and other digital information is recorded, stored, and played back?
 - a. compact disc
 - b. internet
 - c. memory card
 - d. tape
10. Which of the following resources of media and information is defined as anything connected to sound, specifically when received, recorded, transferred, or duplicated?
 - a. digital text
 - b. digital font
 - c. text style
 - d. typeface

Lesson

1

Audio Information and Media

Have you ever listened to a radio drama? Most of the time, people tune in to this type of radio program because of the story. But there is more to the story that they narrate and the characters who put life to the story: it is how the sound designers insert background music perfectly and use sound effects appropriately. In this lesson, you will be learning how audio information can be an influential form of media and how it can be used and applied for you to learn and absorb ideas and concepts better.



What's In

Choose the letter that best describes the statement in each number.

- | | |
|--|------------------------------|
| ___ 1. These are materials, programs, and applications elements that teachers and students use to formulate new information to aid learning. | A. Visual design |
| ___ 2. These are the building blocks or basic units in the movement construction of a visual image. | B. Balance |
| ___ 3. It will be the product when the placement of dark and light areas can move your attention through the format. | C. Visual media |
| ___ 4. These are the objects, values, colors, textures, shapes, and forms used in creating a visual composition. | D. Directional |
| ___ 5. This area is more significant compared to the other objects or elements in a composition. | E. Center of interest |



What's New

Watch the trailer of “A Woman of Paris” by accessing the link below and answer the following questions once you are done watching.

Video link: <https://vimeo.com/charliechaplin>



Video screenshot from: <https://vimeo.com/charliechaplin>

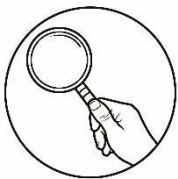
1. How did you find your experience in watching the video clip of a silent movie?

2. Do you think most media consumers would enjoy this type of media? Why or why not?

3. What suggestions can you make to improve this video?

Each justification will be graded using the following rubric.

Score	Description
2 points	The justification covered little essential information required and one or two facts.
3 points	The justification covered some essential information required with a few citations and facts.
4 points	The justification covered all essential information required and facts.
5 points	The justification covered the topic extensively and comprehensively with a variety of resources.



What is It

Audio Information and Media

Audio

Audio is defined as anything connected to sound, specifically when received, recorded, transferred, or duplicated (HarperCollins, n.d.). It is anything related to the documentation and transmission of sound (Cambridge University, n.d.). Audio is one of the resources of media and information, along with text, visual, and motion.

Audio Media and Audio Information

Audio Media refers to the media communication that uses audio equipment to report, document, and deliver information through the means of sound. It may also refer to audio formats such as analog tape cassettes, digital compact discs, and computer files containing audio. On the other hand, **audio information** is the file or sound created and transferred by using high fidelity waves that are heard through certain audio tools.

Types and Categories of Audio Information

There are several types of audio file:

- ❖ **Radio Broadcast** – the act of sending a live or recorded audio through radio waves meant for a large group of listeners
- ❖ **Music** – an artistic form of auditory communication incorporating instrumental or vocal tones in a structured and continuous manner
- ❖ **Sound Recording** – the encoding of any sound from the surroundings; the act or procedure of making a record of a certain sound (Merriam-Webster, n.d.)
- ❖ **Sound Clip/Sound Effect** – the sound, aside from dialogue and music, artificially made to create an effect in a movie, play, or other broadcast production (Oxford University, n.d.)
- ❖ **Audio Podcast** – an episodic series of digital audio or video file or recording that can be downloaded by a user from a website to a media player or computer to listen

Aside from knowing the various types of audio information, you must also learn the different ways of storing audio files:

- ❖ **Tape** – a magnetic tape sound recording format on which sound can be documented
- ❖ **Compact Disc** – a plastic-fabricated, circular tool on which audio, video, and other digital information is recorded, stored, and played back
- ❖ **USB Flash Drive** - an external hard disk drive, small enough to fit on a keychain, that can be plugged into the computer's USB port
- ❖ **Memory Card** – a small, flat flash drive used to save data such as audio files, pictures, texts, and videos for use on small, portable, or remote computing devices
- ❖ **Computer Hard Drive** – a secondary data storage device for saving digital data
- ❖ **Internet/Cloud** – a wide network of remote servers in the internet meant to operate as storage and retrieval of audio files and other computer data

Now, before we save our audio files, we need to consider first the numerous audio file formats:

- ❖ **MP3 (MPEG Audio Layer 3)** - a coding format for consumer audio, as well as a mean of sound sequence compression for the transmission and playback of music on most digital audio players
- ❖ **M4A/AAC (MPEG-4 Audio/Advanced Audio Coding)** - a file extension for lossy digital audio compression

- ❖ **WAV (Waveform Audio File Format)** - the Microsoft audio file format standard used for the storage of digital audio data on personal computers
- ❖ **WMA (Windows Media Audio)** - a file extension developed by Microsoft and used with Windows Media Player

A Friendly Reminder: Hearing vs. Listening

“Hearing is simply the act of perceiving sound by the ear. If you are not hearing-impaired, hearing simply happens. Listening, however, is something you consciously choose to do. Listening requires concentration so that your brain processes meaning from words and sentences. Listening leads to learning.”
(University of Minnesota Duluth, 2011; Rosenblat, 2009)

Characteristics of a Sound

The following are the characteristics of sound:

- ❖ **Volume** - the force of a sound
- ❖ **Tone** - the musical or vocal sound of a definite quality (Merriam-Webster, n.d.)
- ❖ **Pitch** - the degree of highness or lowness of a sound (Oxford University, n.d.)
- ❖ **Loudness** - the feature of a sound that determines the degree of the auditory sensation produced (Merriam-Webster, n.d.)

Purposes of Using Sounds or Audio Media

Audio media have a vital role when it comes to the teaching and learning process. Some learners are auditory learners. These are learners who better understand lessons by listening to the content and concepts that they need to grasp. This is the reason why it is important to use audio media along with text and visual media since these will make the lessons more motivating for learners. The following are some of the purposes of using sounds or audio media in facilitating learning:

- ❖ These enable the learners to listen to the ideas and views of the experts and other reliable people;
- ❖ These allow learners to listen to learning materials, like speeches;
- ❖ These serve as alternative guides for the learners when they are doing their tasks, such as experiments; and
- ❖ These grant the learners audio files of important past events or sounds from the settings that the learners cannot personally visit.

Elements and Principles of Sound Design

Nowadays, sound is an essential part of any movie, play, or broadcast production. A well-created soundtrack makes the audience enjoy any dramatic presentation. Therefore, it is a must for us to know the elements and principles of sound design. It is important to get an understanding of what makes up an entire production soundtrack.

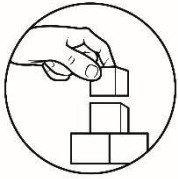
Sound Design is the vivid use of sound during a production in connection to the images and contents of the story to create an emotional response. These are the

elements of sound design or the elements that one must work with to produce soundtracks:

- ❖ **Dialogue** – a composition in the form of conversation between two people
- ❖ **Sound Effect** - the sound, aside from dialogue and music, artificially made to create an effect in a movie, play, or broadcast production (Oxford University, n.d.)
- ❖ **Music** - an instrumental or a vocal sound that conveys emotions and ideas in significant forms through the elements of color, harmony, melody, and rhythm
- ❖ **Silence** – the complete absence of noise or sound

Aside from these elements that one must work with in creating a soundtrack, principles of sound design, or the audio techniques for merging the various elements or objects of sound design, should also be considered:

- ❖ **Mixing** – the balance, combination, and control of numerous sound elements
- ❖ **Pace** – the editing and the time control of sound design; it has numerous categories:
 - **Linear** – the sounds that are permanent, used once, and will be in the same place
 - **Non-Linear** – the sounds that are much more open in comparison to linear sounds
 - **Multi-Linear**
- ❖ **Transition** – the process of getting from one element or fragment of sound design to another; it has various types:
 - **Segue** – an uninterrupted movement from one piece of music to another
 - **Cross-Fade** – the smooth transition of a sound between two side by side audio files on the same track
 - **V-Fade** – a switch from one volume level to another softer or louder level
 - **Fade to Black** – a type of V-Fade which has some silence between the elements of sound design
- ❖ **Stereo Imaging** - the feature of sound documentation and duplication concerning the supposed spatial locations of the sound sources, both sideways and in depth.



What's More

Activity 1.1

Create a podcast about a community problem in your area that you want to solve. Be sure to record your podcast using any recording device and/or computer software. As a guide for your podcast, you must answer the following questions below:

1. What is the aim of your podcast?

2. Who are the intended listeners of your podcast?

3. What is your opening line to make your podcast interesting to listeners?

4. How would you relay to your listeners the solutions to your community problem?

5. What would be your closing statement to encourage the listeners to join you in solving the problem?

The podcast will be graded using the following rubric.

Criteria	Expert (5)	Advanced (4)	Intermediate (3)	Novice (2)	Beginner (1)
Content	The content was precise and all essential information required was presented coherently.	The content was precise, but some essential information required was missing and/or not presented coherently. Still, it was generally easy to understand.	The content was precise, but some essential information required was missing and/or not presented coherently. Thus, it was difficult to understand.	The content was uncertain. Some essential information required was not presented coherently, making it difficult to understand.	The content was imprecise. All essential information required was not presented coherently, making it difficult to understand.
Presentation of Information	The presentation ran properly and coherently. The presentation displayed the extensive use of tools creatively. Each member's information	The presentation ran properly. Tools were utilized precisely. Each member's information was represented and identified with their	The presentation ran properly. Some tools were utilized to exhibit acceptable understanding. Each member's information was represented	The presentation was not organized. The tools were not utilized appropriately. Some of the members' information was missing and/or	The presentation had no flow. Information was inadequate and some of the member's information was missing.

	was represented and identified with their complete name.	complete name. The overall presentation was impressive.	and identified with their complete name.	information was not identified.	
Use of Elements of Visual and Sound Design	The use of audio design elements was suitable. The layout was delightful to see.	Audio design elements were suitable. The layout was a little bit messy.	Most audio designs were suitable.	Audio design elements were unsuitable and/or the layout was messy.	No audio design elements utilized.
Use of Principles of Visual and Sound Design	The use of audio design principles was utilized properly.	An audio design principle was disregarded.	Two audio design principles were disregarded.	Many audio design principles were utilized improperly.	No effort was made to use suitable audio design principles.
Mechanics	There were no grammar lapses. The author exhibited originality.	There were a few grammar lapses. The author exhibited originality.	There were some grammar lapses. The author exhibited originality.	There were some grammar lapses. The author did not exhibit originality.	There were plenty of grammar lapses. The author did not exhibit originality.

