**12**

# Media and Information Literacy

## 3rd Quarter

ALTERNATIVE DELIVERY MODE

**ADM**

**Department of Education • Republic of the Philippines**

# 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!

# 12

# Media and Information Literacy

## Quarter 3 – Module 1: Introduction to Media and Information Literacy

# What I Need to Know

This module was designed to introduce you to media and information literacy as an important aspect of building human society by being a responsible user and capable producer of media and information. 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:

1. describe how communication is influenced by media and information (MIL11/12IMIL-IIIa-1)
2. identify the similarities and differences between and among media literacy, information literacy, and technology literacy (MIL11/12IMIL-IIIa-2)
3. discuss responsible use of media and information (MIL11/12IMIL-IIIa-3)
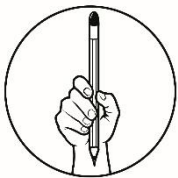
# What I Know

Multiple Choice: Read each question carefully and choose the letter of the correct answer. Write your answer on a separate sheet of paper.

1. Which of the following describes the capacity to read and write associated with the knowledge to determine, comprehend, explain, generate, communicate, and calculate using printed materials?
   a. Media
   b. Literacy
   c. Computer
   d. Information
2. Which of the following is a tool or platform used to convey information or means of communication?
   a. Media
   b. Literacy
   c. Computer
   d. Information

3. What do you call the knowledge acquired from someone or something?
    a. Media
    b. Literacy
    c. Computer
    d. Information
4. Which of these is characterized by an individual's ability to understand the functions of media and determine the relevant use and worth of media platforms?
    a. Media Literacy
    b. Computer Literacy
    c. Technology Literacy
    d. Information Literacy
5. Which of the following describes an individual who knows how to manipulate technology independently or with the assistance of others in using the technology efficiently and suitably?
    a. Media Literate
    b. Computer Literate
    c. Technology Literate
    d. Information Literate
6. Which of the following refers to the ability to transmit communication or acquiring data or facts that relate to the use of media information?
    a. Media Literacy
    b. Computer Literacy
    c. Technology Literacy
    d. Information Literacy
7. What do you call the equipment or method that is useful to people's daily activities?
    a. Media
    b. Internet
    c. Computer
    d. Technology
8. Which are the necessary skills that let a person interact using different kinds of media and access information around the globe?
    a. Media and Information Literacy
    b. Computer and Technology Literacy
    c. Information and Technology Literacy
    d. Information and Communication Literacy
9. What electronic machine is used to store and work with a large amount of information?
    a. Media
    b. Internet
    c. Computer
    d. Technology
10. What do you call the globally connected network system that uses TCP/IP to transmit data via various types of media?
    a. Media
    b. Internet

  c. Computer

  d. Technology

11. What do you call the present time when technological advancement is inevitable, and access to information is easy with the aid of technology?

  a. Industrial Age

  b. Electronic Age

  c. Prehistoric Age

  d. New Information Age

12. Which of the following is not a form of social media?

  a. Twitter

  b. Google

  c. Facebook

  d. Instagram

13. What do you call a person who has gained many subscribers and followers, and is being paid by YouTube through advertisements and commercials placed in their Vlogs or YouTube Channels?

  a. Netizen

  b. Blogger

  c. Media Influencer

  d. Internet Sensation

14. Which of the following statements is NOT true about the communication today?

  a. We now have access to fast and easy form of communication services.

  b. Communication in the modern period is susceptible to media and information.

  c. Social media forms of communication always have a positive effect to a person in terms of personal relationship.

  d. Media users and contributors must be mindful in taking advantage on the use of communication technology in appropriate ways.

15. "Media and information literacy are important skills that we need to develop for us to take advantage of the use and benefits of technology in the modern society." The statement is _____.

  a. belief

  b. factual

  c. opinion

  d. fallacious

# Introduction to Media and Information Literacy

In the present time, technological advancement is inevitable, and the access of information is very much available with the aid of technology. *Media and Information Literacy* accentuate an individual's capability to exercise his/her fundamental human rights, specifically the right to express his/her opinion using any kind of media platform and the right to access information responsibly.

## What's New

### MIL Framework Design

Think that you are a blogger. Complete the MIL framework design of your blog by providing the needed information in the table below.

| Component | Blog |
|---|---|
| Name of your Blog | |
| Target Audience | |
| Purpose | |
| Key Content | |
| Form/Style | |
| Medium/ Platform | |

**Guide Questions:**

1. What do you intend to do or show in your blog?
2. Which media platform do you intend to use?
3. Why did you choose that kind of media platform?
4. How can you make people or netizens watch or subscribe to your blog?
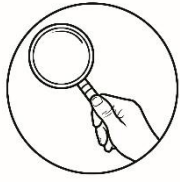
## Introduction to Media and Information Literacy

*Media and Information Literacy* involves necessary skills that let a person interact using different media platforms and get access to information around the globe. These should be learned because we are now living in the information age when the media have a significant role in our society towards disseminating information, connecting people, and acting as an agent of change in our society.

### A. Communication and Media Information

Communication is affected by media and information because of the advancement of technology and the availability of different communication services. These allow us to have access to fast and easy forms of communication through the use of different media platforms and social media sites like *Facebook, Messenger, Instagram, Twitter*, among others. However, this form of communication may have a negative effect on people in terms of personal relationships that may be strained by the over-reliance on social media that are fertile grounds for fake news and hoaxes Therefore, we should always be mindful in taking advantage of the use of communication technology in appropriate ways. We must keep in mind the principle of "Think before you click".
.

### B. Media Literacy, Information Literacy, and Technology Literacy

**Media literacy** highlights the capacity of an individual to understand the functions of media and determine the relevant use and worth of media platforms. This means that an individual knows how to use or manage media accounts or media platforms. Meanwhile, **information literacy** is the communication or acquiring of data or facts that relate to the use of media information. This involves a careful and thoughtful way of gathering information legally, avoiding such pitfalls as violating intellectual property rights and plagiarism. **Technology literacy**, on the other hand, is the skill of an individual to manipulate technology independently or with the assistance of others in using the technology in an efficient and suitable way. These skills are needed to access knowledge and communicate information in a legal and ethical manner. Information and media literacy enable people to become a responsible user and producer of media and information.

### C. Responsible Use of Media and Information

The 21st Century is known as the information age. Now, people are highly dependent on technology in different aspects of their lives such as for communication, entertainment, and work-related activities. Responsible use of media and information is encouraged especially in education. Teachers and students use reliable internet sources in acquiring information as well as in researches. Others

use different media platforms for information dissemination and for social awareness and advocacy purposes.

The value of media information literacy is undeniable across all nationalities around the globe. For example, modern Good Samaritans use media platforms through various ways like video blogging to help people in need. These platforms also have economic value to their users. Media influencers who have gained many subscribers and followers are paid by *YouTube* through the advertisements and commercials inserted in their videos. Also, networking businesspersons and online sellers use different media platforms as an important tool to recruit members, advertise, and sell their products, respectively.

Some social media are agents of change. Users who want to increase awareness or elicit public response to issues flock to social media where they can freely write their opinions, textually or through "memes", on their advocacies. There is, at present, little guarantee on the truth of what is being shared, but people react to it, sometimes getting involved in conflicts online or offline. Therefore, social media users, especially influencers, must be responsible for what they post on their platforms. They have to make sure that the information they share are factual and come from reliable sources.

The ease of getting information via media also has its disadvantage: the risk of invasion of privacy. Many users are unaware that their personal information can also be taken from their media accounts without their knowledge, resulting in effects ranging from annoyance due to too many targeted ads to legal problems from identity theft.

Certainly, media and information literacy is an essential skill that we need to develop for us to take advantage of the use and benefits of technology in the modern society, while avoiding its pitfalls. Here are some tips for the responsible use of media and information.

1. *Ensure personal information safety* – Do not display or give away your personal information on your social media account. When you are using applications and websites, read first the "terms of use". It's wise to take a close look and read all the sections thoroughly.

2. *Get permission* – When posting videos or pictures of other people on your social media account, do not forget to ask for the owner's approval and of the people who appeared in the video or picture.

3. *Think before you click* – When posting or sharing on social media, think first if the information you are going to post or share is accurate, helpful, informative, nice, and kind to others. Avoid posting or sharing inappropriate, uncomfortable, or rude insights on your account.

4. *Keep your password safe* – Keep an eye on your account; do not let others know your password. Update your password often to avoid your account from being hacked or used by a poser.

5. *Spread positivity* – Share positive and uplifting posts to your friends. As much as possible, avoid negativity and hate in your account because what you post on social media becomes a reflection of yourself.
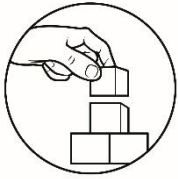
## Activity 1.1. Mind Mapping

Show your creativity and critical thinking skills by creating a mind map about the influence of media and information in communication. Then write a short explanation or description of the mind map that you created. Use a short bond paper for this activity.

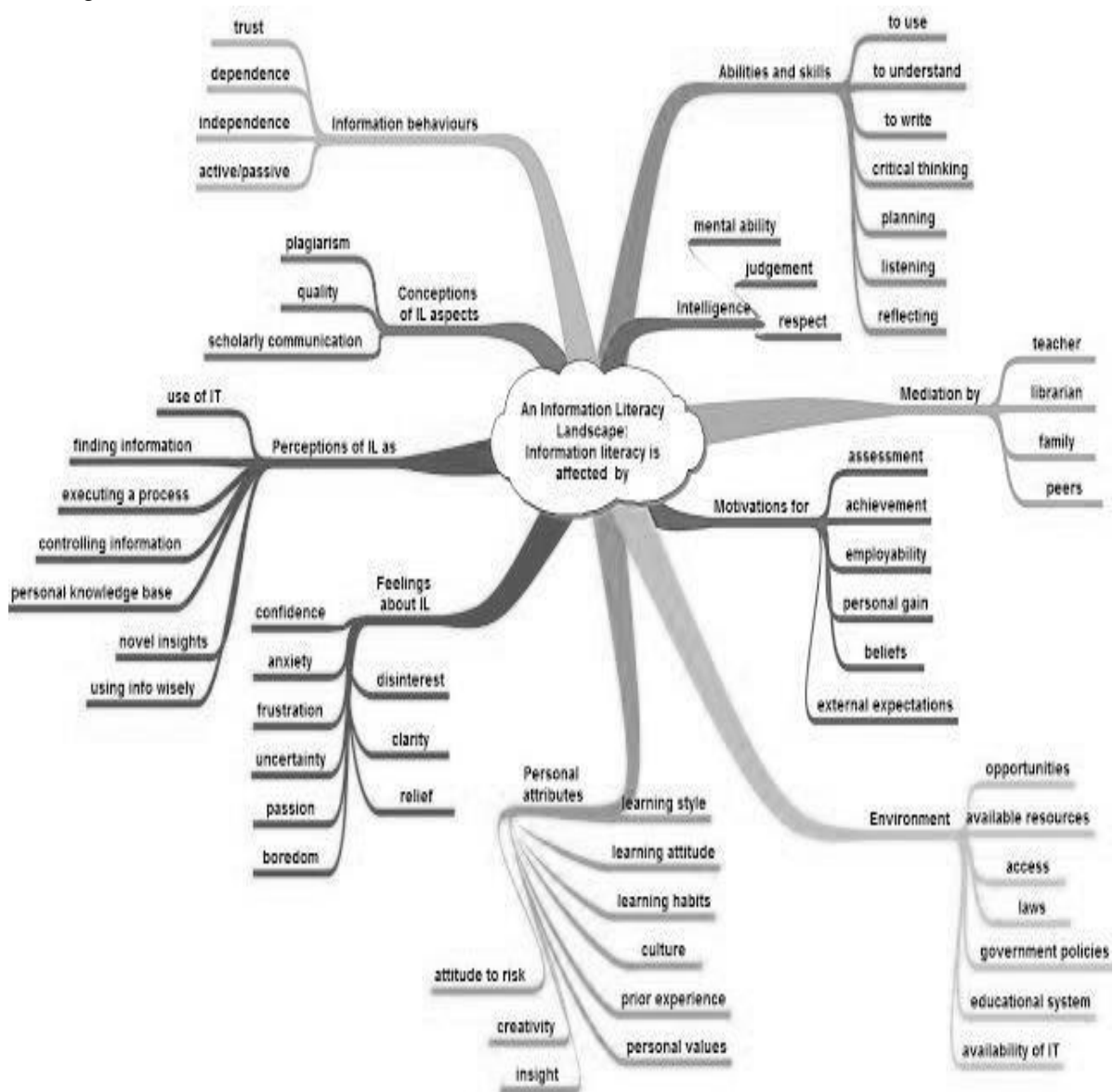*Below is an example of a mind map showing the factors that affect information literacy.*



*Figure 1: Information Literacy Landscape c. Moira Bent, (2008) Retrieved from https://www.pinterest.co.uk/pin/115475177920307553/*

Your output will be graded based on the following rubrics:

| Criteria | Needs Improvement | Meets Expectations | Exceed Expectations |
|---|---|---|---|
| Score | 5 | 10 | 15 |
| Content | Present insufficient ideas, facts, and information | Present sufficient level of ideas, facts, and information. | Present high level of ideas, facts, and information. |
| Creativity | Show minimal level artistry and attractiveness | Show adequate level artistry and attractiveness | Show high level artistry and attractiveness |
| Labels Accuracy | No more than five label errors | No more than two label errors | No label errors |
| Originality | Output created shows other people's ideas and not originally made | Output created shows some originality and uniqueness | Output created shows large amount of original ideas and uniqueness. |

## Activity 1.2. Compare and Contrast

Identify the similarities and differences between and among media literacy, information literacy, and technology literacy by completing the triple Venn diagram below. Then, answer the guide questions that follow. Do this activity on a separate sheet of paper.
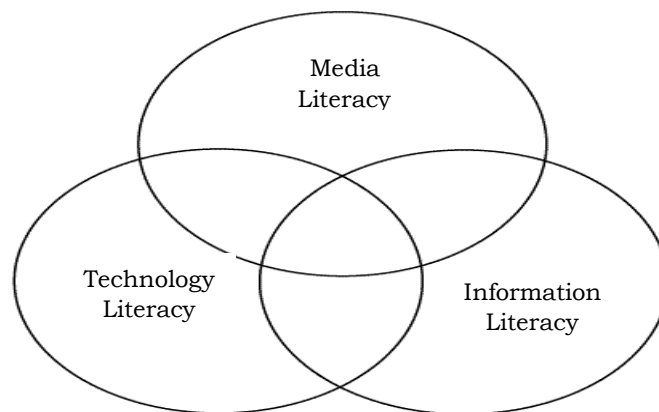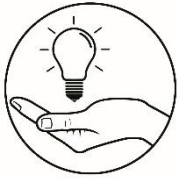


*Figure 2: Venn diagram. Retrieved from*
*https://commons.wikimedia.org/wiki/File:Venn_diagram_ABC_BW.png*

**Guide Questions:**
1. What are the similarities of media literacy, information literacy, and technology literacy?
2. How would you differentiate the media literacy, information literacy, and technology literacy?