Activity 1.2

Listen to the audio clip by accessing the link provided below. After listening, complete the table by supplying the appropriate description for the indicated elements of sound design.

Audio link: <https://www.youtube.com/watch?v=VGRtovmOP2I&list=PLODQoPsF-a2fEyJKjp10CDARz6rKqDPVm&index=5>

Audio Design Elements and Principles	Your Description and Observation
1. Dialogue	
2. Sound Effect	
3. Music	
4. Mixing	
5. Pace	
6. Transition	



What I Have Learned

Answer the questions briefly based on your objective insight and critical thinking.

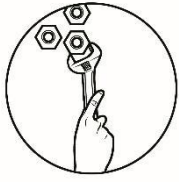
1. What are the aspects that you must look at to regard an audio information as valid and reliable?

2. How would a student like you benefit from the various audio information and media available online?

3. What is the importance of audio or sound in media production?

Your answers will be graded based on the following rubric.

Score	Description
2 points	Is unable to or infrequently uses deductive and inductive reasoning skills
3 points	Uses deductive and inductive reasoning skills inconsistently and weakly
4 points	Uses deductive and inductive reasoning skills competently
5 points	Uses deductive and inductive reasoning skills consistently and with ease



What I Can Do

You will take on the role of a filmmaker. Create a 10-minute short film about the podcast you have produced in the previous activity. Be sure to combine all the design elements and principles of visual information and media and audio information and media in doing your work.

The short film will be graded using the following rubric.

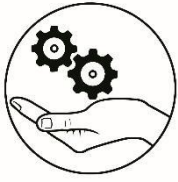
Criteria	Expert (5)	Intermediate (4)	Novice (3)	Beginner (2)
Organization	All essential information required was presented coherently and impressively.	All essential information required was presented coherently.	The presentation jumped around, making it difficult for the audience to understand.	The audience can hardly understand the presentation.
Design	All visual and audio design elements worked properly together and exhibited an exemplary combination.	Visual and audio design elements were proper and improved the presentation.	The selection of visual and audio elements was enough.	The selection of graphics, fonts, and sound was inadequate.
Content	The topic was covered extensively and comprehensively with a variety of resources. The audience was encouraged to know more.	All essential information required and facts to give the audience an understanding of the topic were covered.	Some essential information required, with a few citations, and facts to give the audience an understanding of the topic were covered.	Little essential information required and one or two facts to give the audience an understanding of the topic were covered.
Graphics	The graphics explained and strengthened the message of the presentation.	The graphics varied and are connected to the presentation.	The graphics that were utilized rarely support the presentation.	No graphics were utilized, or the use of graphics was inadequate.
Sound	The use of sound and music to strengthen the message was great.	Sound and music were utilized to communicate the message. The audio was clear.	The sound was utilized, but its quality was inadequate. Thus, it was difficult for the audience to understand.	No sounds were utilized, or the use of sounds was inadequate.



Assessment

Modified True or False: Read each statement carefully. Write **True** if the statement is correct, but if it is false, change the underlined word or group of words to make the whole statement true.

- _____ 1. Mixing refers to the balance, combination, and control of numerous sound elements.
- _____ 2. Radio Broadcast is an episodic series of digital audio or video file or recording that can be downloaded by a user from a website to a media player or computer to listen.
- _____ 3. USB Drive is a small, flat flash drive used to save data such as audios, pictures, texts, and videos for use on small, portable, or remote computing devices.
- _____ 4. Silence refers to the complete absence of noise or sound.
- _____ 5. WMA is the Microsoft audio file format standard used for the storage of digital audio data on personal computers.
- _____ 6. Sound Clip is an instrumental or a vocal sound that conveys emotions and ideas in significant forms through the elements of color, harmony, melody, and rhythm.
- _____ 7. Audio Podcast is the sound, aside from dialogue and music, artificially made to create an effect in a movie, play, or other broadcast production.
- _____ 8. M4A is a coding format for consumer audio, as well as a means of sound sequence compression for the transmission and playback of music on most digital audio players.
- _____ 9. Compact Disc refers to a plastic-fabricated, circular tool on which audio, video, and other digital information is recorded, stored, and played back.
- _____ 10. Visual is defined as anything connected to sound, specifically when received, recorded, transferred, or duplicated.



Additional Activities

Inside the box below, write a short script for a radio advertisement selling a moisturizing soap for the face and body. You may create your own product name. Be sure to incorporate the principles and elements of sound design in your radio commercial.

Name of the Soap Product: _____

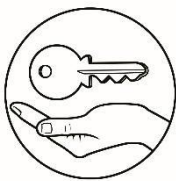
Tagline / Hook: _____

Script for Radio Advertisement:

The radio commercial will be graded using the following rubric.

Criteria	Expert (5)	Intermediate (4)	Novice (3)	Beginner (2)
Script	The script included several original descriptions and/or details that contributed to the listener's satisfaction. The author has utilized their creativity.	The script included a few original descriptions and/or details that contributed to the listener's satisfaction. The author has utilized their creativity.	The script included a few original descriptions and/or details, but they diverted from the presentation. The author has attempted to utilize their creativity.	There is little evidence of originality in the script. The author did not seem to have utilized much creativity.

Content	The content was precise and all essential information required was presented coherently.	The content was precise, but some essential information required was missing and/or not presented coherently. Thus, it was difficult to understand.	The content was uncertain. Some essential information required was not presented coherently, making it difficult to understand.	The content was imprecise. All essential information required was not presented coherently, making it difficult to understand.
Quality	The presentation was completed and had all the required audio elements. The audio and other augmentations were properly utilized.	The presentation was completed and had all the required audio elements. However, the sound was somewhat choppy. The audio and other augmentations were utilized, but not for the best result.	The presentation was made but had very little refinement. The sound was choppy with little to no audio support.	The presentation had no audio support of any kind.
Speaking Skills	The presenter utilized a clear voice and spoke gently so the audience could understand the presentation.	The presenter's voice was clear. However, the speech pace was a little slow or fast at times. Most of the audience can understand the presentation.	The presenter's voice was a little low in volume. The speech pace was much too slow or rapid, making it difficult for the audience to understand the presentation.	The presenter whispered and spoke much too slow or fast, making it difficult for the audience to understand the presentation.
Mechanics	There were no grammar lapses. The author exhibited originality.	There were some grammar lapses. The author exhibited originality.	There were some grammar lapses. The author did not exhibit originality.	There were plenty of grammar lapses. The author did not exhibit originality.



Answer Key

<p>What I Know</p> <p>B A B D C C D B A A</p>	<p>What's More</p> <p>Answers may vary.</p>	<p>Assessment</p> <p>True Audio Podcast Memory Card True WAV Music Sound Clip/ Sound Effect MP3 True Audio</p>
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Media and Information Literacy

Quarter 4 – Module 13: Motion Information and Media

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

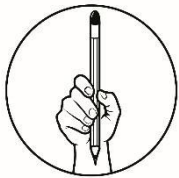


What I Need to Know

This module aims to help learners like you get well-acquainted with key concepts of media and information and use this knowledge to communicate using the technology in your hands. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. describe the different dimensions of motion information and media (MIL11/12MIM-IVef-15)
2. comprehend how motion information and media is/are formally and informally produced, organized, and disseminated (MIL11/12MIM-IVef-16)
3. evaluate the reliability and validity of motion information and media and its/their sources using selection criteria (MIL11/12MIM-IVef-17)
4. produce and evaluate a creative motion-based presentation using design principle and elements (MIL11/12MIM-IVef-18)



What I Know

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which of the following is frequently used to censor confidential information or sensitive content?
 - a. blurring
 - b. cartooning
 - c. squashing
 - d. timing
2. What visual media provides the presence of spatial movement of texts and images?
 - a. audio media
 - b. motion media
 - c. text media
 - d. visual media
3. What do you call the sequence of graphics or images, normally with certain directions and dialogue, which represents the shots planned for a commercial, film, or television show?
 - a. animation
 - b. cartooning
 - c. rendering
 - d. story board

4. Which of the following is utilized to shift between scenes?
 - a. direction
 - b. speed
 - c. timing
 - d. transition
5. What type of timing is psychologically experienced or felt?
 - a. objective timing
 - b. right timing
 - c. subjective timing
 - d. wrong timing
6. What do you call the telecommunication system that transmits and receives visual images and sounds that are reproduced on screens?
 - a. film
 - b. internet
 - c. mobile phone
 - d. television
7. Which of the following refers to the size of an object in relation to another object?
 - a. area
 - b. mass
 - c. scale
 - d. volume
8. What type of timing can be measured in seconds, minutes, hours, days, etc.?
 - a. objective timing
 - b. right timing
 - c. subjective timing
 - d. wrong timing
9. Which of the following refers to the spatial movement that a thing or an animated object will take?
 - a. direction
 - b. motion path
 - c. speed
 - d. timing
10. Which of the following indicates weariness, seriousness, or sorrow?
 - a. fast movement
 - b. intermediate movement
 - c. slow movement
 - d. super-fast movement
11. What do you call the act of displaying consecutively various frames per second?
 - a. animation
 - b. cartooning
 - c. rendering
 - d. story board
12. What discipline applies the principles of graphic design to filmmaking and video production through utilization of animation and visual effects?
 - a. audio design
 - b. motion design
 - c. text design
 - d. visual design
13. Which of the following refers to a building or room that contains collections of books, periodicals, and sometimes movies and recorded audio for people to read, borrow, or refer to?
 - a. broadcast channel
 - b. film and television studio
 - c. internet
 - d. library
14. What do you call a series of moving graphics or images, with accompanying recorded sound?
 - a. film
 - b. internet
 - c. mobile phone
 - d. television
15. Which of the following is a universal computer network that delivers a variety of information and communication facilities?
 - a. film
 - b. internet
 - c. mobile phone
 - d. television

Lesson

1

Motion Information and Media

Have you ever tried to make a flipbook? If yes, I can firmly say that you had an amazing childhood life. If not, it is alright. It is never too late to try. If you have no idea of what a flipbook is, it is a book with a series of graphics or images that differ from one page to another. It is one of the earliest forms of animation. However, though it is ancient in comparison to other motion-based media, the primary principles of a flipbook are still useful in producing commercials, films, television shows, or any motion-based media presentation. In this lesson, you will be learning everything about motion information and media and its importance.



Image courtesy of: <https://commons.wikimedia.org/wiki/File:Flipbook.jpg>



What's In

Modified True or False: Read each statement carefully and write True if the statement is correct but if it is false, change the word or group of words in boldface to make the whole statement true.

- _____ 1. **Mixing** denotes the control, balance, and combination of various sound elements.
- _____ 2. **Radio Broadcast** is a periodic series of digital audio or recording or video files that can be transferred from a website to a computer or media player for a user to listen to it.
- _____ 3. **USB Drive** is a small, flat flash drive utilized to save data such as audio files, videos, pictures, and texts for use on small, handy, or remote computing devices.
- _____ 4. **Silence** refers to the total absence of sound or noise.

- _____ 5. **WMA** is the Microsoft audio file format standard utilized to store digital audio data on personal computers.
- _____ 6. **Sound Clip** is a vocal or an instrumental sound that expresses ideas and emotions in significant forms by using the elements of rhythm, harmony, color, and melody.
- _____ 7. **Audio Podcast** is the sound, aside from music and dialogue, theatrically made to produce an effect in a play, movie, or other broadcast production.
- _____ 8. **M4A**, other than a coding format for consumer audio, is a means of sound sequence compression for the transference and repetition of music or sound on most digital audio players.
- _____ 9. **Compact Disc** is a plastic-fabricated, circular tool on which audio, video, and other digital data is recorded, stored, and repeated.
- _____ 10. **Visual** is described as everything related to sound, especially when received, documented, transmitted, or duplicated.



What's New

Answer the following questions briefly.

- ❖ What are the three best movies that you have seen?

- ❖ What makes these movies memorable?

Each justification will be graded using the following rubric.

Score	Description
2 points	The justification covered little essential information required and one or two facts.
3 points	The justification covered some essential information required with a few citations and facts.
4 points	The justification covered all essential information required and facts.
5 points	The justification covered the topic extensively and comprehensively with a variety of resources.



What is It

Motion Information and Media

Motion, Motion Media, and Motion Information

There is no universally adopted definition for the term “*motion media*.” Nevertheless, the very idea relies on the definition of its first word, which is motion. ***Motion*** is described as the act or process of moving or being moved (Oxford University, n.d.). It is the action of constantly moving from one place to the next or changing position (HarperCollins, n.d.). Therefore, ***motion media*** can be defined as a media communication that provides the presence of spatial movement of texts and images. Practically, these are visual media. Aside from that, motion media are considered as collections of images and footages. These media are combined with other media, such as text and audio, to produce multimedia. ***Motion Information***, otherwise, is the file or clip that is created using motion media. Occasionally, it is utilized as a support to the visual tracking of a certain thing or object.

In motion media, every graphic or image is a frame. Through ***rendering***, or the act of displaying consecutively various frames per second, motion is produced. For one to have a smooth animation, one must have 24 frames or more per second. This series of frames or graphics follows a sequence to create a story or a message. This sequence is called a ***storyboard***. It represents the shots planned for a commercial, film, or television show (Oxford University, n.d.).

Characteristics of Motion Media

Here are some *characteristics of motion media*:

- ❖ These transfer messages to many people
- ❖ These deliver the same message to the audience at once
- ❖ These represent messages that are typically indifferent and temporary
- ❖ These are multisensory
- ❖ These are formal, influential channels of communication
- ❖ These are contributors in behavior and attitude alteration
- ❖ These discuss some important issues, persons, organizations, or social movements

Production of Motion Media

Motion media can be produced in two ways: **Informal** and **Formal**. Informally produced motion media are created by people just for personal consumption. In contrast, formally produced motion media are made by professionals, such as film directors, who follow the standard of the industry when it comes to the refinement and creation of motion media. The formal production of motion media includes the succeeding steps:

- ❖ Generating of storyboard

- ❖ Scriptwriting and dialogue recording
- ❖ Sketching for animation; Acting and shooting for video
- ❖ Adding background music and background details
- ❖ Rendering

Formats of Motion Media

There are numerous widely accepted *formats of motion media*:

- ❖ **Film** – a series of moving graphics or images, with accompanying of a recorded sound
- ❖ **Television** – a telecommunication system for transmitting and receiving visual images and sounds that are reproduced on screens (Oxford University, n.d.)
- ❖ **Interactive Video** – a kind of digital video that involves the user’s interaction and participation
- ❖ **Others** (*such as Internet and Mobile Phone*)

Sources of Motion Media

The following are some *sources of motion media*:

- ❖ **Internet** - a universal computer network that delivers a variety of information and communication facilities (Oxford University, n.d.)
- ❖ **Film and Television Studios** - a place where films, television shows, and broadcast productions are produced (HarperCollins, n.d.)
- ❖ **Broadcast Channels** - a terrestrial frequency or computer-generated number over which a broadcast station or broadcast network is disseminated
- ❖ **Video Channels** - an account on an online media sharing or streaming service from which one can create media content, such as videos, accessible to other people who are also using the service (Merriam-Webster, n.d.)
- ❖ **Library** - a building or room that contains collections of books, periodicals, and sometimes movies and recorded audio for people to read, borrow, or refer to (Oxford University, n.d.)

Basic Methods on Determining the Credibility of Motion Media

For us to know the trustworthiness of a motion-based media presentation, we must discuss the *basic methods on determining the credibility of motion media*:

- ❖ **Validity of the information** – we need to know if the information was peer-reviewed and provable
- ❖ **Source** – we need to identify the types of source used to generate the information; we also need to determine if the video was an actual footage of the event or a mere representation of the information learned about it
- ❖ **Relationship of the author to the event** – we need to learn if the author has first-hand knowledge about the event
- ❖ **Technical methods of detecting tampered/fake video:**
 - *Video smoothness*
 - *Lighting coverage matches*

- Scale and size consistent - scale refers to the size of an object in relation to another object

Advantages of Motion Media

Here are some advantages of motion media:

- ❖ These provide better mastery of processes
- ❖ These display the procedures in detail and in sequence
- ❖ These allow for harmless observation
- ❖ These capture motion in a manner that can be viewed over and over
- ❖ These allow recreation of the scenes, history, events, and phenomena
- ❖ These contribute in molding personal and social attitudes
- ❖ These provide problem-solving skills for the viewers
- ❖ These promote cultural understanding and appreciation
- ❖ These establish harmony among the people with different cultural backgrounds

Limitations of Motion Media

If there are advantages of motion media, there are also limitations. Here are the several limitations of motion media:

- ❖ These cannot be interrupted by the viewers
- ❖ These are, at times, unsuitable for other topics that are presented best using stagnant pictures
- ❖ These are subject to misinterpretation, especially for younger audiences who lack maturity
- ❖ These are oftentimes more expensive than other forms of visual media

Elements and Principles of Motion Design

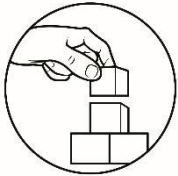
Motion is a vital part of any commercial, film, or television show. It is significant because the movement of the combination of texts and images or pictures delivers an effective message to the viewers. A well-crafted motion makes the audience appreciate any motion-based media presentation. This is the main reason why it is significant to know the elements and principles of motion design. **Motion Design** is a discipline that applies the principles of graphic design to filmmaking and video production through utilization of animation and visual effects. The following are the elements of motion design or the things that a person must work with to create a motion:

- ❖ **Speed** – highlights the tone of the movement; The two types are:
 - **Fast Movement** – provides alertness and escalating emotions
 - **Slow Movement** - indicates weariness, seriousness, or sorrow
- ❖ **Direction** – specifies a movement from one route to another; refer to the growth or shrinkage of an object or thing
- ❖ **Motion Path** - refers to the spatial movement that a thing or an animated object will take; displays the change in direction of a certain movement
- ❖ **Timing** – is used to explain or strengthen the message or the event; it has two kinds:
 - **Objective Timing** - can be measured in seconds, minutes, hours, days, etc.

- **Subjective Timing** - is psychologically experienced or felt

Aside from the objects that a person must work with in producing a certain motion, *principles of motion design*, or the motion techniques for merging the various elements or objects of motion design, should also be studied:

- ❖ Speed, direction, and timing should portray natural laws of physics.
- ❖ Timing influences recall.
- ❖ Transitions are utilized to shift between scenes.
- ❖ Sound and color enhance depth and purpose to a certain movement.
- ❖ Cartooning one's image and text offers dynamic movement. This can be easily done by the following movements: *stretching, rotating, and squashing*.
- ❖ Blurring can be used in several ways. In animation, blurring gives the illusion of fast movement. In videos, blurring is frequently used to censor confidential information or sensitive content.
- ❖



What's More

Activity 1.1

A. Think of an interesting topic. After that, produce a script and storyboard about your chosen topic.

- ❖ Script

- ❖ Storyboard

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The storyboard will be graded using the following rubric.