*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 Have Learned*

Answer the following questions and start your answer with the statement, "I believe…"

1. Why is it essential to be a media and information literate?
   *I believe*_____
2. How can you become literate in media and information technology?
   *I believe*_____
3. What do you think of the reliability and truth of information circulated in different social media platforms?
   *I believe* _____

*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 |
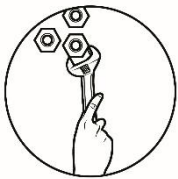
## *What I Can Do*

## Editorial Cartoon Analysis

In a piece of paper, write your analysis of the editorial cartoon shown below. How are you going to relate this to responsible use of media and information in a democratic society?
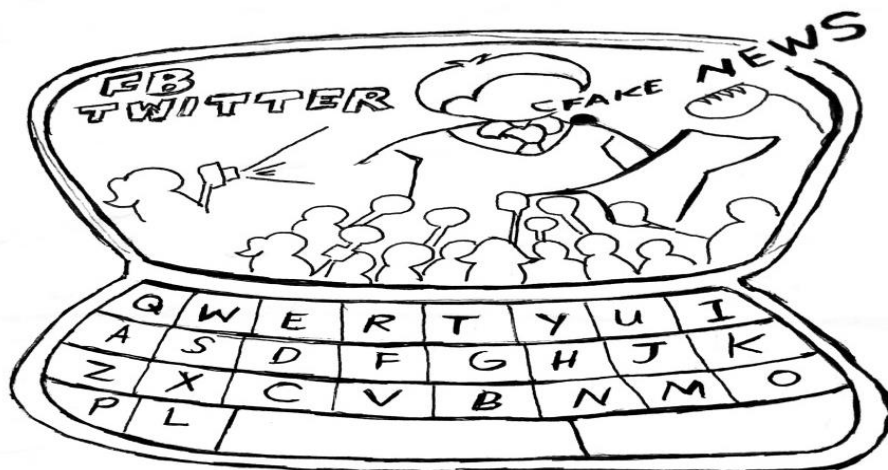


Figure 2: Fake News illustrated by Pastora B. Berondo (2019)

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

| Criteria | Needs Improvement | Meets Expectations | Exceeds 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. |

# *Assessment*

Multiple Choice: Read each question carefully and choose the letter of the best answer. Write your answer on a separate sheet of paper.

1. Which of the following is true about literacy?
    a. a knowledge acquired from someone or something
    b. an equipment or method that is useful to people daily activities
    c. the ability to read and write associated with knowledge
    d. the platform used to convey information or means of communication
2. Which of the following describes media?
    a. a knowledge acquired from someone or something
    b. an equipment or method that is useful to people daily activities
    c. the capacity of being able to read and write associated with knowledge
    d. the platform used to convey information or means of communication
3. Which of the following tells about information?
    a. a knowledge acquired from someone or something
    b. an equipment or method that is useful to people daily activities
    c. the capacity of being able to read and write associated with knowledge
    d. the platform used to convey information or means of communication
4. Which of the following denotes the meaning of media literacy?
    a. the ability to manipulate technology independently or with the assistance of others
    b. the capacity of an individual to understand the functions and relevant uses of media platforms
    c. the skills that allow a person to interact and access information using different kinds of media
    d. transmitting communication or acquiring facts that relate to the use of media information

5. Which of the following describes a person who is considered as technology literate?
   a. He/she communicates and acquires facts that are related to the use of media information.
   b. He/she can manipulate technology independently or with the assistance of others.
   c. He/she can understand the functions and relevant uses of media platforms.
   d. He/she has the skills that allow a person to interact and access information using different kinds of media.
6. Which of the following define the meaning of information literacy?
   a. the ability to manipulate technology independently or with the assistance of others
   b. the capacity of an individual to comprehend the functions and relevant uses of media platforms
   c. the skills that allow a person to interact and access information using different kinds of media
   d. transmitting communication or acquiring facts that relate to the use of media information
7. Which of the following describes a person who is skilled in media and information?
   a. He/she communicates and acquires facts that are related to the use of media information.
   b. He/she can manipulate technology independently or with the assistance of others.
   c. He/she has the capacity of an individual to comprehend the functions and relevant uses of media platforms.
   d. He/she has the skills that allow a person to interact and access information using different kinds of media.
8. Which of the following statements is true about communication today?
   a. It is difficult to communicate with people abroad.
   b. Communication through social media always has a positive effect
   c. We now have access to fast and easy form of communication services.
   d. Most people today still use letters, also colloquially known as snail mail, to communicate with their families.
9. Which of the following best describes a computer?
   a. an electronic device used only for computation
   b. a wireless connection that transmits and processes data
   c. a globally connected network system that transmits data
   d. an electronic machine that can store and process large amounts of information
10. Which of the following is true about the Internet?
    a. an electronic device used only for computation
    b. a wireless connection that transmits and processes data
    c. a globally connected network system that transmits data
    d. an electronic machine that stores and works a large amount of information

11. Which of the following best describes the new information age?
    a. production of growing industrial companies
    b. the use of electronic devices in people's daily activities
    c. the popularity of mails and letters sent via the postal system
    d. information accessibility and availability with the aid of technology
12. Which of the following is NOT true about *Media and Information Literacy*?
    a. MIL is a core subject in Senior High School.
    b. MIL involves important skills that we need to develop.
    c. MIL involves basic skills that everybody is knowledgeable about.
    d. MIL can be developed through the integration of ICT in education.
13. Which of the following states the value of *Media and Information Literacy*?
    a. People use media for the spread of fake news.
    b. Some criminals use media to locate their victims.
    c. People use media platforms to create social awareness.
    d. Media influencers use media platforms for their own interest.
14. Which of the following does NOT state the value of *Media and Information Literacy?*
    a. People use media platforms to hurt others.
    b. People use media for information dissemination.
    c. Some people use media platforms as a source of income.
    d. Other people use media platforms to create social change.
15. "Nowadays, all of the people are highly dependent on technology in different aspects of their lives." The statement is _____.
    a. belief
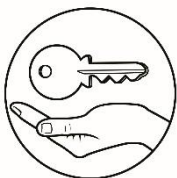    b. fallacy
    c. factual
    d. opinion
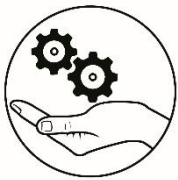
# Additional Activities

## Media Habits and Lifestyle

Complete the table below by providing the time, kind of media platforms, and the activities you do to show your media habits and lifestyles.

| Time | Media Platforms | Activities |
|---|---|---|
| *Example:*<br><br>8:00 am - 9:00 am | Facebook | ✓ Check on friends' status<br>✓ Post and Share in my timeline |
| | | |
| | | |
| | | |
| | | |

# Answer Key

| Assessment | What's More | What I Know |
|---|---|---|
| **Additional Activities**<br>Answers may vary<br><br>15. b<br>14. a<br>13. c<br>12. c<br>11. d<br>10. c<br>9. d<br>8. c<br>7. d<br>6. d<br>5. b<br>4. b<br>3. a<br>2. d<br>1. c | **What I Can Do**<br>Answers may vary<br><br>**What I Have Learned**<br>Answers may vary<br><br>*(Note: Teacher me consider other answers related to the concepts)*<br><br>*Technology Literacy* - Skills to manipulate technology with or without assistance<br><br>*Information Literacy* - acquiring of data or facts with the use of media information.<br><br>*Media Literacy* - capacity of an individual to comprehend the functions of media<br><br>**Activity 1.2**<br>Answers may vary<br><br>**Activity 1.1**<br>Answers may vary | **What's New**<br>Answers may vary<br><br>15. b<br>14. c<br>13. b<br>12. b<br>11. d<br>10. b<br>9. c<br>8. a<br>7. d<br>6. d<br>5. c<br>4. a<br>3. d<br>2. a<br>1. b |

# 12

# Media and Information Literacy

## Quarter 3 – Module 2:
## The Evolution of Traditional to New Media

# *What I Need to Know*

This module was designed to help you reflect on the purpose and use of media in our society as well as for you to determine the forms of traditional and new media. The scope of this module permits it to be used in many different learning situations. The language used in this module recognizes the diverse vocabulary levels of the 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. explain how the evolution of media from traditional to new media shaped the values and norms of people and society. (MIL11/12IMIL-IIIa-4)
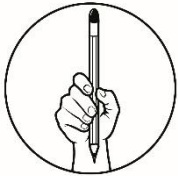
# *What I Know*

**Multiple Choice:** Determine the period when the following types of media emerged throughout the four ages in history. Choose the letter of the correct answer inside the box. Use a separate sheet of paper for your answer.

| A. Pre-Industrial Age | C. Electronic Age |
|---|---|
| B. Industrial Age | D. Information Age |

1. Telegraph
2. YouTube
3. Cave painting
4. News paper
5. Transistor Radio
6. Internet Explorer
7. Typewriter
8. Television
9. Facebook
10. Clay tablet
11. LCD Projector
12. Blog
13. Papyrus in Egypt
14. Telephone
15. Motion picture

<table>
<tr><td>Lesson<br>1</td><td># The Evolution of<br># Traditional to New Media</td></tr>
</table>

Media have evolved throughout time – from pre-industrial age to information age. The evolution of traditional to new media depicts the records of the past on the progress of media technology which helps people communicate and disseminate information in the fastest and efficient ways. Furthermore, media also shaped the values and norms of people and society.

## *What's In*

In the previous lesson, you have learned about the introduction of media and information literacy. To test your understanding of the lesson, I want you to determine the word/words being described by rearranging the letters to form the correct word/s.

1. It is the capacity of an individual to comprehend the functions of media and determine the relevant use and worth of media platforms

    I D A M E   C E R A T I L Y

2. It involves a thorough way of gathering information, data, or facts which relate to the use of media information.

    M I O N A T O N F R I   C E R A T I L Y

3. It refers to the skill of an individual to manipulate technology independently or with the assistance of others in using technology in an efficient and suitable way.

    C H O L O G Y T E N   C E R A T I L Y

4. It covers the necessary skills that let a person interact using different media platforms and get access to information around the globe.

    I D A M E   A N D   M I O N A T O N F R I   C E R A T I L Y

5. This refers to a person who has huge followers who share their posts on social media to reach more people.

    I A L S O C   I D A M E   E N C E R I N F L U

## What's New

### Personal Technology Timeline

Make a timeline of the means of communication that you have used. You can draw or paste cut-outs of pictures from magazines or newspapers.
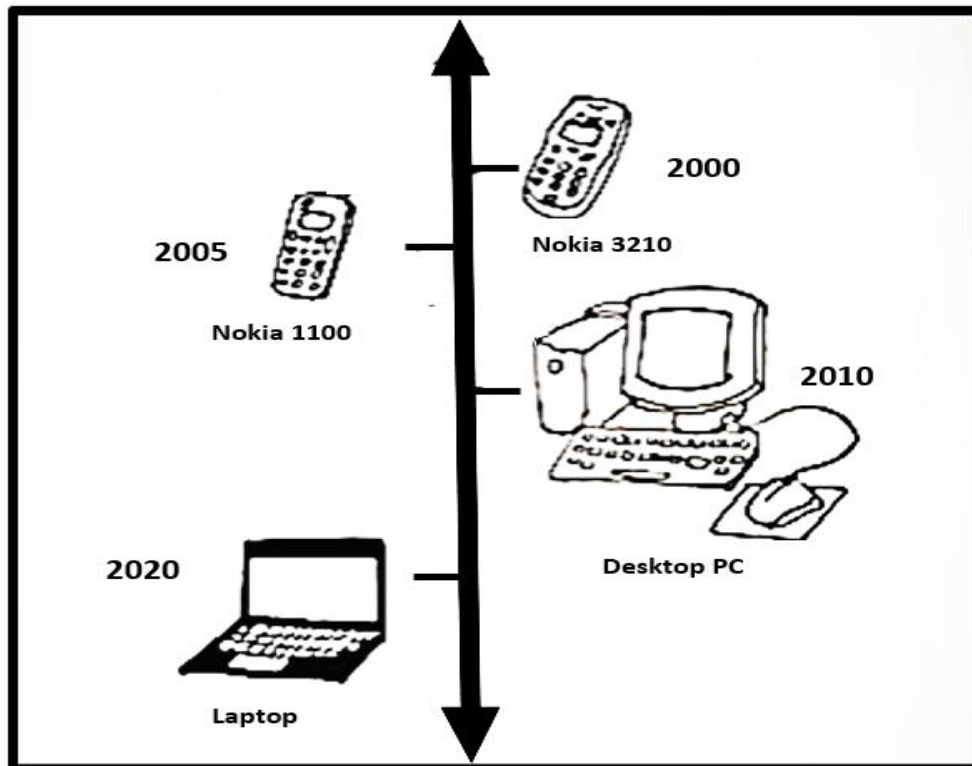
*Example*



*Figure 1: Personal Technology Timeline illustrated by Pastora B. Berondo (2021)*

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

| Criteria | Needs Improvement | Meets Expectations | Exceed Expectations |
|---|---|---|---|
| **Score** | **5** | **7** | **10** |
| Content | Present insufficient ideas, facts, and information | Present sufficient level of ideas, facts, and information. | Present high level of ideas, facts, and information. |
| Creativity | Show minimal level artistry and attractiveness | Show adequate level artistry and attractiveness | Show high level artistry and attractiveness |
| Originality | Output created shows other people's ideas and not originally made | Output created shows some originality and uniqueness | Output created shows large amount of original ideas and uniqueness. |

*What is It*

## The Evolution of Traditional to New Media

The term "media" is described as means of communication for people which includes newspapers, radio, televisions, and the internet. In the advent of the "new normal", the role of media has been highlighted more than ever. The society relies heavily on media and information technology, not only for communication, but also for information dissemination, distance learning, work at home, etc. With the attainment of technological advancement, people wondered how media changes throughout time and what forms of media exist in different ages. To answer these queries, let us now discover how media have evolved from pre-industrial age to information age.

### Pre-Industrial Age (Before 1700s)

During pre-industrial age, about 4.5 million years ago, the early *hominids* discovered fire, developed paper from plants, and built weapons *(Teaching Guide for Senior High School Media and Information Literacy, p. 20).* The prehistoric inhabitants used stone tools and metals as part of their daily activities like hunting and gathering. They also used crude stone tools to create things considered rock art. These prehistoric arts such as *petroglyphs* and *pictographs* were considered the earliest forms of traditional media *(Magpile , 2016, p 17-18).*

Figure 2: Cave Paintings in 13,000 B.C.
Image courtesy to: https://commons.wikimedia.org/wiki/File:San_cave_painting__Phoenicean_ship.jpg

### Industrial Age (1700s - 1930s)

The industrial age occurs during the industrial revolution in Great Britain. This period brought in economic and societal changes, such as the substitution of handy tools with machines like the power loom and the steam engine. The transformation of the manufacturing industry, and commercial enterprise for mass production of various products occurred. Also, long-distance communication became possible via telegraph, a system used for transmitting messages. (*Magpile, 2016, p. 19-20)*

Figure 3: Printing Trades (1916)
Image courtesy to: https://commons.wikimedia.org/wiki/File:The_printing_trades_(1916)_(14765737815).jpg

### Electronic Age (1930s - 1980s)

The electronic age started when people utilized the power of electricity that made electronic devices like transistor radio and television work. The creation of the transistor piloted the rise of the electronic age. The power of transistors was used in radio, electronic circuits, and early computers. In this period, people made use of air access to communication. *(Teaching Guide for Senior High School Media and Information Literacy, p. 21)*



Figure 4: Desktop Personal Computer
Image courtesy to: https://commons.wikimedia. org/wiki/File:Desktop_personal_computer.jpg

### Information Age (1900s - 2000s)

The information age is a period also known as the *digital age.* This period signified the use of the worldwide web through an internet connection. Communication became faster and easier with the use of social networks or social media platforms such as Facebook, Messenger, Instagram, Twitter, among others. The rapid technological advancement and innovation with the use of microelectronics lead to the development of laptops, netbooks mobile phones, and wearable technology. *(Teaching Guide for Senior High School Media and Information Literacy, p. 21)*



Figure 5: Social Media Apps
Image courtesy to: https://commons.wikimedia.org/ wiki/ File:Socialmedia-pm.png

Here are the lists of media that have evolved throughout the four ages in history.

| Pre-Industrial Age (Before 1700s) |
| --- |
| • Cave paintings (35,000 BC) |
| • Clay tablets in Mesopotamia (2400 BC) |
| • Papyrus in Egypt (2500 BC) |
| • Acta Diurna in Rome (130 BC) |
| • Dibao in China (2nd Century) |
| • Codex in the Mayan region (5th Century) |
| • Printing press using wood blocks (220 AD) |
| **Industrial Age (1700s-1930s)** |
| • Printing press for mass production (19th century) |
| • Newspaper- The London Gazette (1640) |
| • Typewriter (1800) Telephone (1876) |
| • Motion picture photography/projection (1890) |
| • Commercial motion pictures (1913) |
| • Motion picture with sound (1926) |
| • Telegraph |

| | |
|---|---|
| • Punch cards | |

| **Electronic Age (1930s-1980s)** |
|---|
| • Transistor Radio |
| • Television (1941) |
| • Large electronic computers- i.e. EDSAC (1949) and UNIVAC 1 (1951) |
| • Mainframe computers - i.e. IBM 704(1960) |
| • Personal computers - i.e. HewlettPackard 9100A (1968), Apple 1 (1976) |
| • OHP, LCD projectors |

| **Information Age (1900-2000s)** |
|---|
| • Web browsers: Mosaic (1993), Internet Explorer (1995) |
| • Blogs: Blogspot (1999), LiveJournal (1999), Wordpress (2003) |
| • Social media: Friendster (2002), Multiply (2003), Facebook (2004) |
| • Microblogs: Twitter (2006), Tumblr (2007) |
| • Video: YouTube (2005) |
| • Augmented Reality / Virtual Reality |
| • Video chat: Skype (2003), Google Hangouts (2013) |
| • Search Engines: Google (1996), Yahoo (1995) |
| • Portable computers- laptops (1980), tablets (1993) netbooks (2008), |
| • Smartphones |
| • Wearable technology |
| • Cloud and Big Data |

Source: Teaching Guide for Senior High School Media and Information Literacy. Commission on Higher Education in collaboration with Philippine Normal University. K to 12 Transition Program, p. 20-21.

## The influence of media on the values and norms of people

Norms are standards of behavior that are expected in a society based on their customary laws or conduct. These norms entail conformist behavior following social standards like respect for elders, obtaining education, getting married, and gender roles. The set of norms begins at home and continues to develop as we expand ourselves to the social world. With the use of social media, people are no longer limited to his/her social group and become more readily connected to global society with diverse values and norms.

With the advent of the information age, media become more influential in different aspects of people's lives. Media provide access to ideas that are restricted in the past. Due to people's capability to relate, deliberate, and communicate freely online, the conventional ideas are challenged. For example, there are different women's rights organizations that share worldwide awareness of woman equality in our society through online platforms. Similarly, the LGBTQ plus movement advocates gender equality and acceptance in society. This results in the development of new social norms to conform to in search for equal opportunity and tolerance.

According to Arias (2016), the influence of media may have(1) individual or direct effect, and (2) social or indirect effect. He argued that the process of information dissemination has significance to the beliefs of a person and subsequently to their behavior. The widely spread of information helps the creation

of shared knowledge, hence expanding its impact on the norms and values of the people in the society. This is in line with Bandura's (1986) Social Learning Theory, wherein media operates by means of educational models. These educational models perform vital functions by transmitting information, values, and behaviors, among others. Information that is recognized to be publicly accessible improves the understanding of shared beliefs (Mutz, 1998).
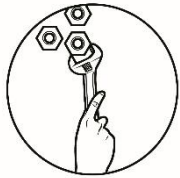
# *What I Can Do*

## Activity 1.1. Data Retrieval

Complete the table below by providing examples of media in each column. Then, answer the questions that follow. Use a separate sheet of paper for this activity.

| Pre-Industrial Age | Industrial Age | Electronic Age | Information Age |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Processing Question:**

How do people communicate, store and share information in different ages?
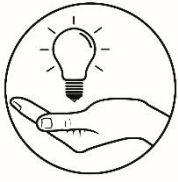
_____

_____

_____

## Activity 1. 2. Point of View (POV)

Express your point of view on the following assertions about the influence of media on the values and norms of the people and society. Write "*Yes*" on the column Agree or "No" in the column Disagree. Then, write your point of view in the last column. Use a separate sheet of paper for this activity.

| Assertions | Agree | Disagree | Point of View |
|---|---|---|---|
| 1. Media become more influential in different aspects of people's life. |  |  |  |
| 2. Technology in particular often creates changes specifically on the values and |  |  |  |

| | | | |
|---|---|---|---|
| norms of the people in our society. | | | |
| 3. The old Filipino values like close family ties are now deteriorating because of the use of new media. | | | |
| 4. Because of technological advancement, our standard of proper or acceptable behavior changes throughout time. | | | |
| 5. Technology helps people gain more friends, but the quality of friendship suffers. | | | |

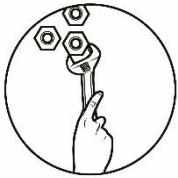*Your written output will be graded based on the following rubrics:*

| 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. |

# *What I Have Learned*

**Q and A:** Answer the following questions and start your answer with the statement *I believe…*

1. Given the available media that we have now, what are its roles and functions to our society?
   *I believe* _____

2. How do social media affect the values and norms of the people around me?
   *I believe* _____

3. How do media influence my values?
   *I believe* _____

4. What are the positive effects of media to me?
   *I believe* _____

5. What are the challenges of media to me and how can I cope with this?
   *I believe* _____

# *What I Can Do*

**Reflection Paper**

Based on what you have learned from the lesson, write a reflection paper on how the evolution of media shaped the values and norms of people and the society. You can also read news articles or surf the internet to know more about the effects of media and information to the values and norms of the Filipinos.

**My Reflection**

_____
_____
_____
_____
_____
_____

*Your output will be scored based on the following rubrics:*

| Criteria | Needs Improvement | Meets Expectations | Exceeds 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. |

# Assessment

**Multiple Choice:** Choose the letter of the best answer. Write your answer on a separate sheet of paper.

1.  Which of the following describes the pre-industrial age?
    a. the early hominids used stone tools and metals
    b. the substitution of handy tools with electrical machine
    c. the utilization of electrical power to run devices
    d. The use worldwide web through an internet connectivity
2.  Which of the following describes the industrial age?
    a. the early hominids used stone tools and metals
    b. the substitution of handy tools with electrical machine
    c. the utilization of electrical power to run devices
    d. The use worldwide web through an internet connectivity
3.  Which of the following describes the electronic age?
    a. the early hominids used stone tools and metals
    b. the substitution of handy tools with electrical machine
    c. the utilization of electrical power to run devices
    d. The use worldwide web through an internet connectivity
4.  Which of the following describes the new information age?
    a. the early hominids used stone tools and metals
    b. the substitution of handy tools with electrical machine
    c. the utilization of electrical power to run devices
    d. The use worldwide web through an internet connectivity

5. The following are forms of media during the pre-industrial age EXCEPT:
    a. Papyrus
    b. Clay Tablet
    c. Photography
    d. Cave Paintings
6. What changes have occurred during the industrial revolution??
    a. societal and physical changes
    b. political and economic changes
    c. economical and societal changes
    d. physical and behavioral changes
7. Which of the following substituted the handy tools during the industrial age?
    a. machines
    b. stone tools
    c. metal tools
    d. electrical devices
8. Which period is defined as the substitution of handy tools with electrical machines?
    a. Prehistoric Age
    b. Industrial Age
    c. Electronic Age
    d. New Information Age
9. The following are forms of media during the industrial age EXCEPT:
    a. Newspaper
    b. Computer
    c. Typewriter
    d. Printing press
10. Which of the following periods in human history started when electronic devices like computers were used?
    a. Prehistoric Age
    b. Industrial Age
    c. Electronic Age
    d. New Information Age
11. Which is NOT true about electronic age?
    a. People can access internet connectivity.
    b. People use electronic circuits and early computers.
    c. People apply the power of transistors for radios.
    d. The creation of transistor piloted the rise of the electronic age.
12. The following are forms of media during electronic age EXCEPT:
    a. OHP
    b. Radio
    c. Television
    d. Internet Explorer
13. The Information age is also known as _____.
    a. Bronze Age
    b. Digital Age
    c. Old Stone Age
    d. New Stone Age

14. The following described information age EXCEPT:
   a. the used of stone tools
   b. the used of world wide web
   c. the used of fast internet connection.
   d. the used of the social network sites
15. Which of the following is NOT a form of media in the information age?
   a. Twitter
   b. Facebook
   c. Telegram
   d. Instagram

# *Additional Activities*

**Think About This!**

   *How do social media affect you personally, academically, and socially?*

Write your answer on a separate sheet for this activity.

| | |
|---|---|
| **A. Personal** | |
| **B. Academic** | |
| **C. Social** | |

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

| Criteria | Needs Improvement | Meets Expectations | Exceeds 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. |

# *Answer Key*

## What I Know

1. b
2. d
3. a
4. b
5. c
6. d
7. b
8. c
9. d
10. a
11. c
12. d
13. a
14. b
15. b

## What's In

1. Media Literacy
2. Information Literacy
3. Technology Literacy
4. Media and Information Literacy
5. Social Media Influencers

## What's New

Answers may vary

## What's More

**Activity 1:**
Answers may vary

**Activity 2:**
Answers may vary

## What I Have Learned

Answers may vary

## What Can I Do

Answers may vary

## Assessment

1. a
2. b
3. c
4. d
5. c
6. c
7. a
8. b
9. b
10. c
11. a
12. d
13. b
14. a
15. c

## Additional Activities

Answers may vary

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# 12

# Media and Information Literacy
## Quarter 3 – Module 3: Types of Media

**Department of Education • Republic of the Philippines**

# *What I Need to Know*

This module was designed for you to obtain the knowledge on assessing the effectivity of different media and how it is presented. 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 **compare and contrast how one particular issue or news is presented through the different types of media (print, broadcast, online)**
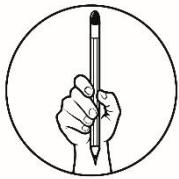
# *What I Know*

**Multiple Choice:** Read each item carefully and choose the letter of the best answer. Write your answer on a separate sheet of paper.

1. This is an image created by light captured on a light-sensitive surface.
   a. Graphic designs
   b. Photograph
   c. Information graphics
   d. Cartoons

2. This allows media texts to be produced and distributed on multiple media devices.
   a. Broadcast media
   b. Print media
   c. Media convergence
   d. Multimedia

3. These media use paper and ink. The information is reproduced in a printing process that is traditionally mechanical.
   a. Visual media
   b. Print media
   c. Text media
   d. Audio media

4. It is a visual representation of information to understand high-volume and complex data easily.
   a. Infographic
   b. Graphic design
   c. Photography
   d. Cartoons

5. These media reach target audiences using airwaves as the transmission medium. Examples of these are radio and television.
   a. Visual media
   b. Broadcast media
   c. Text media
   d. Multimedia

6. It has textual designs that create an illusion and convey meaning.
   a. Print media
   b. Infographics
   c. Text media
   d. Typography
7. A sketch or drawing intended as satire, caricature, or humor.
   a. Graphic designs
   b. Photography
   c. Comic strip
   d. Book
8. These are teaching-learning devices that appeal to the auditory sense.
   a. Visual media
   b. Audio media
   c. Broadcast media
   d. Multimedia
9. This is a synergy of communication, computing, and content in the digital world.
   a. Media convergence
   b. New media
   c. Technological convergence
   d. Multimedia
10. A combination of different technologies emerging in one digital platform to organize and distribute content.
   a. Multimedia
   b. New media
   c. Print media
   d. Visual media
11. It is the art and technique of arranging the visual component of the written word.
   a. Typography
   b. Infographics
   c. Calligraphy
   d. Graphic Design
12. Pictures with text are also considered as _____.
   a. text media
   b. print media
   c. new media
   d. visual media
13. Which of the following media can be used for live presentation?
   a. Print media
   b. Multimedia
   c. Broadcast media
   d. All of these may be used.
14. It is also known as technological convergence.
   a. New media
   b. Multimedia
   c. Media convergence
   d. None of the choices provided
15. The process of developing visual media like food labels and billboards.
   a. Caricatures
   b. Text media
   c. Photography
   d. Graphic design

## Lesson 1 · Types of Media

In the age of digital technology where information can be easily accessed, the question of what media is appropriate from reaching the audience to delivering its content effectively has great significance. In this lesson, you will learn about the types of media and media convergence.



## *What's In*

Let's recall what you have learned from the previous lesson about the evolution from traditional to new media.

**True or False**

**Directions:** Write **T** if the statement is true and **F** if it is false. Then, underline the word that makes it incorrect.

_____1. Some examples of forms of media during the electronic age are typewriter, photography, and printing press.

_____2. Transistors are used in electronic equipment like computers, radios, and television sets.

_____3. The Prehistoric Age refers to the time up to about five thousand years ago, before writing was developed.

_____4. The Prehistoric Age is defined by the substitution of handy tools with electrical machines like the power loom and the steam engine.

_____5. The development of the transistor powered the rise of the electronic age.

## *What's New*

**How well do you know?**

**Direction:** Identify the following types of media by writing "**P**" for print media, "**B**" for broadcast media, and "**N**" for new media.

____1.  Philippine Star newspaper

____2. "7 Years", a song by Lukas Graham played on 90.7 Love Radio

____3. *Star Wars* movie shown in theaters

____4. *Kapuso Mo, Jessica Soho* uploaded on YouTube

____5. Media and Information Literacy textbook

____6. Promotional poster uploaded in Facebook

____7. *ABS- CBN TV Patrol* aired on channel 2

____8. *Harry Potter Complete Series Boxed Set Collection*

____9. Twitter

____10. Cellphone
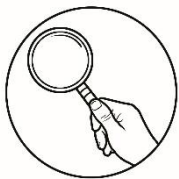
## *What is It*

### PRINT MEDIA

This type of media paper and ink is reproduced in a printing process that is traditionally mechanical such as books, newspapers, magazines, journals, newsletters, and brochures. Print media may include text, graphics, or a combination of both.

### *Text Media*

A type of print media which is a simple and flexible format for conveying ideas, whether handwritten or printed. Not all text media are print media. Text media may also be displayed on-screen as part of broadcast media, multimedia, or new media.
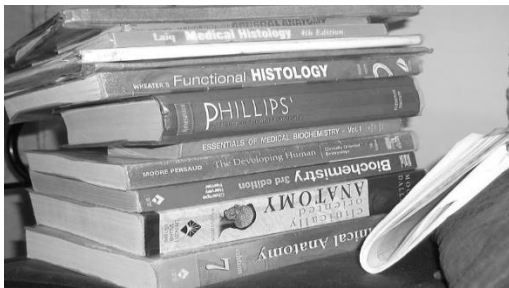


https://en.wikipedia.org/wiki/File:Books_Books.JPG



https://pixabay.com/illustrations/social-media-media-board-networking-1989152/

*Figure 1. Examples of text media*

An important feature of text media is **typography**. T*ypography* is the art and technique of arranging the visual component of the written word. It features textual designs with optical illusions that improve readability and help convey meaning. Fonts and alignment are parts of typography.

### *Visual Media*

A type of print media that refers to pictures, photos, images, and graphics used to channel communication using the sense of sight. Visuals combined with text are also considered as visual media. Like text media, visual media are not limited to print media, however. "Visual media" is a general term for any medium that mainly makes use of sight as a channel to receive the message.