Criteria	Expert (5)	Intermediate (4)	Novice (3)	Beginner (2)
Clarity of the Message	The central idea stood out, was entirely established, and was improved with details.	The central idea was clear and entirely established.	The central idea was evident. However, the message was with one or two obscure details.	The story had a theme, but the message was obscure and indefinite.
Relevance of the Message	The content was appropriate to the audience and purpose, has established connections, and has presented insights.	The content was appropriate to the audience and purpose and has established connections.	The content was relevant, but it was not appropriate to the audience and purpose. The content has also established some connections.	The content has not established any connections, making it difficult for the audience to understand.
Development of the Story	The attention to the details was evident from the beginning of the story to the end. Pacing and sequencing were smooth.	Pacing and sequencing were smooth, but there were parts of the story that lack details. One or two gaps were evident, but the story can still be followed.	One or two parts in the sequencing were obscure, but the story can still be followed. Several gaps were evident.	Little to no preparations were made, and the story cannot be followed.
Design	The motion design helped in communicating the message and boosted the audience's impact.	The motion design helped in communicating the message and made some audience's impact.	The motion design moderately helped in communicating the message and made some audience's impact.	The motion design was unsuitable and ineffective.

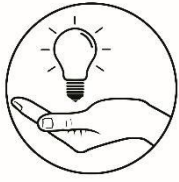
Activity 1.2

Choose one movie/cartoon/anime that you have not watched yet and assess it by using the elements and principles of motion design.

Elements and Principles of Motion Design	Your Description and Observation
1. Speed	
2. Direction	
3. Motion Path	
4. Timing	
5. Transition	
6. Sound and Color	
7. Blurring	

Each description/observation will be graded using the following rubric.

Score	Description
2 points	The description/observation covered little essential information required and one or two facts.
3 points	The description/observation covered some essential information required with a few citations and facts.
4 points	The description/observation covered all essential information required and facts.
5 points	The description/observation covered the topic extensively and comprehensively with a variety of resources.



What I Have Learned

Answer the following questions briefly.

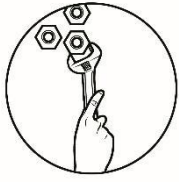
- ❖ What are the features that you must look at to determine the credibility of motion media?

- ❖ How would a learner like you benefit from the several motion information and media accessible on the Internet?

- ❖ What is the importance of motion media?

Each justification will be graded using the following rubric.

Score	Description
2 points	The justification covered little essential information required and one or two facts.
3 points	The justification covered some essential information required with a few citations and facts.
4 points	The justification covered all essential information required and facts.
5 points	The justification covered the topic extensively and comprehensively with a variety of resources.



What I Can Do

Think of an interesting topic. Produce an animation about your chosen topic by opening an animation maker on the Internet. You must utilize what you have learned from Motion Information and Media.

The animation will be graded using the following rubric.

Criteria	Expert (5)	Intermediate (4)	Novice (3)	Beginner (2)
Clarity of the Message	The central idea stood out, was entirely established, and was improved with details.	The central idea was clear and entirely established.	The central idea was evident. However, the message was with one or two obscure details.	The story had a theme, but the message was obscure and indefinite.
Relevance of the Message	The content was appropriate to the audience and purpose, has established connections, and has presented insights.	The content was appropriate to the audience and purpose and has established connections.	The content was relevant, but it was not appropriate to the audience and purpose. The content has also established some connections.	The content has not established any connections, making it difficult for the audience to understand.
Development of the Story	The attention to the details was evident from the beginning of the story to the end. Pacing and sequencing were smooth.	Pacing and sequencing were smooth, but there were parts of the story that lack details. One or two gaps were evident, but the story can still be followed.	One or two parts in the sequencing were obscure, but the story can still be followed. Several gaps were evident.	Little to no preparations were made, and the story cannot be followed.
Design	The motion design helped in communicating the message and boosted the audience's impact.	The motion design helped in communicating the message and made some audience's impact.	The motion design moderately helped in communicating the message and made some audience's impact.	The motion design was unsuitable and ineffective.



Assessment

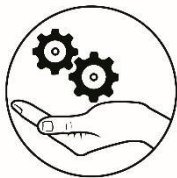
Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Mr. Ocampo was hired to create a commercial about a certain product. What should Mr. Ocampo do first?
 - a. adding background music and background details
 - b. generating the storyboard
 - c. scriptwriting and dialogue recording
 - d. rendering
2. Mrs. Cadiao, a film director, is filming a funeral scene. What type of speed is appropriate for this scenario?
 - a. fast movement
 - b. intermediate movement
 - c. slow movement
 - d. super-fast movement
3. Mr. Pili, an animator, wants to make an illusion of fast movement in his animation. Which of the following principles of motion design should Mr. Pili use?
 - a. blurring
 - b. cartooning
 - c. squashing
 - d. timing
4. Being an animator, Mr. Pili always hopes to have a smooth animation. How many frames does he need to, at least, achieve this?
 - a. 18
 - b. 19
 - c. 21
 - d. 24
5. Cartooning can be done by following the succeeding steps **EXCEPT** _____.
 - a. rendering
 - b. rotating
 - c. squashing
 - d. stretching

For items 6 to 15, choose the options below:

- | | |
|---------------------|----------------------|
| a. Blurring | f. Slow Movement |
| b. Motion Media | g. Storyboard |
| c. Motion Path | h. Subjective Timing |
| d. Objective Timing | i. Television |
| e. Scale | j. Transition |

- _____6. It is frequently used to censor confidential information or sensitive content.
- _____7. These are visual media that provide the presence of spatial movement of texts and images.
- _____8. It is a sequence of graphics or images, normally with certain directions and dialogue, representing the shots planned for a commercial, film, or television show.
- _____9. It is utilized to shift between scenes.
- _____10. It is a type of timing that is psychologically experienced or felt.
- _____11. It is a telecommunication system for transmitting and receiving visual images and sounds that are reproduced on screens.
- _____12. It refers to the size of an object in relation to another object.
- _____13. It is a type of timing that can be measured in seconds, minutes, hours, days, etc.
- _____14. It refers to the spatial movement that a thing or an animated object will take.
- _____15. It indicates weariness, seriousness, or sorrow.



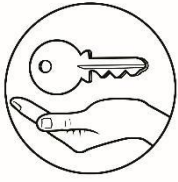
Additional Activities

Write a reflection essay by answering the question.

- ❖ What have you learned about designing a motion media?

Each justification will be graded using the following rubric.

Score	Description
2 points	The justification covered little essential information required and one or two facts.
3 points	The justification covered some essential information required with a few citations and facts.
4 points	The justification covered all essential information required and facts.
5 points	The justification covered the topic extensively and comprehensively with a variety of resources.



Answer Key

What I Know	What's More	Assessment
A B D D C D C A D C C B D A A B	Answers may vary.	B C A D A A B G J H I E D C F

Media and Information Literacy

Quarter 4 – Module 14: Manipulative Information and Media

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

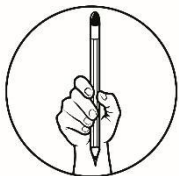


What I Need to Know

This module aims to help learners like you get well-acquainted with key concepts of media and information and use this knowledge to communicate using the technology in your hands. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are using now.

After going through this module, you are expected to:

1. describe the different dimensions of manipulative information and media (MIL11/12MPIM-IVgh-19),
2. comprehend how manipulative information and media are formally and informally produced, organized, and disseminated (MIL11/12MPIM-IVgh-20),
3. evaluate the reliability and validity of manipulative information and media and their sources using selection criteria (MIL11/12MPIM-IVgh-21), and
4. produce and evaluate a creative manipulative-based presentation using design principle and elements (MIL11/12MPIM-IVgh-22).



What I Know

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which of the following is the type of manipulation used by certain firms to control information in favor of a client who wants to create a good image or to promote their products/services?
 - a. audio manipulation
 - b. media manipulation
 - c. motion manipulation
 - d. multimedia manipulation
2. Which of the following firms generate the sales of goods and services of a company and directly contributes to the company's profitability?
 - a. production firm
 - b. advertising firm
 - c. administration firm
 - d. public relations firm

3. Which of the following firms aim to change the public's action by influencing their opinions in favor of their client?
 - a. production firm
 - b. advertising firm
 - c. administration firm
 - d. public relations firm
4. Information publicized through _____ is being withheld for the safety and protection of the public.
 - a. hoaxing
 - b. gatekeeping
 - c. propaganda
 - d. fearmongering
5. Exaggerating news about a viral infection is an example of _____ which creates fear to the public.
 - a. hoax
 - b. gatekeeping
 - c. propaganda
 - d. fearmongering
6. Which of the following is the type of manipulation where releasing information intends to deceive the public?
 - a. hoax
 - b. gatekeeping
 - c. propaganda
 - d. fearmongering
7. Which of the following is the type of manipulation that targets the consumers' belief, emotion, and/or reasoning towards a certain product or services?
 - a. crowd manipulation
 - b. consumer confusion
 - c. celebrity endorsements
 - d. psychological manipulation
8. Exposing hidden wealth is the usual type of _____ used during a campaign season to inflict damage to the image of a politician running for office.
 - a. hoax
 - b. gatekeeping
 - c. propaganda
 - d. fearmongering
9. To which of the following types of manipulation does the "Buy One, Take One" promotion belong?
 - a. crowd manipulation
 - b. consumer confusion
 - c. celebrity endorsements
 - d. psychological manipulation

10. Creating false survey results or testimonies to convince the consumers the benefits of a certain product is a kind of _____.
- a. hoax
 - b. gatekeeping
 - c. crowd manipulation
 - d. psychological manipulation

Lesson

1

Manipulative Information and Media

Have you ever read fake news? Or have you ever bought a product because your idol celebrity endorses it? Maybe, you have also experienced going to a shop and buying an item in a 'Buy One, Take One' promo? Companies use different strategies to attract consumers like us, leading us to eventually buy the products they produce. In this lesson, you will learn about the different types of manipulative information and media which can help you identify its reliability and validity based on its sources.