An important feature of visual media, in print or elsewhere, is **graphic design.** It is the process of visual communication that organizes and presents information developed through a creative process for a particular purpose. Graphic design is part of your daily life. From things like candy wrappers to huge things like billboards to the T-shirt you are wearing, graphic designs inform, persuades, organizes, stimulates, locates, identifies, attracts attention, and provides pleasure.
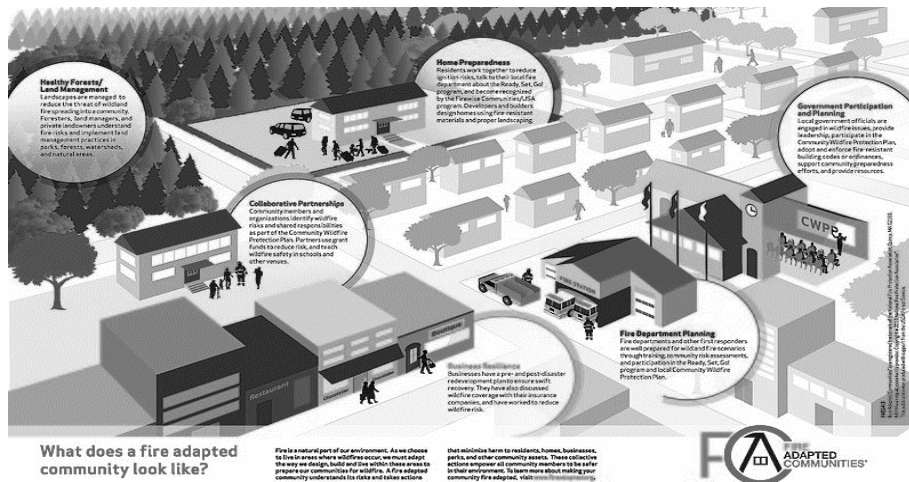


*Figure 2. Examples of graphic designs*

**Examples of Visual Media**

1. **Informational Graphics** (Infographic) – is a visual representation of information to understand the high-volume and complex data easily, e.g., graphs, charts.

*Figure 3. An example of Infographic*

2. **Cartoons** – a sketch or drawing intended as satire, caricature, or humor, e.g., comic strip, editorial cartoons in newspapers and magazines.
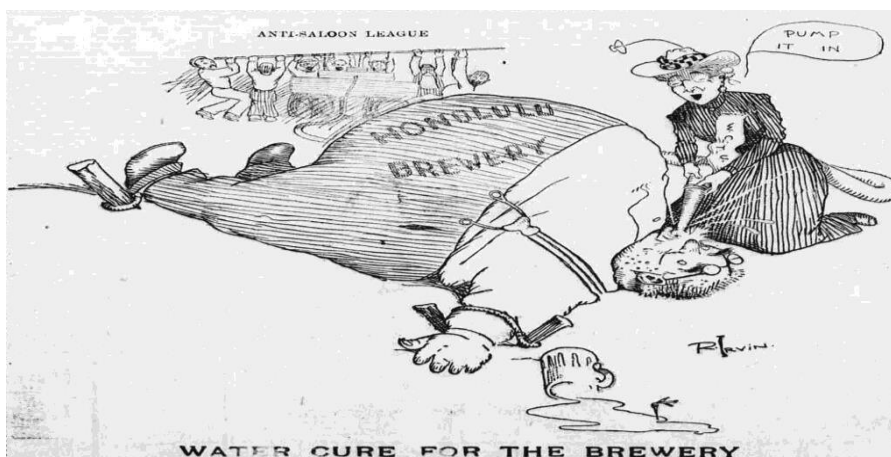
*Figure 4. An example of editorial cartoon in newspaper*

3. **Photography** – A photograph is an image created by light captured on a light-sensitive surface, which is usually photographic film. Nowadays, few people use photographic film. The advent of digital photography via digital cameras and cellular phones has made taking photographs easier and less expensive.
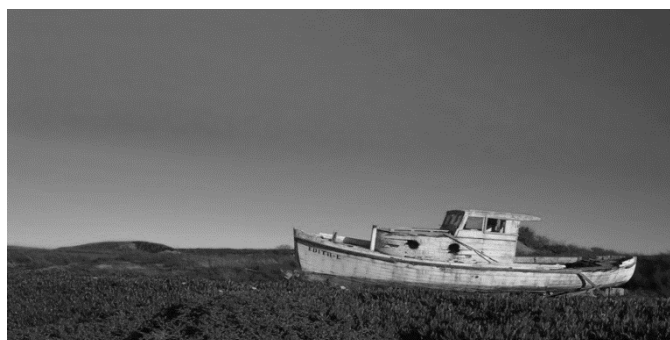
*Figure 5. An example of photography*

## BROADCAST MEDIA

A type of media that reaches target audiences using airwaves as the transmission medium. Examples of broadcast media are radio and television.

### *Audio Media*

A type of broadcast media that uses audio or voice recording as a medium in the delivery of information. These are devices that appeal to the auditory sense.



*Figure 6. Radio and voice recorder as audio media*

### *Multimedia*

A type of broadcast media concerned with the computer-controlled integration of text, graphics, drawings, still and moving images (video), animation, audio, and any other media where every type of information can be stored, communicated, and handled digitally. Multimedia can be recorded and played, displayed, interacted with or accessed by information-processing devices, such as high-tech and automated devices, but can also be part of a live presentation. Multimedia devices are electronic media equipment used to store and play or display multimedia content. In the early years of multimedia, "rich media", a term with a similar concept was used in advertising. "Hypermedia" is an extension of multimedia, where photos or graphics are linked to other sources of information.

### *New Media*

A term used to integrate the different technologies emerging on one digital platform to organize and distribute content. Some examples are podcasts, augmented reality, video games, blogs, and wikis. There are two common

characteristics of new media: disseminating the information to several receivers which is theoretically infinite, in customized ways, depending on the specification for endorsed categories.

## MEDIA CONVERGENCE

Media convergence refers to the merging of different equipment and tools for producing and distributing news through digitization and computer networking. It allows media texts to be produced and distributed on multiple media devices. This is also known as technological convergence. Media convergence is the synergy of communication, computing, and content in the digital world. A smartphone that has a camera, radio, web browser, video, etc. is an example of converged media.
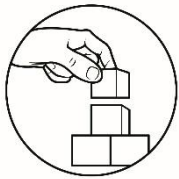


# *What's More*

## Activity 1

What simple yet functional media can you use? Present the usability of each type of media by completing the table below.

| Type of media | Description | Examples |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

*Your activity will be rated using this rubric:*

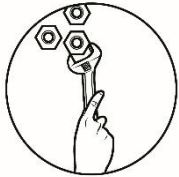| Score | Description |
|---|---|
| 3 points | 25% of the table filled with clearly stated, relevant answers. |
| 6 points | 50% of the table filled with clearly stated, relevant answers. |
| 9 points | 75% of the table filled with clearly stated, relevant answers. |
| 12 points | 100% of the table filled with clearly stated, relevant answers. |

# What I Have Learned

Answer the following questions:
1. Give an instance where it would be better to use broadcast media than print media.
2. How do the media affect you in your daily life?
3. Explain how a person could be portrayed in public in the age of media convergence.

*Your answer 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 |

# What I Can Do

*Create My Own Media.*

**Directions:** You are tasked to construct a specific sample of print media that delivers your message creatively and deliberately. Supply the needed information below and make an illustration in the box provided. Your produced output will be rated based on the rubric below.

Type of media: _____

My media message: _____

My audience: _____

My slogan/title: _____

## RUBRIC ON SAMPLE PRINT MEDIA

Source: http://asterix.ednet.lsu.edu/~kfossey/4507/vidrubric.html.

| WORK | BEGINNER 1 POINT | NOVICE 2 POINTS | INTERMEDIATE 3 POINTS | EXPERT 4 POINTS |
|---|---|---|---|---|
| **Purpose** | Makes limited use of evidence in a simple statement | Make some use of evidence in a somewhat complex statement | Makes logical use of evidence to correctly identify the purpose | Makes through use of evidence to identify complex aspects of the purpose |
| **Content** | Includes little essential information and one or two facts | Includes some essential information with a few citations and facts | Includes essential information and facts to give viewers an understanding of the topic | Covers the topic completely and in depth with a variety of resources. Encourages viewers to know more |
| **Organization** | Audience cannot understand presentation because of weak organization | Presentation jumps around and audience has difficulty following Information presented in a logical sequence | Information presented in a logical and very interesting sequence | Information presented in a logical and very interesting sequence |
| **Design** | Shows poor selection of graphics, fonts, sound and video | Selection of media elements are adequate | Multimedia elements are appropriate and enhance the presentation | All multimedia elements work well together and demonstrate |



# *Assessment*

**Directions:** Identify what is being asked. Write your answer on the space before each number.

_____1. It is a visual representation of information to understand high-volume and complex data easily.

_____2. These media reach target audiences using airwaves as the transmission medium.

_____3. A term used to integrate the different technologies emerging on one digital platform to organize and distribute content.

_____4. These media use paper and ink. Information is reproduced in a printing process that is traditionally mechanical.

_____5. A type of print media that refers to pictures, photos, and images or graphics.

_____6. It is the art and technique of arranging the visual component of the written word.

_____7. A sketch or drawing intended as satire, caricature, or humor.

_____8. It uses textual designs to provide optical illusions that improve readability and convey meaning.

_____9. This is a synergy of communication, computing, and content in the digital world.
_____10. These are media devices that appeal to the auditory sense.
_____11. It is also known as technological convergence.

_____12. Pictures with text are also considered as _____.

_____13. The process of visual communication that organizes and presents information developed through a creative process for a particular purpose.
_____14. Some examples of this type of media that store, communicate, and handle digitally are animation and computer-controlled integration of text.
_____15. A type of media that used text, numeric, and similar formats handwritten or printed.
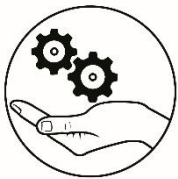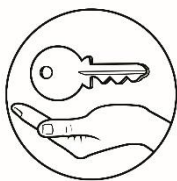
# *Additional Activities*

Pick a news and show how it was presented using the print text, broadcast, and new media.

1. How was the news presented in print text, broadcast, and new media?

2. Does the way you receive the information on the news change?

Your answer 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 |

# *Answer Key*

| Assessment | What's New |
|---|---|
| 1. Infographics | 1. P |
| 2. Broadcast media | 2. B |
| 3. New media | 3. N |
| 4. Print media | 4. N |
| 5. Visual media | 5. P |
| 6. Typography | 6. N |
| 7. Comic strip | 7. B |
| 8. Typography | 8. P |
| 9. Media convergence | 9. N |
| 10. Audio media | 10. N |
| 11. Media convergence | |
| 12. Visual media | |
| 13. Graphic design | |
| 14. Multimedia | |
| 15. Text media | |

**What I Know**

| | |
|---|---|
| 1. b | 11. a |
| 2. c | 12. d & b |
| 3. b | 13. b |
| 4. a | 14. c |
| 5. b | 15. d |
| 6. d | |
| 7. c | |
| 8. b | |
| 9. a | |
| 10. b | |

**What's In**

1. F, electronic
2. T
3. T
4. F, prehistoric
5. T

# 12

# Media and Information Literacy

## Quarter 3 – Module 4:
## Media and Information Sources

**Department of Education • Republic of the Philippines**

# *What I Need to Know*

This module was designed and written to help you acquire the skills in finding accurate and relevant information sources. 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:
1. contrast Indigenous media to the more common sources of information such as a library, the Internet, etc. (MIL11/12MIS-IIIe-13) (MIL11/12MIS-IIIe-14)
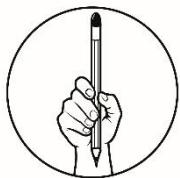
# *What I Know*

Write the letter that corresponds to your answer on a separate sheet of paper.
1. This means that there is no abuse of resources and that various strategies are utilized to avoid risks.
    a. diversified production systems
    b. restraint in resource exploitation
    c. locally appropriate
    d. respect for nature
2. A quality that characterizes indigenous people in the Philippines, which is reflected in strong family and community ties and, with them, feelings of obligation and responsibility to preserve the land for future generations.
    a. dependent on nature for survival
    b. flexible
    c. locally appropriate
    d. social responsibility
3. A quality of indigenous knowledge that means adapting to new circumstances and being open to outside knowledge.
    a. diversified production systems
    b. flexible
    c. locally appropriate
    d. respect for nature
4. A principle of indigenous practices where production is for survival needs only; what are taken from the environment are only those that are necessary for immediate survival.
    a. restraint in resource exploitation
    b. dependent on nature for survival

    c. social responsibility

    d. respect for nature

5. Indigenous knowledge signifies a way of life that adapts and advances with the local conditions.
   a. locally appropriate
   b. diversified production systems
   c. flexible
   d. respect for nature


6. This refers to the distinctive knowledge kept to a specific group of people.
   a. cultural knowledge
   b. indigenous knowledge
   c. internet
   d. library

7. The following are other terms used to refer to indigenous knowledge EXCEPT
   a. local knowledge
   b. folk knowledge
   c. people's knowledge
   d. basic knowledge

8. This is a source of information generated through a systematic process of observing local conditions, experimenting with solutions, and readapting previously identified solutions to modified environmental, socio-economic, and technological situations.
   a. cultural knowledge
   b. indigenous knowledge
   c. internet
   d. library

9. This library service refers to managing the library and services, conveying
   a. administrative services
   b. computer services
   c. user services
   d. technical services

10. This source of information is a "network of networks" that consists of millions of smaller domestic, academic, business, and government networks.
    a. library
    b. ICT
    c. The Internet
    d. indigenous knowledge

11. These sources of information are materials from a certain period of time, which have not been filtered, modified through analysis, interpretation, or evaluation.
    a. library sources
    b. primary sources
    c. secondary sources
    d. tertiary sources

12. These sources of information are analyses, interpretations, and evaluations of primary sources.
    a. library sources
    b. secondary sources
    c. primary sources
    d. tertiary sources
13. What source of information can the minutes of meetings, conferences, and symposia be classified?
    a. library sources
    b. primary sources
    c. secondary sources
    d. tertiary sources
14. Where can directories and yearbooks be classified?
    a. library sources
    b. primary sources
    c. secondary sources
    d. tertiary sources
15. Alethia prepared her film review of *The Maleficent 2*? Under what information source can her work be classified?
    a. library sources
    b. primary sources
    c. secondary sources
    d. tertiary sources

# Media and Information Sources

In looking for any information, the main considerations are, *"What type of information is needed?"* and *"Where can these pieces of information be found?"* Acquiring the skill of finding reliable sources of information will help you discover and enhance more skills in 21st-century learning.

## *What's In*

Let's recall what you have learned from the previous lesson about the types of media. Match the sample media in column A to the types of media in column B.

| Column A | Column B |
|---|---|
| 1. blog | a. text media |
| 2. infographics | b. visual media |
| 3. vlog | c. audio |
| 4. voice recording | d. multimedia |
| 5. magazines | e. new media |
| 6. photography | |
| 7. cartoons | |
| 8. radio drama | |
| 9. newspaper | |
| 10. podcasts | |

## *What's New*

### How well do you know?

How well do you know our indigenous groups? Identify the tribe known for the practices below.

1. They have the *binukot* (secluded), which refers to the most beautiful girls of a community who are kept isolated by their families until they can be married off.
2. Their farming system includes the *payoh* (rice terraces, *muyung* (wood lot), and *uma* (swidden farms).
3. They are the first to practice the slash-and-burn system in the country.
4. They observe the practice of "*kutkot,*" where they dig up the remains of a loved one a year after his/her death and dress it up in clothes
5. Their tribal music is produced by musical instruments they made.
6. They are also known as a sea tribe.
7. They are known as a tribe skilled in weaving and plaiting.

a. Aetas
b. Atis of Panay
c. Badjaos
d. Lumad tribes
e. Igorot
f. Hiligaynon tribe
g. Hanunuo Mangyan

### Processing:

- What is the source of the information mentioned above?

- How are these sources of information classified?

## Media and Information Sources

In searching for information, one needs help in locating appropriate and reliable sources while also having access to them. There are three main sources of information: indigenous knowledge, libraries, and the Internet. In many instances, sources of information are also classified as primary, secondary, and tertiary.

### A. Indigenous Knowledge



Figure 1: A group of Igorot pottery makers from Samoki, Mountain Province (c. 1910)
Courtesy to: https://www.flickr.com/photos/internetarchivebookimages/18246004349/

Indigenous knowledge is the distinctive knowledge kept to a specific group of people. *Local knowledge, folk knowledge, people's knowledge, traditional wisdom, or traditional science* are other terms used for it (Senanayak, 2006). Communities generate and transmit this knowledge in certain periods to be able to adjust to their agricultural, ecological, and socio-economic environments (Fernandez, 1994). Meanwhile, according to Brouwers (1993), indigenous knowledge is "generated through a systematic process of observing local conditions, experimenting with solutions, and readapting previously identified solutions to modified environmental, socio-economic and technological situations." It usually becomes the basis of a certain community for their daily life. Indigenous knowledge is transferred from one generation to another, either orally (oral tradition) or through cultural rituals. Oral traditions involve legends, folktales, epics, myths, and folk songs.

Dewalt (1994) identified certain features of indigenous knowledge that are highly relevant in conservation and sustainable growth:

- *Locally appropriate.* Indigenous knowledge signifies a way of life that has advanced with the local conditions.
- *Restraint in resource exploitation.* Production is for survival needs only; only those necessary for immediate survival are taken from the environment.
- *Diversified production systems.* There is no abuse of resources; various strategies are utilized to avoid risks.

- *Respect for nature.* A 'conservation ethic' often exists. Here, the land is treated as sacred.
- *Human dependence on nature for survival.* All species are interrelated; hence, one affects the other.
- *Flexibility.* Indigenous knowledge means adapting to new circumstances and being open to outside knowledge.
- *Social responsibility.* There are strong family and community ties, and with them, feelings of obligation and responsibility to preserve the land for future generations.

## B. Library

As defined in *Cambridge Dictionary*, A library is "a building, room, or organization that has a collection, especially of books, music, and information that can be accessed by computer for people to read, use, or borrow."

Aside from books and journals, libraries also house advanced e-resources. Most libraries offer the following services:

- *User services* function in linking people to the information they are looking for.
- *Technical services* function in gathering, cataloging, and preparing library materials.
- *Computer services* function in maintaining databases, software programming, web page design, and computer hardware maintenance in the library.
- *Administrative services* function in managing the library and services, conveying contracts with sellers, supervising library employees, and preparing budgets.

Libraries are classified as academic, public, school, and special.

- *Academic libraries* serve colleges and universities.
- *Public libraries* serve cities and towns of all types.
- *School libraries* serve students from Kindergarten to Grade 12.
- *Special libraries* are located in specific environments (e.g., hospitals, corporations, museums, military, private business).

## C. Internet

As defined in the *Oxford Dictionary,* the Internet is "a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols."

Essays, UK (2018) describes the *internet* as a "network of networks" consisting of millions of smaller domestic, academic, business, and government networks. Internet is also defined as the "worldwide publicly accessible network of interconnected computer networks that transmit data by packet switching using the standard Internet Protocol (IP)" (*Merriam Dictionary*). It transmits information stored in files or documents on one computer to another computer. It transfers together several information and services, such as file transfer, electronic mail, interlinked web pages, online chat, and other documents of the World Wide Web. While it is common to hear people saying they found the "information on the Internet," it is technically more correct to say one finds information "through" or "using" the Internet.

# Other Classifications of Information Sources

## A. Primary Sources of Information:

Primary sources refer to "*original materials.*" These are materials from a certain period of time that have not been filtered, modified through analysis, interpretation, or evaluation. Also, primary sources are the bases of other researches. They are commonly the raw products of written texts (print or electronic format). Hence, they show original thinking, present a discovery, or impart new information.

The following are examples of primary sources of information:

***Artifact.*** It refers to something made or created by humans, such as a tool or a work of art, especially an object of archaeological interest.
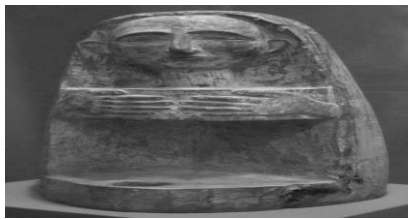


Figure 2: 19th century guidon holder from the Philippines, wood with traces of gesso, HAAI
Source:
https://commons.wikimedia.org/

***Diary.*** It is a record with distinct entries organized by date reporting on daily activities or other periods. It can be personal, which may include a person's experiences, thoughts, and/or feelings.
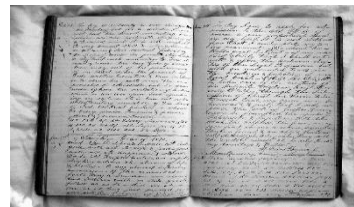


Figure 3: This is the last entry from William Viers Bouic's (my Great Great Grandfather) law school diary
Source:
https://www.flickr.com/photos/bdorfman/15846725

***Patent.*** This is the granting of a right to an inventor by a sovereign authority. This grant affords the inventor exclusive rights to the patented process, design, or invention for a designated period in exchange for a comprehensive disclosure of the invention.



Figure 4: Patent
Source:
https://en.wikipedia.org/wiki/File:Patents.jpg

***Audio/ video recording.***



Figure 5: Camera recording
Source: https://www.pikist.com/free-photo-vvwlt

Other examples of primary sources include e-mails, interviews, journal articles, letters, minutes of meetings, conferences and symposia, newspaper articles, original documents (e.g., birth certificate, marriage certificate), photographs, records of organizations, research survey results, speeches, works of art, literature, architecture, and music, and websites.

## B. Secondary Sources of Information:

Compared to primary sources, secondary sources are not easily defined. Generally, written after an original product, they usually aim to give reflection or analysis. In short, they are analyses, interpretations, and evaluations of primary sources. Secondary sources are not proof, but rather explanation on and discussion of evidence. Secondary sources may be classified as index type, survey type, and reference type.

- **Indexes** are typically found as one or more individual volumes at the end of a set. Examples are index, bibliography, indexing periodicals, and abstracting periodicals.
- **Survey type** involves the product of examination or description of someone or something. Examples are reviews, treatises, and monographs.
- The **reference type** consists of materials collected from others' works such as encyclopedia, dictionary, handbook, manual and critical tables.

## C. Tertiary Sources of information:

Tertiary sources are commonly confused with secondary sources. Tertiary sources involve information that collects and organizes primary and secondary sources. Tertiary sources include bibliographies of bibliographies, directories and yearbooks, guides to literature, and lists of research in progress.
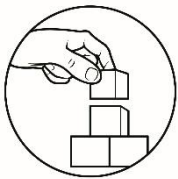
# *What's More*

## Activity 1

Read the texts below and work on the activity that follows.

**TEXT A**

**KAREN DAVILA:** *You have seen the Chinese reaction, and their reaction is they called the UNCLOS decision as a scrap of paper, it's waste paper. In fact, they have increased their presence in the South China Sea and even the West Philippine Sea. Where should the Philippines go from here given that you have there's a decision and the question worldwide is who enforces a decision where the one who you should enforce it to is ignoring the very decision?*

**JUSTICE CARPIO:** *We have a Filipino scholar, he wrote an article, a survey of decisions of the ICJ the arbitral tribunals. In that article, he said over 95 percent of decisions of the ICJ, the ITLOS, and the other arbitral tribunals were eventually complied with. But initially, the losing party will say, 'We will not comply.' It has happened several times. The losing party will say, 'We will not comply.' They hold demonstrations. They threaten to withdraw, but in the end, they comply. It may take time. Compliance may take other forms, but the compliance is there if the other party is satisfied. In international law, you don't expect losing party to immediately comply. It takes time. They have to prepare their people to comply, especially in China, the mindset is the South China is theirs. They have been taught that from grade school to college, but it will happen in the end. We have to look at this in a*

*very long-term perspective. That's one. Two, the naval powers---. You see, there are two parts to the ruling. When the ruling declares that the nine-dash lines are void, immediately, you have now the high seas in the middle of the South China Sea. That's about 25%. Around the high seas, you have the EEZs. Under UNCLOS, the high seas are open to mankind. The warships can sail there; warplanes can fly over there. It's freedom of navigation and flight. That is true also for the EEZs. Majority of all countries take the position that in EEZs, there's freedom of navigation not only for merchant ships but also for warships and warplanes.*

*SOURCE:*

*https://news.abs-cbn.com/focus/07/14/16/transcript-justice-antonio-carpio-on-south-china-sea-conflict*

### TEXT B

### Excerpt From The News Article, "Morales: West Philippine Sea Belongs to Filipinos, Not to Duterte, Not to China

*MANILA, Philippines—"The West Philippine Sea belongs to Filipinos, not to Duterte, not to China."*

*Former Ombudsman Conchita Carpio-Morales declared this on Friday as she demanded accountability on China's destruction of the marine resources in the disputed territories.*

*Speaking at the West Philippine Sea forum, Morales pointed out that Manila's 2016 arbitral victory against China's expansive claim in the West Philippine Sea showed that the Chinese government violated its obligation to protect the marine environment through "tolerance of Chinese illegal fishing, massive land reclamation and the construction of artificial islands."*

*China, however, openly rejected the arbitral award and continues to push with its militarization in the area. The Duterte administration, meanwhile, decided to set aside the award and engage Asia's largest economy in bilateral talks.*

*This, according to Morales, has prompted Filipinos to "find creative and viable ways to enforce the award because our [leaders] refuse to do so."*

*"The inhumane acts of Chinese officials in the South China Sea constitute crimes against the ICC's jurisdiction," she stressed.*

*SOURCE: https://globalnation.inquirer.net/177821/morales-west-philippine-sea-belongs-to-filipinos-not-to-duterte-china*

## Assessment 1

Analyze the source of information utilized in the texts. Explain your considerations before arriving at your answer. Use a separate sheet of paper.

| Text | Information Source | Justifications |
|---|---|---|
| *Example:* | *Tertiary source* | • *The text combines information from various sources.*<br>• *The role of the writer is to compile and organize perspectives from various sources.* |
| Text A | | |
| Text B | | |

*Each justification will be graded using the following rubric.*

| Score | Description |
|---|---|
| 2 points | The justification includes little essential information and one or two facts. |
| 3 points | The justification includes some essential information with a few citations and facts. |
| 4 points | The justification includes essential information and facts to give viewers an understanding of the given text. |
| 5 points | The justification covers complete and in-depth information with a variety of resources. |

# *What I Have Learned*

**Ponder on the following questions:**

1. Why and how should we preserve indigenous knowledge?
   _____

2. Why is it necessary to determine the source of information?
   _____

*Your answer will be graded using 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 are challenged to create a video clip showcasing your community. You will explore its history and culture by interviewing the elders within your community, making them your source of indigenous knowledge or primary source of information. To validate the information you have gathered, you can also use other sources (secondary, tertiary, library, internet).

# RUBRIC ON VIDEO PROJECT

Source: http://asterix.ednet.lsu.edu/~kfossey/4507/vidrubric.html.

| WORK | BEGINNER 1 POINT | NOVICE 2 POINTS | INTERMEDIATE 3 POINTS | EXPERT 4 POINTS |
|---|---|---|---|---|
| **Organization** | The audience cannot understand the presentation because of weak organization | Presentation jumps around, and the audience has difficulty following Information presented in a logical sequence | Information presented in a logical and very interesting sequence | Information presented in a logical and very interesting sequence |
| **Design** | Shows poor selection of graphics, fonts, sound, and video | Selection of media elements are adequate | Multimedia elements are appropriate and enhance the presentation | All multimedia elements work well together and demonstrate |
| **Content** | Includes little essential information and one or two facts | Includes some essential information with a few citations and facts | Includes essential information and facts to give viewers an understanding of the topic | Covers the topic completely and in-depth with a variety of resources. Encourages viewers to know more |
| **Graphics** (If the product is a video) | Poor use of graphics or no graphics | Occasionally uses graphics but these rarely support the presentation | Graphics vary and relate to the presentation | Graphics explain and reinforce the message |
| **Sound** (If the product is a video) | Poor use of sound or no sound used | Some use of sound, but of poor quality. The audience has trouble understanding | Sound and music are used to convey the message. The audio is clear. | Excellent use of sound and music to reinforce the message |
| **Collaboration** | Obvious that the presentation was created by one person | Presentation a result of a group effort, but only some members contributed | Students worked together and were assigned different roles. Effective teamwork. | The final product represents something that would have been impossible to accomplish. |

# Assessment

**Multiple Choice.**

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

1. Some *Aetas* in Pampanga started to adapt to changes brought by modernization. What characteristic of indigenous knowledge is described?
   a. diversified production systems
   b. flexible
   c. locally appropriate
   d. respect for nature

2. The indigenous peoples are keen on their commitment to preserving their resources. What characteristic of indigenous knowledge is described?
   a. restraint in resource exploitation
   b. dependent on nature for survival
   c. social responsibility
   d. locally appropriate

3. The indigenous groups maintain their stand that in any changes, they must take into consideration the welfare of the community. What characteristic of indigenous knowledge is described?
   a. dependent on nature for survival
   b. flexible
   c. locally appropriate
   d. social responsibility

4. The local government must ensure that any attempts for advancement should not sacrifice the land that the indigenous peoples consider as "sacred". What characteristic of indigenous knowledge is described?
   a. locally appropriate
   b. diversified production systems
   c. flexible
   d. respect for nature

5. Strategies should be utilized to avoid risks in any attempts for development. What characteristic of indigenous knowledge is described?
   a. diversified production systems
   b. flexible
   c. locally appropriate
   d. social responsibility

II. Determine the source of information on the following situations. Choose the letter of the best answer from the box. Write the chosen letter on a separate sheet of paper

| a. PRIMARY | b. SECONDARY | c. TERTIARY. |
|---|---|---|

6. Fille received the proposal letter via electronic mail.
7. Rainier interviewed selected National Artist awardees.
8. Chris compiled bibliographies written about Andres Bonifacio.
9. Risse completed her critique paper on the five Philippine Drama Series in 2019.
10. Miss Maita organized the list of researches based on the year of publication.
11. Marlyn took a video of Sorsogon's entry to The Guinness Book of World Records, "Pantomina sa Tinampo."
12. Alethia collected and published the photos taken by her mother for a decade.
13. Kia made a list of the poems posted on her blog.
14. Grace received a letter from her best friend.
15. Charie took a video record of the oral presentations at the Research Conference she attended.
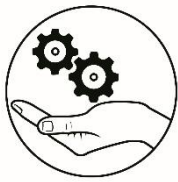
Survey on the libraries in your city. Make a comparative analysis of the features they offer.

| | Library 1 | Library 2 | Library 3 | Library 4 | Library 5 |
|---|---|---|---|---|---|
| **Library Environment and Physical Space** | | | | | |
| 1. sufficient work areas | | | | | |
| 2. special display areas | | | | | |
| 3. special activity corners | | | | | |
| 4. decorations and displays | | | | | |
| **Administration and Management** | | | | | |
| 5. development and management of the inventory of books | | | | | |
| 6. well inventoried and cataloged library database | | | | | |
| 7. conduct of regular planning, evaluation, and monitoring | | | | | |
| 8. management of human and material resources | | | | | |
| 9. adequate budget in managing resources | | | | | |
| 10. utilization of appropriate technology | | | | | |
| 11. well-trained library personnel | | | | | |
| **Program Management** The library provides: | | | | | |
| 12. book lending programs | | | | | |
| 13. literacy programs | | | | | |
| 14. outreach programs | | | | | |