What's In

In the previous lesson, you have learned about motion media and information. To recall what you have learned, here is a simple matching activity. Match Column A with Column B to associate what, "Column A", creators and/or users of motion media and information decided to use according to "Column B".

Column A

- ___ 1. animations
- ___ 2. video codecs
- ___ 3. education, entertainment, advertising
- ___ 4. private or public, directed, or general
- ___ 5. personal, social media, media companies

Column B

- A. format
- B. source
- C. purpose
- D. audience
- E. consumption



What's New

Cryptogram

It is a type of puzzle that consists of a short piece of encrypted text. Each letter is replaced by a number as represented in the box below. Solve the following encrypted texts to reveal the concepts relevant to this lesson.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>
A	B	C	D	E	F	G	H	I	J	K	L	M
<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

1)

13	1	14	9	16	21	12	1	20	9	22	5

2)

9	14	6	15	18	13	1	20	9	15	14

3)

1	4	22	5	18	20	9	19	5	13	5	14	20

4)

7	1	20	5	11	5	5	16	9	14	7

5)

6	5	1	18	13	15	14	7	5	18	9	14	7

Processing:

- What are the terms that you have decoded above?

- What do you know about the decoded terms?



What is It

Manipulative Information and Media

In the previous activity, you decoded the important terms that you will encounter in this lesson. Here, you will be able to have a depth of understanding of **manipulative information and media**. This refers to the materials, programs, applications, and the like that we can use to formulate new information.

Dimensions of Manipulative Information and Media

A. Definition, Characteristics and Sources

Manipulate means to handle, manage, or influence something or someone skillfully. Although to manipulate may be used to create order, it can also be done unfairly which will only favor one side. Meanwhile, information is quite a broad term. Information can cover data, knowledge derived from different studies, experiences, or instructions and even signals or symbols.

Information sources can come from virtually anywhere. These are in the form of books, journals, magazines, and even through personal experiences expressed in blogs, videos, webpages, and many more. So, imagine just how information can be easily accessed by someone anytime and anywhere. We all know that one of the most influential users and moderators of information is the media.



<https://pixabay.com/illustrations/icon-social-networking-presentation-908163/>

The media world often uses information to describe knowledge of specific events or situations that has been collected or perceived through communication, intelligence, or news. Therefore, manipulative information is the type of information that can be handled, managed, or influenced by something or someone skillfully for the advantage or disadvantage of something or someone.

Nowadays, the term 'media' comes in many forms. Media is defined as the combination of physical objects used for communication or mass communication through physical objects (such as radio, television, computers, or film). It can also be the means of communication or a group of people working together in the field of radio and television broadcasting, newspapers, magazines, and/or the Internet, that reaches or influences people widely. Media, as it is supposed to be, are sources of credible information wherein contents are provided through an editorial process determined by journalistic values attributed to an organization or a legal person.

We know that the people's perception of reality can be shaped based on what they read, hear, or watch through the various media platforms and technologies. That is why some firms use media manipulation to satisfy their clients.

Media manipulation is the strategy used by advertising or marketing firms to manipulate information in favor of a client who wants to promote their product or service. Through media manipulation, a firm can create an image or argument which will favor their client using propaganda techniques and suppression of information which can widely influence the people.

Various research agreed that TV advertisements have a positive influence on the consumer's buying behavior. So, some firms use manipulative information to convince the consumers to buy the product of their client. Some of these firms are:

1. **Marketing firm or Ad Agency.** They generate sales of goods and services and directly contribute to the company's profitability. They usually offer services like creating, planning, and handling different forms of advertisements to promote their clients and their clients' products and services.
2. **Public Relations (PR) firm.** They coordinate relationships through the media with various publicities in order to gain public acceptance and approval of the client's activities, including its sales activities. They intend to change the public's action by influencing their opinions.

B. FORMAT AND TYPES

Manipulative information and media can be formally and informally produced, organized, and disseminated through different types and formats. To better understand how advertising and public relations firms manipulate information, we must understand the perspective of a viewer and/or a consumer.

Recall the times you have watched a TV commercial and became persuaded to buy a certain product, and/or the times you believed in fake news found on the internet. Those are examples of media manipulation. The following are the different kinds of media manipulation:

1. Consumer confusion

Description: Consumer confusion is the state of mind of the consumers during purchasing products that leads them to having lack of confidence towards their purchasing decision. This can even lead to incorrect purchasing decisions. This is a result of having too many of the same products in the market. Some sellers become creative with their packaging so it stands out. Meanwhile, some try to attract the consumers with different kinds of promotions which confuses the customers.

Example: In a grocery store, there are various promotions for each kind of product between the two different brands. Usually, consumers are confused as to which one they should

- ❖ Two brands of detergent:
'Buy One, Take One' or 'Buy One, Get One Free'
- ❖ Two brands of shampoo:
'Buy 10 plus 1' or 'Buy 10 plus free mug' promo



<https://www.flickr.com/photos/loopzilla/8176075111>

2. Crowd manipulation

Description: Crowd manipulation is the intentional use of principles and techniques of crowd psychology. This is used by advertising firms to engage, control, and/or influence the desires of the consumers to make them believe that there is a great demand for the product being advertised.

Example strategies used by advertising firms for crowd manipulation:

- ❖ Hired random people would attest to the efficacy of the product.
- ❖ False survey results or testimonies to convince the consumers the benefits of the product.

3. Propaganda

Description: It is the information or idea that an advertising firm can release using different forms of media which can help the image of their client and adversely affect the image of its opponent.

Example:

- ❖ Showing the charity work done by the client while exposing the opponent's slush funds.

4. Gatekeeping

Description: Gatekeeping is the type of manipulation where information is being filtered for dissemination (whether for publication, broadcasting, the Internet, or some other mode of communication). The public is informed with only a portion of the truth for different kinds of purposes.

Example:

- ❖ During a gas leak accident in a condominium, only few casualties are mentioned to protect the owner of the condominium.
- ❖ During a terrorist attack, the strategy of the soldiers to rescue the hostages are not disclosed to the public for security and protection purposes.

5. Celebrity endorsements

Description: This is the use of celebrities as endorsers of a certain product or services who will attest to its effectiveness and good quality.

Example:

- ❖ Kris Aquino, "The Queen of all Media", was named top celebrity endorser by YES! Magazine because of her credibility and gift of gab. She endorses a lot of products and services which includes brands of bakeshop, textiles, juices, canned goods, shampoo, telecom, feminine wash and many more.

6. Hoax

Description: This is use of manipulative information which intends to deceive or defraud the public.

Example:

- ❖ In 2015, Peter Onneken and Diana Löbl, a pair of documentary filmmakers from Germany, and John Bohannon, a biologist and science journalist based at Harvard, tricked millions of people into believing chocolate could help them lose weight.

(source: https://www.cjr.org/analysis/the_history_behind_the_chocolate_hoax.php)

7. Psychological manipulation

Description: This is used by advertising agencies which aim to influence and affect the public's belief, emotions, motives and/or reasoning towards a certain product, service, or situation.

Example:

- ❖ An advertising agency highlights the slimming components of a juice product thus creating a higher demand for that product with slimming components and the premise that being slim is better.

8. Fear mongering or scaremongering

Description: It is the dissemination of frightening and exaggerated rumors of an imminent danger or the tactic of purposely and needlessly aiming to instill fear to the public.

Example:

- ❖ If the news exaggerated that the power of Abu Sayyaf penetrated Luzon and risks planting bombs in malls, there would be a decline of people going to malls and ~~even~~ other public places.

C. Advantages and Limitations

Advantages of Manipulative Information

- ❖ It can boost the image of a person, product, or services.
- ❖ It can filter the information that would be disseminated to the public.
- ❖ It can provide a sense of control and order when it comes to the kind and amount of information to be publicized.

Limitations of Manipulative Information

- ❖ It can be biased and/or subjective to protect the image of a person, product, or services.
- ❖ It can mislead the facts and conceal sensitive issues.
- ❖ It can hide the truth that the public has the rights to know.

D. Value of Manipulative Information and Media

To manipulate is an action that immediately connotes something negative, but what have you acquired during the lessons? Should we classify all manipulative information as negative and/or harmful? Can people still benefit from manipulative information?

At this moment, you should be able to use some selection criteria to evaluate the reliability and validity of manipulative information and media and its sources. You can identify whether a manipulative data is good or bad based on:

1. Motive or purpose.

Description: It is important to identify the cause or the purpose why a particular group employed it.

Example:

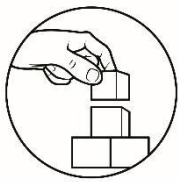
- A general infomercial was released to inform the public regarding disaster-preparedness in case a disaster like flood or earthquake happens. (Good motive or purpose)
- A TV commercial was released to create a good image to a political candidate and to convince the public to vote for them even if they do not have the integrity and good intentions to run for position. (Bad motive or purpose)

2. Degree of influence or impact.

Description: It is the extent on how the manipulation of information can produce effects on the actions, behavior and/or opinions of the public. Some advertising and public relations firms engage in manipulation to increase the degree of influence or impact to the public.

Example:

- If the general infomercial released for disaster preparedness is misinterpreted, the public might panic which will produce a negative impact despite the good motive or purpose.
- Some commercials, like those involving cigarettes and liquor, can influence people to consume things that could be potentially dangerous to their health. It can also influence young people to try it too.



What's More

Activity 1.1

Evaluate the following scenarios that involve media manipulation. Identify the media manipulation being used and briefly explain why.

1. An insurance company manipulates their data to boost their sales and to prevent the company from closing down.
2. A controversial personality is trying to run for a position in a government office. Therefore, he hired the services of an advertising company to improve his image to the public.
3. The product to patronize should be based on the popularity of the celebrity who endorses it.
4. The man refused to buy the product that the salesman is trying to offer which the salesman claimed to be the best offer.
5. The lady in the grocery store immediately buys the item with the promo, "Buy One, Take One".

Your answers will be graded using the following rubric.