## Answer Key

**What's In**

1. f
2. e
3. b
4. g
5. d

**What I Know**

1. a
2. d
3. b
4. a
5. a
6. b
7. d
8. b
9. a
10. c
11. c
12. b
13. b
14. d
15. c

**What's More**

1. Answers may vary

**Assessment**

1. b
2. a
3. d
4. d
5. a
6. a
7. a
8. c
9. b
10. c
11. a
12. b
13. b
14. a
15. a

# 12

# Media and Information Literacy
## Quarter 3 – Module 5: Media and Information Languages

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 media and information languages. Having been equipped with knowledge on media and information sources and having acquired the skills in finding accurate and relevant information sources, you will now be armed with another important tool for media and information literacy – media and information language. 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:

1. present an issue in varied ways to disseminate information using the codes, convention, and language of media (MIL11/12MILA-IIIf15)/ (MILI11/12MILA-IIIf16)
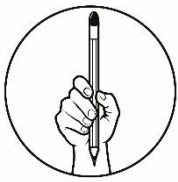
# What I Know

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

1. It refers to the various interpretations that the text suggests to the audience.
   a. connotative meaning
   b. denotative meaning
   c. media language
   d. media producer

2. They are the people who initiate, plan, and produce media texts.
   a. audience
   b. media directors
   c. media producers
   d. stakeholders

3. They refer to the people or organizations that share the same interests or intentions.
   a. audience
   b. media directors
   c. media producers
   d. stakeholders

4. The meaning of the product is not based on the product itself but on the interpretation of the audience.
   a. form conventions
   b. symbolic codes
   c. technical codes
   d. written codes
5. It is a symbolic code that means "everything within the frame".
   a. acting
   b. color
   c. *mise en scene*
   d. setting
6. It refers to the time and place of the narrative or a specific scene.
   a. acting
   b. color
   c. *mise en scene*
   d. setting
7. It refers to the portrayal of the actors in creating media products.
   a. acting
   b. color
   c. *mise en scene*
   d. setting
8. Considerations on this are highly connotative when it comes to interpretations. It is also usually associated with cultural aspects.
   a. acting
   b. color
   c. *mise en scene*
   d. setting
9. This points out that the knowledge and connotations of different camera angles and shots make sense when looking at films and photographs but mean nothing outside those forms.
   a. form conventions
   b. symbolic codes
   c. technical codes
   d. written codes
10. This type of convention refers to how the types of media codes are expected to be arranged.
    a. form conventions
    b. genre conventions
    c. story conventions
    d. technical conventions
11. It is the process of looking into the demographics (age, gender, social status, etc.) and psychology (values, beliefs, attitude) of the audience.
    a. audience analysis
    b. media product planning
    c. media research
    d. product analysis

12. This refers to the exact information (not expectations) which the audience brings about the media output.
    a. Audience Engagement
    b. Audience Expectations
    c. Audience Foreknowledge
    d. Audience Identification

13. This refers to the monitoring of the audience before, during, and after the production of the media text.
    a. Audience Analysis
    b. Audience Foreknowledge
    c. Audience Placement
    d. Audience Research

14. This refers to the reaction of the audience to the media text. Different people react in varied ways to the same text.
    a. Audience Analysis
    b. Audience Engagement
    c. Audience Identification
    d. Audience Placement

15. This refers to the connection built by the media text to the audience.
    a. Audience Analysis
    b. Audience Engagement
    c. Audience Expectation
    d. Audience Identification

# Media and Information Languages

Media and information literacy involves a full understanding of how information, signs, symbols, and meanings are being communicated through various media. Language is considered to be one important medium to communicate. As a medium of communication, language is defined as a "system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact" (Finocchioro, in Jiang, 2010). Language carries various facets and functions. In this module, you will learn one aspect of language: the language as it functions in media and information.

## *What's In*

**Word Search**

You are now challenged to recall the concepts that you have learned during the previous discussion. Look for the words related to media and information sources from the table below.

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

## What's New

### Symbols Exposed

Identify the names and meaning of the symbols below.

| Symbol | Name and Meaning |
|---|---|
| 1.<br>https://commons.wikimedia.org/wiki/File:.svg | A. **Yin Yang** is a significant symbol in Chinese philosophy which signifies perfect balance.<br><br>B. **Caduceus** is often mistakenly considered as a medical symbol (instead of the Rod of Asclepius). It actually signifies trade and negotiation.<br><br>C. **Trinity Knots** is the three-cornered symbol in the ancient Celtic which signifies the Holy Trinity. It also represents the three promises of a relationship: to love, honor, and protect.<br><br>D. **Peace Sign** is originally created to encourage British nuclear disarmament.<br><br>E. **Swastika**, although usually linked to Nazi anti-semitism and the carnage of World War II, the swastika actually has auspicious meanings in some other cultures. |
| 2.<br>https://en.wikipedia.org/wiki/File:.svg | |
| 3.<br>https://en.wikipedia.org/wiki/File:Nazi.svg | |
| 4.<br>https://commons.wikimedia.org/wiki/File:Font_Awesome_5_solid_.svg | |
| 5.<br>https://commons.wikimedia.org/wiki/File: svg | |

# *What is It*

## Media Language

**Media language** denotes how media producers make meaning about a certain medium (advertisement, TV show, film, etc.) they are producing and how they transfer that meaning to their target audience. It allows the audience to convey the meaning of the text through its signs and symbols. These signs and symbols used in media text do not have a single meaning. It is expected that audiences have different interpretations and will use different meaning systems. In interpreting these signs and symbols, audiences may interpret the media text denotatively or connotatively. **Denotative meaning** is the literal meaning of the media text while **connotative meaning** refers to the various interpretations that the text suggests to the audience which are often associated with their culture, values, beliefs, etc. For example, the use of the nonverbal signal "thumbs up" may mean "*Job well done!*" in western cultures but it is a rude gesture in some countries in the Middle East.

## Media Codes and Conventions

In interpreting the meaning of the media text, you have to be able to understand two of the most significant aspects of media and information language – the codes and conventions. Media codes and conventions are the very foundations of all the existing media. Media codes commonly have an established meaning, denotation or connotation, to the target audience. Meanwhile, conventions refer to the possible methods in which codes are organized in a product.

### Types of Media Codes

There are three types of media codes: symbolic codes, technical codes, and written codes.

**Symbolic codes** are audience-based. The meaning of the product is not based on the product itself but on the interpretation of the audience. For example, a film with a scene waving a white flag symbolizes "retreat" or "surrender". In reality, the audience who sees someone waving a white flag may interpret it the same way. The symbolic codes in media include setting, *mise en scene*, acting and color.

- *Setting* refers to the time and place of the narrative or a specific scene.
- *Mise en scene* is a French term that means "everything within the frame". It describes all the features (set design, costume, props, staging) within a frame of media products.
- *Acting* refers to the portrayal of the actors in creating media products.
- *Color* considerations are highly connotative when it comes to interpretations. It is also usually associated with cultural aspects.

**Technical codes** refer to codes specific to a media form alone. The knowledge and connotations of different camera angles and shots make sense when looking at films and photographs but mean nothing outside those forms. The technical codes include *camerawork* (camera operation, positioning, and movement for desired specific effects), *editing* (the process of selecting, operating, and ordering images and sound), *audio* (expression and utilization of sounds), and *lighting* (the manipulation of light based on the target mood).

**Written codes** are the formal written language used in creating a media product. It includes the printed language (the text visible with the media frame which is the text you can see within the frame) and the spoken language which includes the dialogues and even the lyrics of the song.

### Types of Conventions

Conventions refer to the recognized ways of using media codes. The types of conventions include form conventions, story conventions, and genre conventions.

**Form conventions** are ways in which the types of media codes are expected to be arranged. For instance, the title and main casts are expected to appear at the beginning of a movie while the credits are expected to appear at the end. A number of television series usually begin with a short recap of the previous episode and end with a preview of the next episode.

**Story conventions** refer to the basic structures of narratives. Examples of story conventions involve narrative structures, character constructions, and point of view.

**Genre conventions** refer to the common use of the elements of narratives such as the characters, settings, or themes in a certain type of media. Genre conventions can be formal or thematic and are usually linked to the expectations of the audience.

## Media producers, stakeholders, and audience

Aside from media language, media practitioners also look into other elements such as the producers, the stakeholders, and the audience. The **media producers** refer to the people who initiate, plan, and produce media texts. They need to have the skill in assessing the media texts and a thorough understanding of the target product; and the processes that go into creating the products. Meanwhile, the **stakeholders** refer to people or organizations that share the same interests or intentions. The **audience**, on the other hand, is a significant element in delivering media texts. All media texts are made with a target audience in mind. Producers conduct an audience analysis before coming up with a media text. **Audience analysis** is the process of looking into the demographics (age, gender, social status, etc.) and psychology (values, beliefs, attitude) of the audience. Producers also consider the reaction of the audience by looking into the following:

- ***Audience Engagement.*** This refers to the reaction of the audience to the media text. Different people react in varied ways to the same text.
- ***Audience Expectations.*** This refers to the anticipation of the audience about the text. Producers may satisfy or shatter the audience's expectations.
- ***Audience Foreknowledge.*** This refers to the exact information (not expectations) which the audience brings about the media output.
- ***Audience Identification.*** This refers to the connection built by the media text to the audience.
- ***Audience Placement.*** This refers to the strategies producers use to make the audience feel that the media text is made specifically for them.
- ***Audience Research.*** This refers to the monitoring of the audience before, during, and after the production of the media text.
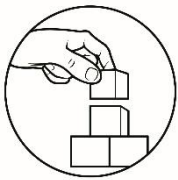


# *What's More*

## Activity 1.1

The following pictures are taken from different advertisements. You are tasked to interpret the media language by indicating the codes, conventions, and meaning. Write the meaning of the media text on a separate sheet of paper.

| Advertisement 1 | Advertisement 2 |
| --- | --- |
|  https://i.pinimg.com/originals/99/4f/e6/994fe6f9720c112c9ed947bc8449f32c.jpg |  http://dimland.blogspot.com/2016/11/ |
| Code: _____ Convention: _____ Meaning/s: _____ _____ | Code: _____ Convention: _____ Meaning/s: _____ _____ |
| Advertisement 3 | Advertisement 4 |

| | |
|---|---|
| https://www.seenox.org/meaningful-innovative-social-ads/ | https://www.seenox.org/meaningful-innovative-social-ads/ |
| Code: _____ Convention: _____ Meaning/s: _____ _____ | Code: _____ Convention: _____ Meaning/s: _____ _____ |

*The meaning for each advertisement will be graded using 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 |

# Activity 1.2

## Decoding Codes and Conventions

Watch the commercial entitled "Kahera" from the link below and analyze its codes, conventions, and messages by completing the table.

https://www.youtube.com/watch?v=Uw66Da0GFPM

| CODES |
|---|
| ***Symbolic codes*** |
|     • Setting: <br> _____ |
|     • *Mise en scene* <br> _____ |
|     • Acting <br> _____ |
|     • Color <br> _____ |
| ***Technical Codes*** |
|     • Camerawork <br> _____ |
|     • Editing <br> _____ |
|     • Audio <br> _____ |
|     • Lighting <br> _____ |
| ***Written Codes*** |
|     • Printed language <br> _____ |
|     • Spoken Language <br> _____ |

| CONVENTIONS |
|---|
| Form Conventions <br> _____ <br> _____ |
| Story Conventions <br> _____ <br> _____ |
| Genre Conventions <br> _____ <br> _____ |

| MESSAGE |
|---|
| _____ <br> _____ <br> _____ |

*The response under **Message** of the given advertisement 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 |

# *What I Have Learned*

**Ponder on the following questions:**

1. How do we get the meaning of code and conventions?

   _____

2. How significant is learning media and information languages?

   _____

*Your response to these questions will be graded using 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 are challenged to produce an advertisement (print or non-print) that highlights gender empowerment. As a producer, you are expected to apply the necessary guidelines and codes, and conventions in creating media products. Refer to the rubric provided below.

**RUBRIC FOR ADVERTISEMENT**

| | Excellent 4 | Good 3 | Satisfactory 2 | Needs Improvement 1 |
|---|---|---|---|---|
| **Written Codes** | The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive. | The project shows some evidence of originality and inventiveness. | The work is an extensive collection and rehash of other people's ideas, products, and images. There is little evidence of new thought or inventiveness. | The work is a minimal collection or rehash of other people's ideas, products, and images. There is no evidence of new thought. |
| **Symbolic and Technical Codes** | The advertisement is an aesthetically pleasing, creative, and original example of the chosen format. | The advertisement is aesthetically pleasing/creative/or original and a good example of the chosen format. | The advertising is pleasing and is a satisfactory example of the chosen format. | The advertisement is unoriginal and is not an example of the chosen format. |
| **Advertising Technique** | The advertisement uses the chosen advertising technique creatively and well. | The advertisement is a good example of the use of the advertising technique. | The advertisement uses the advertising technique satisfactorily, but not creatively. | The chosen advertising technique is not followed or no advertising technique exists. |

# Assessment

**Multiple Choice.**

A. Determine the type of codes and conventions described in the following situations.

1. The producer decided to shoot during sunset to highlight the end of life.
   a. symbolic codes
   b. technical codes
   c. written codes
2. The TV commercials of any cigarettes include the warning, "Smoking is dangerous to your health" at the end.
   a. symbolic codes
   b. technical codes
   c. written codes
3. The editor decided to present the images based on the themes.
   a. symbolic codes
   b. technical codes
   c. written codes
4. The actors selected can deliver the piece effectively.
   a. symbolic codes
   b. technical codes
   c. written codes
5. The director asks for a retake of the scene due to an incorrect camera angle.
   a. symbolic codes
   b. technical codes
   c. written codes
6. The film producer decided to end the film through the use of the cliffhanger technique.
   a. form conventions
   b. story conventions
   c. genre conventions
7. The film director allotted 20 seconds for the recapitulation of the previous episodes.
   a. form conventions
   b. story conventions
   c. genre conventions
8. The viewers were surprised when the 10th episode began by showing the scenes from the previous episode.
   a. form conventions
   b. story conventions
   c. genre conventions
9. Due to the involvement of the main cast in an accident, the producer decided to revise the flow of the story.
   a. form conventions
   b. story conventions
   c. genre conventions
10. The audience were left emotional when the ending of the movie falls opposite from their expectation due to the death of the main character.
    a. form conventions
    b. story conventions
    c. genre conventions

B. Identify the element that producers need to give focus on to win the approval of the audience. Choose the letter of the best answer from the box. Write the chosen letter on a separate sheet of paper.

   a. Audience Engagement
   b. Audience Expectations
   c. Audience Foreknowledge
   d. Audience Identification
   e. Audience Placement
   f. Audience Research

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11. As Rowel watched the commercial, he felt that the storyline talked about his own experiences.
12. Marisse felt that the prince in the advertisement was actually calling her "his princess".
13. Michael, the commercial producer, conducted a survey to check on the effectiveness of the commercial.
14. Myline loved the film while Jeric seemed not to appreciate its content.
15. Khaye expected the film to be a blast since the actors involved are considered the best in the industry. However, she was disappointed after watching it.
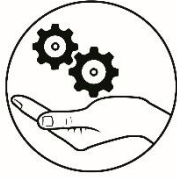
# *Additional Activities*

Take a picture of at least five signage in your community. Explain its meaning and purpose.

| Signage | Meaning and Purpose |
|---------|---------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

*The response under Meaning and Purpose of the signages 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 |

## *Answer Key*

**What I Know**
1. a
2. c
3. d
4. b
5. c
6. d
7. a
8. b
9. c
10. a
11. a
12. c
13. d
14. b
15. d

**What's In**
- Indigenous
- Library
- Internet
- Primary
- Secondary
- Tertiary
- Dictionary
- Speech
- Letter
- Index
- Audio
- Video
- Biography
- Diary
- email

**What's New**
1. B
2. D
3. E
4. A
5. C

**Assessment**
1. a
2. c
3. b
4. a
5. b
6. b
7. a
8. a
9. b
10. c
11. d
12. e
13. f
14. a
15. b

**What's More**
Activity 1.1
Answers may vary.
Activity 1.2
Answers may vary.

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# 12

# Media and Information Literacy

## Quarter 3 – Module 6:
## Legal, Ethical, and Societal Issues in Media and Information

**Department of Education • Republic of the Philippines**

# What I Need to Know

This module was designed and written to help you demonstrate an understanding of the legal, ethical, and societal issues in the use of media and information. 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. cite practical situation when to apply knowledge in intellectual property, copyright, and fair use guidelines (MIL11/12LESI-IIIg-17)
2. create a campaign ad to combat digital divide, addiction, and bullying (MIL11/12LESI-IIIg-19)
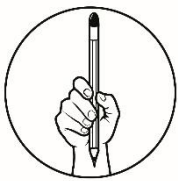
# What I Know

Choose the letter of the answer that best fits each description. Write the chosen letter on a separate sheet of paper.