Score	Description
2 points	Includes little essential information and one or two facts
3 points	Includes some essential information with a few citations and facts
4 points	Includes essential information and facts to give viewers an understanding of the topic
5 points	Covers the message completely and in depth with a variety of resources

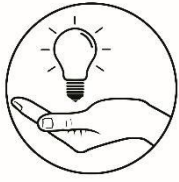
Activity 1.2

Create a manipulative-based presentation using design principle and element.

Vote for Me!

Goal	Produce and evaluate a creative manipulative-based presentation using design principle and elements.
Role	You are running for a position in any school organization like the Student Government or the Science Club. <i>(Note: It can be president, vice president or any other position)</i>
Audience	Students from your school
Situation	Your family and friends persuaded you to run for that position because they believe you are passionate, competent, and qualified.
Performance	Create a 2-minute introductory speech and presentation that would convince the other students to vote for you, without doing any form of media manipulation against your possible opponents.
Standards	Your introductory speech and presentation will be assessed based on criteria and rubrics.

Criteria	4	3	2	1
Organization	Presents information in a very logical and interesting sequence.	Presents information in a logical and interesting sequence.	Presents information in disorderly manner.	No sequence of information.
Manner	No misspellings and / or grammatical errors.	Not more than two misspellings and / or grammatical errors.	Has three misspellings and / or grammatical errors.	Has 4 or more spelling errors and / or grammatical errors.
Use of design elements and principles	Utilizes the design principles and elements all throughout.	Utilizes the design principles and elements.	Utilizes some design principles and elements.	Doesn't use any design principles and elements.
Content	Does not use any form of media manipulation.	Indirectly used a form of media manipulation.	Used one form of media manipulation.	Used a lot of media manipulation.



What I Have Learned

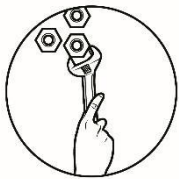
Answer the questions briefly based on your objective insight and critical thinking.

1. How would you evaluate the reliability and validity of manipulative information and media? Give one example and explain.

2. As a student like you, how can manipulative information and media affect you?

Your written output will be graded based on the following rubrics:

Criteria	Highest Possible Points
Content (presence of ideas)	10 pts.
Organization (order)	4 pts.
Style (choice of words)	4 pts.
Conventions (grammar, spelling)	2 pts.
Total	20



What I Can Do

You will now take the role of an advertiser. Using any type of media (text, visual, audio and/or motion), advertise a candidate using the introductory speech from the previous activity. Be sure to combine all the design elements and principles in doing your advertisement.

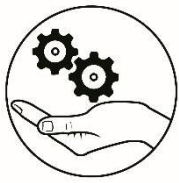
Criteria	4	3	2	1
Completion	Submitted on time.	Submitted but one to two days delayed.	Submitted but three days delayed.	Submitted but 4 or more days delayed.
Creativity	Original and imaginative.	Original and a little imaginative. Imaginative but a little original.	Original but not imaginative. Imaginative but not original.	Not original nor imaginative.
Meaning	The presentation is cohesive and comprehensive with supporting details.	The presentation has deep meaning but little supporting details.	The presentation lacks meaning with no supporting details.	The presentation lacks meaning, no supporting details and with unfinished parts
Use of design elements and principles	Utilizes the design principles and elements all throughout.	Utilizes the design principles and elements.	Utilizes some design principles and elements.	Doesn't use any design principles and elements.



Assessment

Modified TRUE or FALSE: Read each statement carefully and write **TRUE** if the statement is correct. But if it is false, change the underlined word or group of words to make the whole statement true.

- _____ 1. An advertising firm generates sales of goods and services and directly contributes to the company's profitability.
- _____ 2. “Buy One, Take Two” promo is just one of the promotions in the market, classified as psychological manipulation, which leads the consumers to lack of confidence in their purchasing decisions towards choosing the cheaper or better products.
- _____ 3. The information being publicized through hoaxing is being withheld for the safety and protection of the public.
- _____ 4. Consumer confusion is the type of manipulative information which intends to defraud the public.
- _____ 5. Exaggerating news about a viral infection is an example of crowd manipulation which creates fear to the public.
- _____ 6. Some companies hire people to attest the efficacy of their products. This is an example of gatekeeping.
- _____ 7. Exposing the hidden wealth is the usual type of propaganda during campaign season in order to inflict the image of a running politician.
- _____ 8. A flash message from the NDRRMC about the coming super typhoon has a good motive or purpose to its recipients.
- _____ 9. One of the limitations of manipulative information is that it can provide a sense of control and order to the amount of information that will be publicized.
- _____ 10. Several students in a school received a text messaging about a bomb planted in the school premises. This bomb threat is an example of scaremongering.



Additional Activities

Choose one commercial or advertisement that you think uses media manipulation. Attach a picture or a screen capture of your selected commercial or advertisement on the box below. Identify the type of media manipulation and briefly explain why.

Your written output will be graded based on the following rubrics:

Criteria	Needs Improvement 10	Meets Expectations 15	Exceed Expectations 20
Depth of Analysis	Demonstrate a minimal level of reflection and internalization of the given material.	Demonstrate a sufficient level of reflection and internalization of the given material.	Learners provided new and creative insights resulting from a profound reflection and internalization of the given material
Organization of Thought	The thoughts were expressed in an incoherent manner.	The thoughts were expressed in a coherent manner.	The thoughts were expressed in a coherent manner. Writing is very clear and organized.
Grammar and Spelling	No more than five spelling and grammar errors.	No more than two spelling and grammar errors.	No spelling and grammar errors.

	<h2>Answer Key</h2>	
Assessment 1. TRUE 2. consumer confusion 3. gatekeeping 4. hoax 5. fearmongering or scaremongering 6. crowd manipulation 7. TRUE 8. TRUE 9. advantages 10. TRUE	What's In 1. MANIPULATIVE 2. INFORMATION 3. ADVERTISEMENT 4. GATEKEEPING 5. FEARMONGERING What's More Answers may vary.	What I Know 1. B 2. B 3. D 4. B 5. D 6. A 7. D 8. C 9. B 10. C

Media and Information Literacy

Quarter 4 – Module 15: Multimedia Information and Media

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

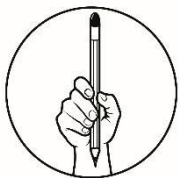


What I Need to Know

This module aims to help learners like you get well-acquainted with key concepts of media and information and use this knowledge to communicate using the technology in your hands. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. describe the different dimension of multimedia information and media (MIL11/12MM-IVij-23),
2. comprehend how multimedia information and media are formally and informally produced, organized, and disseminated (MIL11/12MM-IVij-24),
3. evaluate the reliability and validity of multimedia information and media and their sources using selection criteria (MIL11/12MM-IVij-25), and
4. synthesize overall knowledge about different information and media sources by producing and subsequently evaluating a creative multimedia form (living museum, electronic portfolio, others) (MIL11/12MM-IVij-26).



What I Know

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which of the following is the digital integration of text, graphics, animation, images and motion video?
 - a. text media
 - b. multimedia
 - c. motion media
 - d. audiovisual media
2. Which of the following is the presentation of photographic slides or electronic images projected on a surface or displayed on a screen one after another as a series?
 - a. slideshow presentation
 - b. audiovisual presentation
 - c. overhead projector presentation
 - d. all of the above

3. Which of the following is an electronic presentation like slide-tape presentations, films, television programs, and live theater productions?
 - a. slideshow presentation
 - b. audiovisual presentation
 - c. overhead projector presentation
 - d. all of the above
4. Which of the following presentations uses light to project an enlarged image on a screen where the source of the image is a page-sized sheet of transparent plastic film with the image to be projected?
 - a. slideshow presentation
 - b. audiovisual presentation
 - c. overhead projector presentation
 - d. all of the above
5. Which of the following is an interactive whiteboard that uses touch detection for user input?
 - a. smart board
 - b. LCD projector
 - c. computer screen
 - d. overhead projector
6. Which is NOT an example of an application that can be used to make slideshow presentations?
 - a. Prezi
 - b. Vimeo
 - c. Canva
 - d. MS Power Point
7. Which of the following is NOT a characteristic of multimedia information?
 - a. dynamic
 - b. interactive
 - c. electronic or digital
 - d. all are characteristics of multimedia information
8. A multimedia presentation is said to be _____, if it can be played, projected, recorded, and/or accessed using different kinds of technology.
 - a. dynamic
 - b. interactive
 - c. electronic or digital
 - d. none of the choices
9. A multimedia presentation is said to be _____, since it stimulates the visual and auditory sense of its audience.
 - a. dynamic
 - b. interactive
 - c. electronic or digital
 - d. none of the choices
10. Which of the following is NOT true about multimedia?
 - a. It involves audio, animation, video, text, and other visual presentations.
 - b. It only includes text and visual presentations.
 - c. It can be presented electronically or digitally.
 - d. all are true about multimedia

Lesson

1

Multimedia Information and Media

If you would be tasked to prepare for a presentation that will be performed or delivered inside the classroom, before a live audience, how will you prepare it in a manner that you will not bore your classmates/audience? Would you choose a plain discussion method, or will you use a multimedia presentation instead?



What's In

ANALOGY: In the previous lesson, you ~~have~~ learned about manipulative media and information. To recall what you have learned, complete the following analogies.

1. Ad agency : Generate sales ; _____ : Create good image
2. _____ : Exaggerating ; Gatekeeping : Filtering
3. Crowd manipulation : "Great" demand ; _____ : "Great" Efficiency
4. _____ : Buy 1, Take 1 ; Propaganda : Exposing slush funds
5. Scaremongering : Bomb Threats ; _____ : Slimming Chocolate



What's New

The following are multimedia icons that we usually see on the internet and computer applications. Can you identify them? Afterwards, briefly describe how they are used.



[https://commons.wikimedia.org/wiki/File:Shuffle_\(50683\)_-_The_Noun_Project.svg](https://commons.wikimedia.org/wiki/File:Shuffle_(50683)_-_The_Noun_Project.svg)

1) _____



https://commons.wikimedia.org/wiki/File:Pictograms-nps-accessibility-closed_captioning.svg

2) _____



https://commons.wikimedia.org/wiki/File:Noun_project_Upload.svg

3) _____



[https://commons.wikimedia.org/wiki/File:Link_\(1690\)_-_The_Noun_Project.svg](https://commons.wikimedia.org/wiki/File:Link_(1690)_-_The_Noun_Project.svg)

4) _____



https://commons.wikimedia.org/wiki/File:Noun_Project_Sound_icon_755642.svg

5) _____



[https://commons.wikimedia.org/wiki/File:Film_\(89052\)_-_The_Noun_Project.svg](https://commons.wikimedia.org/wiki/File:Film_(89052)_-_The_Noun_Project.svg)

6) _____



https://commons.wikimedia.org/wiki/File:Noun_Project_icon_for_capture_2572182.svg

7) _____



[https://commons.wikimedia.org/wiki/File:Wifi_\(89622\)_-_The_Noun_Project.svg](https://commons.wikimedia.org/wiki/File:Wifi_(89622)_-_The_Noun_Project.svg)

8) _____



What is It

Multimedia Information and Media

How many multimedia icons have you identified? If you have identified most of them, it means you are exposed to different forms of multimedia. In this lesson, you will have a deeper understanding of the different types and forms of multimedia, characteristics, uses, advantages and limitations, and how you will be evaluating its validity and reliability.

Multimedia of today can be defined as the seamless digital integration of text, graphics, animation, audio, still images and motion video in a way that provides individual users with high levels of control and interaction. Presenting information in the form of multimedia can be more interesting because it can be delivered in different modes. We call this a **multimedia presentation**.



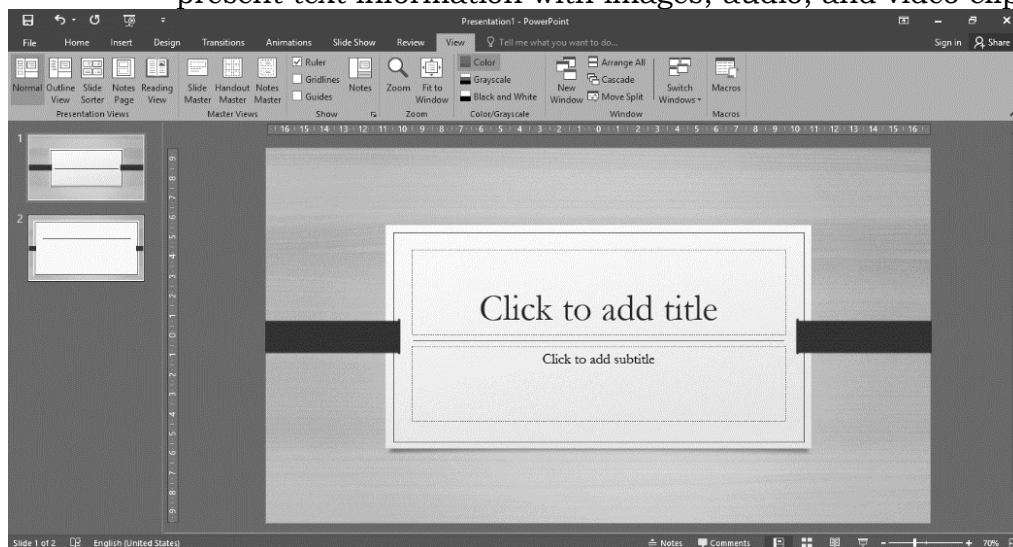
A multimedia presentation can incorporate images to make a visual impact on viewers and/or insert video clips to appeal to both visual and auditory senses.

Type of Multimedia Presentation

As of today, there are many different kinds of multimedia tools which you can use to organize information into a more appealing and interesting presentation.

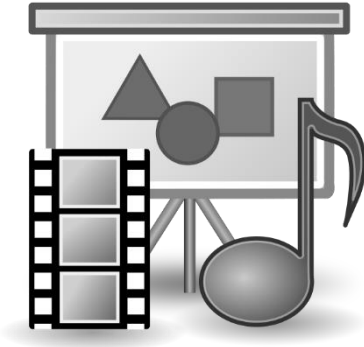
1. Slideshow Presentation

Description: It is a presentation of photographic slides or electronic images projected on a surface or displayed on a screen one after another as a series. It is usually made using software programs such as Microsoft Office PowerPoint Presentation (PPT) where the user can present text information with images, audio, and video clips.



Aside from PowerPoint Presentation, there are other software programs where slideshows can be created made such as:

- Google Slides - for presentations that allow online collaboration
- Zoho Show - for built-in broadcasting tools to stream presentations
- Prezi - for non-linear and animated presentations
- Canva - for creative presentations using different templates
- Evernote Presentation Mode - a presentation made from notes. *“With one click of a button, presentation mode expands your note to the dimensions of your monitor so that everyone in a group can clearly see the details of your note, whether it’s text, images, or attached PDF or MS Office files.”* (<https://help.evernote.com/hc/en-us/articles/208314488-Use-presentation-mode-to-present-notes#:~:text=Works%20with%20all%20your%20notes&text=With%20one%20click%20of%20a,PDF%20or%20MS%20Office%20files.>)



2. Audio Visual Presentations

Description:

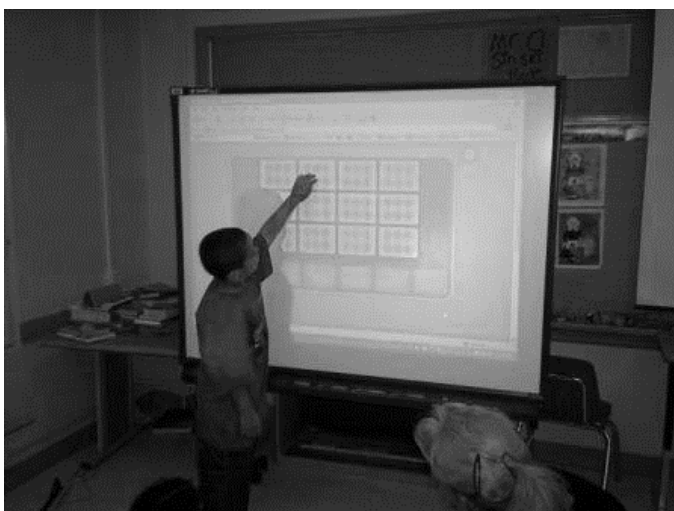
These are electronic presentations that contain both sound and visual components, such as slide-tape presentations, films, television programs, and live theater productions.

3. Overhead Projector (OHP)

Description: An Overhead Projector or OHP is like a film or a slide projector which uses light to project an enlarged image on a screen. In an OHP, the source of the image is usually a page-sized sheet of transparent plastic film where the image to be projected is printed, hand-written or drawn on the transparent plastic film. ~~with the image to be projected which can either be printed, hand-written, or drawn.~~ A presentation using an OHP can only be used to display text and/or images.



<https://commons.wikimedia.org/wiki/File:OHP-sch.JPG>



Smart Board

Description:

An interactive whiteboard where you can input or navigate information through touch detection. Since it has touchscreen features, you can navigate the information displayed on the smart board using a mouse or ~~just~~ your fingertips.

Characteristics of Multimedia Information

The multimedia of today can be a combination of text, graphics, animation, audio, still images and/or motion video. Thus, multimedia information has different characteristics such as:

1. **Electronic or digital.** A multimedia presentation can be prepared and delivered electronically or digitally through various computer applications, software, and/or online tools.
2. **Interactive.** A multimedia presentation is interactive since it stimulates the visual and auditory sense of the audience. Actions such as voice command, text entry, mouse manipulation, touch screen, screenshot and/or video capture make the multimedia presentation interactive.
3. **Dynamic.** A multimedia presentation is said to be dynamic since it can be played, projected, recorded, and/or accessed using different kinds of technology and computer applications. The combination of visual graphics and/or images with sound effects and/or background music make a presentation more dynamic.

Different Uses of Multimedia

You can see various forms of multimedia not only on the internet, but also in public places. If you go to hotels, train stations, shopping malls, museums, and grocery stores, you will see kiosks, digital bulletins, AVP presentations and so on. Different fields of specializations also use multimedia for different purposes.

Field of Specialization	Use of Multimedia
Education	Gamification of lessons, engaging classroom lectures, online learning
Entertainment	Movies and animation
Industry	Presentation of products/services, Marketing, Advertising
Medicine	Surgery simulations, medical presentations

Users of Multimedia Presentation

Some of the people who widely use multimedia presentations are:

1. **Teachers or Lecturers** – to present lessons and appeal to the student’s visual and auditory senses.
2. **Motivational or Public Speakers** – to present, inform, influence, motivate or entertain their audience.
3. **Salespeople** – to display and showcase their offered products/services.

Evaluating and Rating Multimedia Information

Using multimedia presentations which include a combination of text, graphics, animation, audio, still images and/or motion video, do not immediately

guarantee that the message to be conveyed to the audience is clear. The balance of information and entertainment must also be achieved when using a multimedia presentation. The following are important things to consider as an audience in assessing multimedia information:

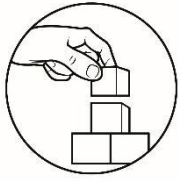
- 1. Content.** The content of a multimedia presentation may vary depending on the setting of the presentation. For instance, a multimedia presentation in a biology class with the topic on photosynthesis must contain both text and visual information. An animation video will also be helpful for the students to visualize the processes in photosynthesis.
- 2. Purpose or application.** The purpose or application of a multimedia presentation can be diverse. For example, an audio-visual presentation (AVP) to be shown in a wedding reception should match the mood of the occasion. The AVP should include elements of text, images, and/or video clips to make it more appealing to the audience.
- 3. Manner of presentation.** A multimedia presentation can be presented in various ways. It can be done through a slideshow presentation or an audio-visual presentation. The following factors should be used in rating a multimedia presentation:
 - a. Audience.** One of the factors that must be considered in selecting your target audience is their age. Based on research the age of a person can affect its attention span (the average attention span of an adult can last about 20 minutes while a younger person usually has less) and presentation preference. Some audience may prefer presentations that are informative, direct, and with graphical representations while others may prefer it to be more broad, entertaining, and so on.
 - b. Topic.** The type of presentation must be aligned with the topic to make an effective and effective presentation. For example, if the topic is about the sales of the company, the audience expects a presentation that includes pictures, charts, and graphs.
 - c. Resources.** The availability of resources is a factor in preparing presentations. For instance, if schools do not have enough budget to purchase smart boards and LCD projectors, the teachers would use their LED/LCD TVs for playing music, slideshows, and videos as alternatives.