1. This refers to creations of the mind such as inventions, literary and artistic works, designs and symbols, names, and images used commercially.
   - a. fair use
   - b. copyright
   - c. creative commons
   - d. intellectual property
2. Republic Act No. 10175, also known as Cybercrime Prevention Act of 2012, serves this primary purpose.
   - a. promotion of cybercrime awareness
   - b. forum for intellectual property services, policy, information, and cooperation
   - c. protection of the fundamental right of privacy, and of communication while ensuring the free flow of information
   - d. provision of definition, prevention, investigation, suppression, and imposition of penalties for cybercrime
3. This type of intellectual property is an exclusive right for an invention.
   - a. patent
   - b. copyright
   - c. trademark
   - d. industrial design

4. This is an economic inequality between groups in terms of access to, use of, or knowledge of ICT (Information and Communications Technology).
   a. fair use
   b. flame war
   c. digital divide
   d. digital footprint
5. This is a set of rules for properly behaving online.
   a. netiquette
   b. digital law
   c. digital literacy
   d. digital citizenship
6. This is a legal term used to describe the rights that creators have over their literary and artistic works.
   a. patent
   b. copyright
   c. trademark
   d. creative commons
7. This is the excessive use of computers to the extent that it interferes with daily life, which may result in problems with social interaction, or affect mood, relationships, and thought processes.
   a. flame war
   b. cyberbullying
   c. gaming disorder
   d. computer addiction
8. Also colloquially referred to as piracy, this occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner.
   a. fake news
   b. plagiarism
   c. infringement
   d. intellectual property theft
9. Intellectual property rights may be protected by any of the following except this one.
   a. registration of creation
   b. assignment of inventions
   c. use of confidentiality clause
   d. keeping the secrecy of the product
10. This icon informs one that the work is protected by creative commons wherein one can use the work without permission but under certain circumstances.
   a. ©
   b. ©©
   c. ℗
   d. ◎

# Legal, Ethical, and Societal Issues in Media and Information

Go online and check the number of hate posts that you can see in your social media news feed. Recall if you have ever been confused about a product with an imitation because their design looked almost similar. How about recalling if your favorite song cover, movie, Netflix TV show, or Korean drama was blocked when you looked for it on YouTube or other online sites? How many of your friends have neglected their personal relationships and duties because of excessive or compulsive use of the Internet? Are you alike? These situations in new media may pose threats and risks to any individual. Therefore, you need to be media and information literate to avoid the possible risks of using the Internet. Being able to recognize and understand the issues in this module is a part of becoming not only a media and information literate individual but also a responsible digital citizen.

Digital citizenship is the "ability to find, access, use and create information effectively; engage with other users and with content in an active, critical, sensitive and ethical manner; and navigate the online and ICT environment safely and responsibly, being aware of one's own rights" (UNESCO, 2016, p. 15 as cited in Shin, T.S. et al. 2019, p.19). Thus, understanding the issues in this module and their related legal, ethical, and societal implications can empower you to become more ready, resilient, respectful, and responsible users and creators in the digital world. In this module, you will learn about some of the most common issues in the use of media and information within your community, with a mindful path to digital citizenship.

## *What's In*

**ODD ONE OUT.** Recall the previous lesson about media and information languages. Identify the item that does not belong to the group. On the line below, classify what general classification is common among the rest of the items.

1. camera shots, lighting, color, audio
   _____

2. code, form, story, genre
   _____

3. producers, audience, stakeholders, conventions
   _____

4. symbolic, genre, technical, written
   _____

5. mise en scène, setting, editing, acting
   _____

## What's New

### How well do you know?

Read each of the following situations and evaluate if the action done is good or bad. If it is good, draw a thumbs UP emoji, and if bad, a thumbs DOWN. Justify your answer with a short explanation.

| Situation/Issue | Evaluation/Explanation |
|---|---|
| 1. As a loyal friend, you should take part in the bashing, spreading of hateful comments, and sharing of related spiteful information about the person who cyberbullied your friend. |  *Explain* Source: https://commons.wikimedia.org/ |
| 2. Your tech-savvy sibling has taught you online sites wherein you can download recent movies for free. These sites are not authorized however many are using them without being caught. Although tempted, you did not visit any of the sites and asked for the authorized sites instead. | |
| 3. You secured a CCTV recording of your classmate's assailant. You were asked to share the copy online but you refused unless your classmate seeks permission from the other people captured in the video. | |
| 4. Your Facebook account is yours so it is rightful that you post private or personal information in public since they are solely yours. You simply believe that your life is an "open book". | |
| 5. As an avid Ms. Universe fan, you came across a disgraceful comment about your country's candidate in the pageant from an online user in another country. You join an online group on Facebook against the said user exchanging a chain of hateful remarks, series of ad hominems and strong criticisms against that person using a sense of patriotism as justification. | |

### Guide Questions for Processing:
1. What are the issues about?
2. Is there a Philippine law violated in any of the situations?
3. What criteria did you set in evaluating the actions in each situation? How do the criteria help you arrive at a better judgment of the situation?

# *What is It*

## Legal, Ethical and Societal Issues in Media and Information

With the growing online community in this new information age, people must know and understand their rights and responsibilities as media and information providers and consumers in order to become digital citizens. Significantly encompassing these rights and responsibilities are the issues of Intellectual Property, Fair Use, Netiquette, Internet Addiction, and Cyberbullying.

## A. INTELLECTUAL PROPERTY (IP)



*Image courtesy:*
*https://www.wipo.int/portal/en/*

World Intellectual Property Organization (WIPO), the global forum for intellectual property services, policy, information, and cooperation, defined **Intellectual Property (IP)** as referring to the "creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names, and images used in commerce" (World Intellectual Property Organization, 2016).

It can be classified into two categories namely, (1) **Industrial Property** which includes patents, trademarks, industrial designs and geographical indications and appellations of origin; and (2) **Copyright** which covers literary works (such as novels, poems, and plays), films, music, artistic works (e.g. drawings, paintings, photographs, and sculptures) and architectural design. Rights related to copyright include those of performing artists in their performances, producers of phonograms in their recordings, and broadcasters in their radio and television programs (WIPO, 2016).

In the Philippines, IP is protected under two laws – the *Intellectual Property Code (RA 8293)* and the *Cybercrime Prevention Act (RA 10175)*. Both laws protect intellectual property rights, allowing the rightful creators or owners of patents, trademarks, or copyrighted works to benefit from their own work or creation – may it be of moral or material interests. Violation of this law or one of the rights is called *infringement*.

### Types of Intellectual Property



*Courtesy to:*
*https://creativecommons.org/*

**1. Copyright.** It is a legal term used to describe the rights that creators have over their literary and artistic works. This covers works ranging from books, music, paintings, sculpture and films, to computer programs, databases, advertisements, maps and technical drawings (WIPO, 2016). Registration of copyrighted work or displaying of the copyright symbol may not be mandatory but it is recommended to emphasize that the author is claiming copyright protection in the work. Nevertheless, the copyright law still protects the creator's work from the moment of creation and the owners do not lose this protection. To learn more about IP registration in the Philippines, visit *www.ipophil.gov.ph.*
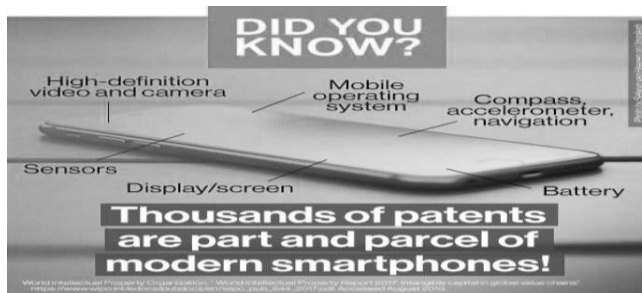
*Courtesy to www.ipophil.gov.ph*

**2. Patent.** It is an exclusive right granted for an invention. It provides the patent owner with the right to consent on the invention or a way for others to use it. In return, the patent owner is responsible for making technical information about the invention available in the published patent document or in public (WIPO, 2016).

**3. Trademark.** It is a distinguished sign of goods or services of one enterprise from those of other enterprises. It can be compared to what craftsmen used in ancient times as "signature mark" on their product (WIPO, 2016). **TM** denotes that the owner of the mark is in the process of registration to indicate a claim of ownership, while ® is only used for marks that have been granted registration.


*Courtesy to https://commons.wikimedia.org/wiki/File:Red_trademark.svg*


*Courtesy to www.ipophil.gov.ph*

**4. Industrial Design.** WIPO (2016) defines Industrial design as an ornamental or aesthetic aspect of an item. A design may consist of *three-dimensional* features such as the shape or surface of an article, or of *two-dimensional* features such as patterns, lines, or color.

An industrial design right protects only the appearance or aesthetic features of a product, whereas a patent protects an invention that offers a new technical solution to a problem. In principle, an industrial design right does not protect the technical or functional features of a product. Such features could, however, potentially be protected by a patent.

**5. Geographical Indications and Appellations of Origin.**

These are signs used on products possessing qualities, a status, or characteristics that are essentially attributable to that location of origin. Generally, a geographical indication includes the name of the place of origin of the goods (WIPO, 2016).


*It is well known that Original Strawberry Jam is from Baguio.*
*Courtesy to: https://commons.wikimedia.org*

**Republic Act No. 8293 or Intellectual Property Code of the Philippines**

The copyrighted works are under this Term of Protection (*Source: Official Gazette, 2012, section 213*)

| COPYRIGHT | VALIDITY PERIOD | COPYRIGHT | VALIDITY PERIOD |
|---|---|---|---|
| **LITERARY WORKS** | During the lifetime of the author plus 50 years after death | **Sound Recording** | 50 years from year recording took place |
| **ART** | 25 years from the date of creation | **Broadcast Recording** | 20 years from date of broadcast |
| **PHOTOGRAPHIC WORK** | 50 years from publication | **Trademark** | Valid for 10 years and may be renewed for a periods of 10 years |
| **AUDIO- VISUAL WORK** | 50 years from publication | **Invention Patent** | Valid for 20 years from filing date application |

Intellectual property is essential in creating a culture of creativity, progress, and innovations as any content creator's exclusive rights to their own creation are secured and protected through the IP law. This means one's original work cannot be legally copied or used for profit. Otherwise, one can be penalized on grounds of infringement. Copyright law allows the owner to control access to his or her own work and consequently provides strong penalties for infringement of owners' rights. However, the law also includes certain exemptions to the rule and considerations in the use of the copyrighted materials from the owner's control, which are under the doctrine of *Fair Use*.

## B. FAIR USE

*Fair use* is a legal principle stating that one can use a copyrighted work without a license for the following purposes: commentary, criticism, reporting, research, and teaching. Furthermore, the copyrighted material must observe conditions such as (1) amount and substantiality of the portion taken; (2) purpose and character of one's use; (3) nature of the copyrighted work; and (4) potential market effect (Stim, 2016). In general, one must own the majority of the new content, give full credit to the original source, and use the content for non-profit purposes to consider it fair use.


*Courtesy to*
https://creativecommons.org/

In order to clarify the terms and conditions in control of the creative work between the author and the general public, one needs permission from the copyright holder which is called a *license.* Some content creators choose to license their work more freely by giving their work a *Creative Commons* license or even putting their work in Public Domain. These **CC** licenses are copyright licenses providing a simple and standardized way to give the public permission to share and use the creative work. This is easier for both the author and the public compared to an agreement in traditional licenses which are more restricting. Creative Commons is an American non-commercial organization that aims to expand the range of creative works available for others to build upon and to share legally. The organization has released several copyright-licenses known as Creative Commons licenses free of charge to the public (CreativeCommons.org as cited in Ping, 2016).

Below are infographics about copyright, fair use, and creative commons.

**Infographic 1: Copyright, Fair Use and Public Domain**

**Infographic 2: Using Creative Commons Content**

| Traditional Copyright ©️ | Creative Commons 🅭🅯 | Public Domain |
|---|---|---|
| Work **cannot** be used, adapted, copied, or published without the creator's permission | Work may be used **without** permission, but only under **certain circumstances.** ••• Creators set **rules** for the way their work is used. 🅯🄏🄎🄮 | Work can be used, adapted, copied, and published, completely without restrictions, no permission needed. |
| **What does it apply to?** | **What does it apply to?** | **What does it apply to?** |
| **All original work** is protected under copyright when it's created. | Only work that creators have chosen to designate as Creative Commons. | Work published prior to 1923, work by long-dead creators, and work that creators have placed in the Public Domain. |

*Image courtesy to: https://edu.gcfglobal.org/en/blogbasics/copyright-and-fair-use/1/*

🅯 **Attribution**

🄏 **Non Commercial**

🄎 **No Derivative Works**

🄮 **Share Alike**

**Attribution:** You must credit the creator.
**Non-Commercial:** You can't make a profit.
**No Derivative Works:** You can't change the content.
**Share Alike:** You can change the content, but you have to let other people use your new work with the same license as the original.

*Image courtesy to: https://edu.gcfglobal.org/en/blogbasics/copyright-and-fair-use/1/*

## C. NETIQUETTE

One of the pressing problems in the digital age is the lack of basic manners in using the Internet. Seemingly overwhelmed with the liberty one enjoys in digital media, online users tend to forget that they are still interacting with real people, although in the virtual world or cyberspace. To help minimize mistakes, untoward encounters, and unkind experiences online, understanding and applying the rules in Netiquette is necessary.

*Netiquette* or network etiquette is a set of rules for behaving properly online (Shea, 1997 as cited in E-Learning Guide on Media and Information Literacy, 2017). Here are the *Ten Core Rules of Netiquette* by Virginia Shea.

*# 1 Remember the Human*
Your written words are read by real people, all deserving of respectful communication.
*# 2 Adhere to the same standards of behavior online that you follow in real life*
Be ethical and do not break the law.
*# 3 Know where you are in cyberspace*
"Netiquette varies from domain to domain." Get a sense of how the people who are already there appropriately and properly act.
*# 4 Respect other people's time and bandwidth*
You are not the center of cyberspace. Be mindful of other's time
*# 5 Make yourself look good online*
You will be judged by the quality of your writing thus be cautious of your language. Don't flame-bait nor swear. Make sense with what you're talking about.
*# 6 Share expert knowledge*
Courteously sharing your knowledge is fun.
*# 7 Keep flame wars under control*
"Flaming is what people do when they express a strongly held opinion without holding back any emotion." Don't feed the flames; extinguish them by guiding the discussion back to a more productive direction.
*# 8 Respect other people's privacy*
*# 9 Don't abuse your power*
Do not take advantage of anyone.
*# 10 Be forgiving of other people's mistakes*
No one is perfect so be kind. If needed, be polite in correcting others.