Advantages of Multimedia Information

- It presents the information in a more organized and in an interesting manner.
- It empowers and supplements the speaker for a more dynamic and more interactive lecture.
- It makes information easier to understand since it is presented in a creative manner.

Limitations of Multimedia Information

- If it presents too much information, it can overwhelm the audience.
- It can cause the speaker to become too dependent on the technology.
- Most multimedia tools require a power source. Therefore, the lack of electricity or drained batteries can jeopardize the delivery of the information.
- It takes a lot of time and effort to conceptualize, plan, and organize an effective presentation. If the time given to prepare one is too short, for example, a day or two before the actual presentation, the quality of the information and presentation might be compromised.



What's More

Activity 1.1

Analyze the following scenarios. Encircle the 'like' icon (👍) if it expresses a correct/positive statement. If otherwise, choose the 'unlike' icon (👎). After each item, write a brief explanation about your choice.



1. In a classroom, learning will become ineffective if a teacher does not use a multimedia presentation.

Explanation: _____



2. A presenter used pictures, charts, and graphs during his discussion with Grade 2 students.

Explanation: _____



3. The use of multimedia presentation in a class report automatically gives the student/s high grades.

Explanation: _____



4. The audience must be allowed to ask questions after a multimedia presentation even if the presenter covered and discussed the topics very well.

Explanation: _____



5. A good multimedia presentation is rich in content regardless of its design and manner of presentation.

Explanation: _____

Your explanation based on the choice that you have made will be graded using the following rubrics:

Score	Description
2 points	Is unable to or infrequently uses deductive and inductive reasoning skills
3 points	Uses deductive and inductive reasoning skills inconsistently and weakly
4 points	Uses deductive and inductive reasoning skills competently
5 points	Uses deductive and inductive reasoning skills consistently and with ease

Activity 1.2

Create a manipulative-based presentation using design principles and elements.

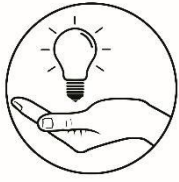
My Multimedia Presentation

Goal	Produce a multimedia presentation using design principles and elements.
Role	You are a multimedia creator/designer.
Audience	The company's recruitment team.
Situation	You applied to a company that creates multimedia content for educational purposes. The recruitment team asked you to prepare a multimedia presentation on any topic and any grade level of your choice.
Performance	Create multimedia presentations on any topic and any grade level of your choice to impress the company's recruitment team. Make sure to include different components of multimedia.
Standards	Your multimedia presentation will be assessed based on criteria and rubrics.

Example Topic : *The Beginning of the Universe*

Target Audience : *Grade 11 students*

Criteria	4	3	2	1
Organization	Presents information in a very logical and interesting sequence.	Presents information in a logical and interesting sequence.	Presents information in a disorderly manner.	No sequence of information.
Manner	No misspellings and / or grammatical errors.	Not more than two misspellings and / or grammatical errors.	Has three misspellings and / or grammatical errors.	Has 4 or more spelling errors and / or grammatical errors.
Use of design elements and principles	Utilizes the design principles and elements all throughout.	Utilizes the design principles and elements.	Utilizes some design principles and elements.	Doesn't use any design principles and elements.
Content	Very clear statement of purpose and rich variety of information.	Clear statement of purpose and has varied supporting information.	Vague statement of purpose and some information are not well-supported	Content has no clear sequence of information and most of the information is incorrect or incomplete.



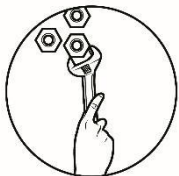
What I Have Learned

Answer the questions briefly based on your objective insight and critical thinking.

1. What do you think is the best multimedia presentation to be used in the classroom? Briefly explain why and give examples.
2. You and the other children of today are known as digital natives since you were born in the digital age. How is multimedia information relevant to you and to your future? Explain and give examples.
3. How would you evaluate the reliability and validity of multimedia information? Give one example and explain.

Your written output will be graded based on the following rubrics:

Score	Description
2 points	Is unable to or infrequently uses deductive and inductive reasoning skills
3 points	Uses deductive and inductive reasoning skills inconsistently and weakly
4 points	Uses deductive and inductive reasoning skills competently
5 points	Uses deductive and inductive reasoning skills consistently and with ease



What I Can Do

At this moment, you must synthesize your overall knowledge about the different information and media sources. You must produce and then evaluate a creative multimedia form. For example, you can create a living museum, an electronic portfolio, a personal website or others. Use the format below for preparing your final task.

Component	Guide Questions	Answers
Project Title	What is your project title? (Example: "Travel Golds")	
Key Content	What is the main content? (Example: A Travel Vlog)	
Intended Audience	Who are your intended audience? (Example: All age groups)	

Your Role	What is/are your roles in creating this project? (<i>Example: You are an aspiring video blogger/vlogger.</i>)	
Purpose	What is the purpose of this project? (<i>Example: To share my travel experiences and inform people about different travel basics.</i>)	
Types of information	What is/are the type/s of information that you will use in this project? (<i>Example: manipulative information...</i>)	
Media Sources	What is/are the type/s of media sources that you intend to use in this project? (<i>Example: audio, media...</i>)	
Resources	What is/are the resources needed for this project? (<i>Example: internet connection, laptop, video editor</i>)	

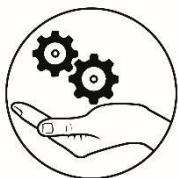
Criteria	4	3	2	1
Organization	Presents information in a very logical and interesting sequence.	Presents information in a logical and interesting sequence.	Presents information in a disorderly manner.	No sequence of information.
Manner	No misspellings and / or grammatical errors.	Not more than two misspellings and / or grammatical errors.	Has three misspellings and / or grammatical errors.	Has 4 or more spelling errors and / or grammatical errors.
Use of design elements and principles	Utilizes the design principles and elements all throughout.	Utilizes the design principles and elements.	Utilizes some design principles and elements.	Doesn't use any design principles and elements.
Content	Very clear statement of purpose and rich variety of information.	Clear statement of purpose and has varied supporting information.	Vague statement of purpose and some information are not well-supported	Content has no clear sequence of information and most of the information is incorrect or incomplete.



Assessment

Modified TRUE or FALSE: Read each statement carefully and write **TRUE** if the statement is correct. If it is false, change the underlined word or group of words to make the whole statement true.

- _____ 1. **Multimedia** is the digital integration of text, graphics, animation, images, and motion video.
- _____ 2. **Audiovisual presentation** is the presentation of photographic slides or electronic images projected on a surface or displayed on a screen one after another as a series.
- _____ 3. Electronic presentations like slide-tape presentations, films, television programs, and live theater productions are examples of **slideshow presentations**.
- _____ 4. An **LCD projector** uses light to project an enlarged image on a screen where the source of the image is a page-sized sheet of transparent plastic film with the image to be projected.
- _____ 5. The interactive whiteboard that uses touch detection for user input is called an **overhead projector**.
- _____ 6. A multimedia presentation is said to be **dynamic**, if it can be played, projected, recorded and/or accessed using different kinds of technology.
- _____ 7. A multimedia presentation is said to be **electronic** since it stimulates the visual and auditory sense of its audience.
- _____ 8. **Public speakers** use multimedia presentations to increase their product and/or services offered.
- _____ 9. Since multimedia presentations contain both visual and auditory, **teachers** use it to present their lessons in class.
- _____ 10. In evaluating multimedia information, you have to consider **content**, purpose and manner of presentation.



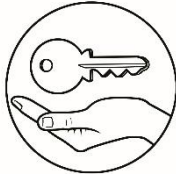
Additional Activities

Browse the internet based on a topic that you are interested in and choose one multimedia that you think is IDEAL. Attach a picture or a screen capture of your selected multimedia on the box below. Briefly explain why you think it is ideal.

Explanation:

Your written output will be graded based on the following rubrics:

Criteria	Needs Improvement	Meets Expectations	Exceed Expectations
Score	10	15	20
Depth of Analysis	Demonstrate a minimal level of reflection and internalization of the given material.	Demonstrate a sufficient level of reflection and internalization of the given material.	Learners provided new and creative insights resulting from a profound reflection and internalization of the given material
Organization of Thought	The thoughts were expressed in an incoherent manner.	The thoughts were expressed in a coherent manner.	The thoughts were expressed in a coherent manner. Writing is very clear and organized.
Grammar and Spelling	No more than five spelling and grammar errors.	No more than two spelling and grammar errors.	No spelling and grammar errors.

 <p>Answer Key</p> <p>What I Know</p> <p>1. B 2. A 3. B 4. C 5. A 6. B 7. D 8. A 9. B 10. B</p>	<p>What's In</p> <p>1. Public Relations (PR) firm 2. Scaremongering or 3. Fearmongering 4. Psychological manipulation 5. Hoax</p> <p>What's New</p> <p>1. Shuffle 2. Closed caption 3. Upload 4. Link 5. Audio/Sound On 6. Video/Movie 7. Screen capture / 8. Screenshot 9. Wi-Fi</p> <p>What's More</p> <p>Answers may vary.</p>	<p>Assessment</p> <p>1. TRUE 2. slideshow 3. presentation 4. overhead projector 5. smartboard 6. TRUE 7. Interactive 8. sales representative 9. TRUE 10. TRUE</p>
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