Simply put, Netiquette reminds you to respect and protect your own privacy, as well as others'. You must "self-reflect before you self-reveal" (Common Sense Education). In practicing the rules of Netiquette, you must consider being careful in managing your virtual self and digital footprints, as well as being mindful of data privacy.

*Virtual Self* is how you present yourself on online platforms. Whatever you say or do on the Internet can be viewed and others can easily pass judgment without even knowing who you are outside the virtual environment.
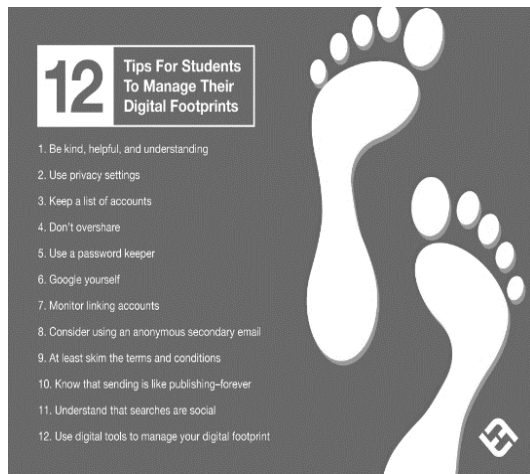


*Image courtesy to https://www.teachthought.com*

## Digital Footprint

**Digital footprint** is any data record of the things you do online. Anything on the Internet with your name creates a trail of data about you. This could be information in your personal website, any activity in social media, your browsing history, online subscription, and the like. Because of this, you must be vigilant in sharing personal information to avoid potential dangers such sharing may pose. There had been viral videos with private or sensitive content because their owners could have been careless with their digital footprint. Your digital footprint can remain on the Internet for life.

## Data Privacy

Not only virtual self and digital footprint are incorporated in netiquette. Respecting and managing *data privacy* is also a responsible behavior on the Internet. The respect should be mutual between the media user and the producer. Data privacy or the fundamental right of an individual to protect private information from disclosure to information and communication systems is under *Republic Act No. 10173 or the Data Privacy Act of 2012.* If precautionary measures are not observed in sharing personal information, your online security can be compromised.

## Digital Divide

As part of being mannerly towards others online, it is also helpful to know that not everyone has the same access to high-speed internet, or even so, regular digital access, or advanced digital knowledge so we are called to be understanding, helpful, and polite to the digitally disadvantaged. This digital inequality or gap between groups in terms of knowledge, usage, and access to ICT due to circumstances like location, income, and age is called *Digital Divide.*

## D. COMPUTER ADDICTION AND CYBERBULLYING

With the growing industry of digital media, many media users have become vulnerable to improper use of the Internet. Computer addiction and cyberbullying are not only local problems but they are globally prevalent. These issues may come

as a result of an intention, or a habit that has gone worse. If not addressed, these issues could distress one's health and relationships.

## Computer Addiction



*Photo Credits to Barlam, J., Limpiado, E. & Baguinaon, P.*

A study by Hootsuite and WeareSocial in 2019 finds that the Philippines ranks as the most internet-addicted country (Zulueta, 2019). The world internet usage index lists the Philippines' average time spent on the Internet as 10 hours a day. So, how do we know if we have addiction? Computer Addiction is the "overdependence or a damaging need to do something on computer or internet" (E-Learning Guide on Media and Information Literacy). Its impact could be linked to sleep deprivation, anxiety and even depression. Setting a limit and immersing yourself with outside activity can obviate addiction. Remember, anything beyond moderation is not good. To put it simply, learning to properly use digital resources is responsible internet behavior.

## Cyberbullying



*Courtesy to cyberreadi.pia.gov.ph*

According to UNICEF Poll in September 2019, one in every three young people in 30 countries has reported being a victim of online bullying (UNICEF, 2019). *Cyberbullying* is the use of digital means of communication that could hurt or harass a person. Examples of this are sending hurtful texts or SNS messages, posting embarrassing photos or videos, and spreading mean or malicious rumors online. Such act or acts comprise cyberbullying if the offender does them intentionally and repeatedly, and should be addressed at once.

You must always protect your mental health. If cyberbullying happens to you, do not be afraid to seek help and defend yourself.
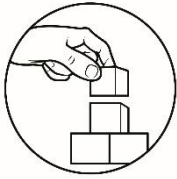
# *What's More*

## Activity 1.1

Identify the concepts being described in each item. Note that each answer does not observe space between or among words. Solve for the hidden code among the answers by composing a relevant concept using the shaded letters for each item.

1. The Republic Act 10175 which defines cybercrimes and imposes penalties for prevention. This is one of the laws that could protect intellectual property.

2. This means one can use a copyrighted material without the permission of the copyright holder under certain circumstances.

3. All literary and artistic works enter this when the copyright protection lapses hence they are free to be copied, adapted, and revised with no restriction.

4. It is the gap or disparity of access, knowledge, and use of digital tools between demographics and regions.

5. This refers to the creations of the mind – an invention, a design, or a brand name.

6. These are copyright licenses that provide standardized ways to give permission to share and use one's work on conditions set by the creator.

7. This is the excessive and compulsive use of the computer resulting to possible risks.

8. A set of skills enabling citizens to access, evaluate and create information using media forms in an ethical and effective way.

9. It is a set of rules for behaving properly online.

**CODE:**

**Activity 1.2**
**#MILLessons #MILIssues**
Complete the matrix below. Be guided by the questions per column.

| Setting or Context | Specific Situation | MIL Issue/s | My MIL Take Aways |
|---|---|---|---|
| | *Given the indicated setting, cite a situation where you can apply what you have learned from any of the issues discussed in this module.* | *What issue/s and concept/s in this module can be seen from your given situation? How did the issue affect the personal, professional, and social (and others) aspects of the people involved?* | *How can you practice digital citizenship in these given situations?*<br><br>*As a student, how can you contribute to a positive digital environment?* |
| 1. School | | | |
| 2. Social Media | | | |
| 3. Community at large | | | |

*Your activity will be rated using this rubric:*

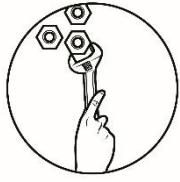| Score | Description |
|---|---|
| 2 points | Includes little essential information and one or two facts |
| 3 points | Includes some essential information with a few citations and facts |
| 4 points | Includes essential information and facts to give viewers an understanding of the topic |
| 5 points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



# *What I Have Learned*

**Answer and reflect on the following questions:**

1. Why is there a need to be digitally responsible?
2. How can your knowledge and understanding of the issues discussed in this module help you become a responsible media and information user and producer?
3. As a student, how can you promote ethical use of media and information?

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*

As a young digital citizen, you are tasked to create a campaign promoting cyberwellness *i.e.* positive well-being of Internet users, using media form/s of your choice *(E.g. music video, TikTok challenge, digital poster, pub mat, blog, jingle, etc.)* The campaign must include the following: (1) creative and significant slogan with explanation; (2) action plan for implementation with rationale, lesson-integrated foci, set of activities, research-based sources, and supporting information; and (3) the campaign presentation itself. Furthermore, apply what you have learned from the previous lesson i.e. media and information languages in effectively producing this presentation. Be guided by the rubrics below:

| RUBRIC FOR CYBER WELLNESS CAMPAIGN | | | | |
|---|---|---|---|---|
| *Source: https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=TX38BWX&* | | | | |
| | **BEGINNING 2 points** | **CAPABLE 3 points** | **ACCOMPLISHED 4 points** | **EXPERT 5 points** |
| **Narrative Clearly Extends Ideas** *Narrative presents the topic (background info & description of the issue), advocacy needs, and rationale for advocating for this topic - clearly and comprehensively.* | Fails to extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. | Extends some ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. | Extends ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. | Clearly extends ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. |
| **Communication via Campaign** *Written and Spoken language within campaign tools* | Fails to extend ideas in a clear, compelling, thoughtful way. | Extends some ideas in a clear, compelling, thoughtful way. | Extends ideas in a clear, compelling, thoughtful way. | Clearly extends ideas in a clear, compelling, thoughtful way. |
| **Cohesiveness of Plan** *Goals, objectives, tactics (including target audience), and evaluation plan.* | Goals, objectives, tactics, etc. do not form a cohesive approach. Justification of plan is present, but not compelling or well thought out. | Goals, objectives, tactics, etc. form a minimally cohesive approach. Justification of plan is absent; not compelling or well thought out. | Goals, objectives, tactics, etc. form a moderately cohesive approach. Justification of plan is present, but not entirely compelling or well thought out. | Goals, objectives, tactics, etc. form a cohesive approach. Justification of the plan is solid (compelling and well thought out). |
| **Tone and Focus: Aware of Audience** *Specific to each target audience* | Demonstrates a lack of tone and focus related to the supposed audience or lacking audience awareness for each tactic, | Demonstrates an inconsistent tone and focus related to the audience for each tactic, audience, | Consistent tone and focus with a general sense of audience for each tactic, audience, and/or purpose. | Consistent tone and focus and demonstrates a clear sense of audience for each tactic, audience, |

| | audience, and/or purpose. | and/or purpose. | | and/or purpose. |
|---|---|---|---|---|
| **Call To Action** | May provide a weak or unrealistic call to action that is related to the advocacy cause. | Provides a debatably realistic or appropriate call to action that is related to the advocacy cause. | Provides an appropriate call to action that is related to the advocacy cause. | Provides a meaningful call to action that is responsive to the advocacy cause. |
| **Language and Conventions** *Clarity of thought, grammar, APA as appropriate, spelling, etc.* | Contains serious errors in conventions and uses limited vocabulary. | Contains several errors in conventions and uses basic and predictable language. | Contains some errors in conventions but they do not interfere with reader understanding. Provides some precise language. | Contains few, if any, errors in conventions. Provides precise and appropriate language. |

# *Assessment*

Read each item carefully and identify what is being asked. Choose the letter of the best answer.

1. When does someone get copyright protection?
    a. when the author gets paid
    b. when it is published with a ©
    c. when it is registered for
    d. as soon as the work is created
2. What is fair use?
    a. paying the creator a fair price for the work
    b. freeware that you obtain from the Internet
    c. using paid-for commercial products once and not sharing them
    d. limited copying or distribution of published works without the author's permission
3. Your colleague recorded a video of your closed-door meeting and uploaded it on social media viewed in public setting. Which of the following laws can best protect your private meeting agenda?
    a. World Intellectual Property Code
    b. RA 1073 Data Privacy Act of 2012
    c. RA 8293 Intellectual Property Code
    d. RA 10175 Cybercrime Prevention Law
4. Under the Patent Act, the person entitled to receive a patent on a new invention is __.
    a. the one who invented it first
    b. the one who first thought of it
    c. the who applied for a patent first
    d. the one who commercialized it first

5. Your classmate was confused when he was reprimanded by his teacher when the latter found out that he photocopied the teacher's entire book. He justifies his action by saying that it is for private use. What will you tell him to clarify where he was wrong?
    a. He should have not informed the teacher if it is for private use.
    b. There is no other solution but to avail the same book he wishes to use.
    c. Checking if the book applied for creative commons must have been done first.
    d. Reproduction of a published work without the copyright owner's permission is only allowed if it's a small part and not the entire book.
6. Which does not adhere to the basics of netiquette?
    a. being tactful
    b. living in an "open book" life
    c. sharing information for caring
    d. correcting others' mistakes discreetly
7. The class adviser rents a video and shows the film to his online class as a reward for the class' behavior improvement. Which most likely violates the doctrine of fair use among his actions?
    a. He did not credit the owner of the video.
    b. There is money involved when he paid for the rent.
    c. The store where he got the video does not have a license.
    d. His purpose is not included in the justified purposes for fair use.
8. You come across a content with the following signs: ⊜ ⓘ.
   Which of the following creative commons conditions should you observe?
    a. All creators of the work must be credited.
    b. Credit the author and do not modify the content.
    c. Credit the author and do not use the work for profit.
    d. Do not change the content and do not use it in commerce.
9. Why are some song covers on YouTube taken down?
    a. Song covers must have their own copyright license.
    b. Artists of song covers must pay the original artist.
    c. Song covers are fake and only the original should be uploaded.
    d. Covering a song is illegal without a license and uploading it on the Internet is copyright infringement.
10. Someone is behaving very inappropriately on your social media. You should _____.
    a. ignore and let him be.
    b. sue him for cyberharassment.
    c. tell your friends to teach him a lesson.
    d. report him to the moderator of the site.
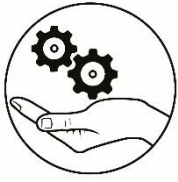
![Additional Activities icon] **_Additional Activities_**
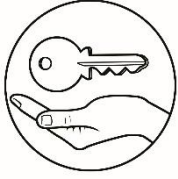
## DIGITAL CITIZENSHIP CHALLENGE

Create your own digital citizenship challenge to become responsible media and information users and producers which lasts for two weeks. Put one responsible online practice or behavior for each box in the card, justifiable with the relevant lessons in this subject. Make sure that it is timely, feasible, and fun since you are going to post it online for the digital citizenship campaign. You can have your own title or name of the challenge as long as it serves the campaign's purpose.

# DIGITAL CITIZENSHIP CHALL3NG3

| Never uploaded and downloaded from illegal sites | NO to COPY & PASTE | Respects DATA PRIVACY | Think before you click | Protected someone from cyberbullies |
|---|---|---|---|---|
| Knows IP rights protection | Creative commons all the way | **Keeps Positive language online** | Reports to authorities about online PIRACY | **Has done photo crediting** |
| Does not engage in FAKE NEWS | Uses Citation in writing | Never PLAGIARIZE an output | Use privacy settings on SNS | Does not share passwords to anyone |

Your work will be graded according to the following rubric:

| | **Basic** _(12 pts)_ | **Proficient** _(18 pts)_ | **Distinguished** _(25 pts)_ |
|---|---|---|---|
| **Adherence to Objectives and Goals** | There is no adherence to the objective of the challenge. The Objective is not met | There is an objective, it's somewhat clear and somewhat backs up the challenge | The objective is clear and adheres to the challenge. There are clearly implemented goals |
| **Content Details** | Missing the following: Feasibility Fun Timeliness Relevant Content | Missing some of the following: Feasibility Fun Timeliness Relevant Content | Missing none of following: Feasibility Fun Timeliness Relevant Content |
| **Presentation** | Over-all presentation is below average. It is not presented well | Over-all presentation is average. The presentation is somewhat good but it is not interesting and compelling enough | Over-all presentation is above average. The presentation is good and it is interesting and compelling |

# *Answer Key*

## What I Know

1. d
2. d
3. a
4. c
5. a
6. b
7. d
8. c
9. d
10. b

## What's In

1. color/technical codes
2. code/types of conventions
3. conventions/elements of media
4. genre/media codes
5. editing/symbolic codes

## What's More

### Activity 1.1

1. Cybercrime prevention
2. Fair use
3. Public domain
4. Digital divide
5. Intellectual property
6. Creative commons
7. Computer addiction
8. Digital citizenship
9. Netiquette

CODE: Be a digital citizen

### Activity 1.2

Answers may vary but with emphasis on the following:

1. Intellectual property
2. Cyberbullying & netiquette
3. Internet addiction
4. Digital footprint, internet mob, backlash

## Assessment

1. c
2. d
3. b
4. a
5. d
6. b
7. d
8. b
9. d
10. d