Unit 1: Introduction to Media and Information Literacy

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GRADE 11/12 | Media and Information Literacy

UNIT 1

Introduction to Media and Information Literacy

When was the last time you read a newspaper? What was your previous activity in your mobile phone? What is the recent episode in television or radio segment you listened to? All these activities reflect your exposure to media providers.

In this age of reason and invention, media shape realities and perceptions in people's lives. Over the years, there has been a paradigm shift that media and information providers influence the way people think, behave and act. Hence, acquiring necessary skills and right attitude on how to navigate and operate in this information-driven society is recognized now as a fundamental learning.

With a wide array of information and resources in the community derived from various media platforms, how can you make use of these tools and ideas in a meaningful context? How can you apply your perceived understanding of the realities of the world? How can you communicate meanings in appropriately?

In this course, be ready to take up the challenge to uncover the influence and impact of media in your life. You will gain a new perspective on not just as a consumer but also a producer and user of media.

Fig. 1. Network Structure
https://pixabay.com/en/tree-structure-networks-internet-200795/

Why do you think the media is likened to a tree? What does it tell us about the role of media?

? Essential Questions

- Why do media matter in communication?
- How do media literacy and information literacy intersect as a discipline?
- How can I become a media and information literate?

Learning Targets

In this unit, you should be able to:
- describe how much media and information affect communication;
- identify the similarities and differences of media literacy, information literacy, and technology literacy;
- editorialize the value of being literate in media and information;
- identify characteristics / describes responsible uses and competent producers of media and information; and
- share to class media habits, lifestyles and preferences.

Lesson 1: How Media and Information Affect Communication

The ability to communicate with another person or a group of people at any given time is important in order to transmit or transfer information. Have you ever wondered how the communication process works for media?

Jump Start

Choose a partner. Each holds a cup connected by a string. Try to distance from each other until the string becomes straight and tight. You place your cup near your ear and let your partner talk using his cup. Then, switch roles.
Did you hear your partner?
Did your partner get your message?
What will happen if you loosen up the string? Is it still clear?

You might be surprised with the result that using these simple things particularly cup and

string, you were able to communicate with your partner. The same mechanism applies to telephone which has been part of almost every household. This simple illustration shows how communication works with the aid of simple tools like strings and cups. Can you just imagine what more happens using modern technologies?

Learn about It!

Do you still remember the five Cs in 21st century Skills? These are **creativity, collaboration, critical thinking, connection and communication**. Notice that communication skill seems to overlap and subsume with other skills. This shows that communication has a crucial role in every aspect of human lives regardless of age, origin, and nature of work.

Communication is derived from the Latin word "communis" which means common. This involves the process of transmitting and delivering information to an intended audience for whatever purpose it may be such as forming relationships, exchanging meanings, making transactions, influencing choices, stimulating aesthetic appeal, and more importantly, for creating and producing ideas.

One form of communication takes place through media. Inevitably, in one way or another, media such as print, broadcast, and online have an impact on how people communicate nowadays. Media continuously transform the way humans communicate. Prior to the advent of the digital era of communication, people were only exposed to simple forms of communication like a usual conversation between two persons, teacher-led discussion, sending snail mail, or receiving a phone call

Fig. 2. Communication Process
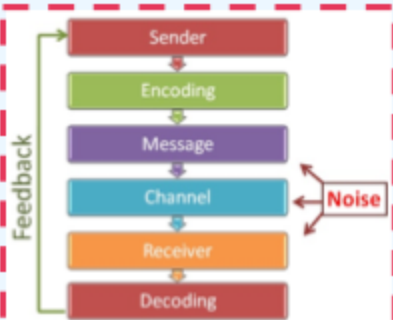
Study the three illustrations above and determine their similarities with each other.

A **source** is like the point of reference from where or from whom the message is crafted. Sources in media may take in various forms like a direct person delivering the message (e.g., the disc jockeys you hear in radio) or indirect forms such as still images like photographs or texts on newspapers. The differences in the manner, style and strategies on how the source or the sender shares information have an impact on communication.

Another element is the **message** or the heart of the communication process that connects the source to the audience. Without the message or the content, there is nothing to discuss or to learn. Nowadays, a vast collection of media content is being produced and consumed by literate individuals. The message we see, we hear or we read in media have at some point an influence in our daily lives.

A **channel or medium** is the tool used to deliver the message from the source to the receiver. In parlance, this is called mass media which is designed to reach large audience with the aid of

technology. Each channel is developed and managed depending on the technical aspects and features of these information communication technologies. For example, same news event may be understood by the people but the manner of producing the content in radio broadcast and online platform will vary.

A **receiver** refers to the people who will decode the message. Ideally, the way the source understood the message should be the same way the receiver will interpret the content. Receivers can be controlled depending on the kind of medium that the source will use. For example, if the source decided to use social media, most likely the content is open to public opinion.

Noise refers to the unwanted yet unavoidable element in communication flow. This can be classified as either external or internal that impedes comprehension. Specifically, this could be a physical noise like technical glitches in the equipment, or a physiological noise that concerns the functional systems of the sender or the receiver. For example, if the speaker has a stuttering problem, there might be a form of vagueness in the message. Another type of noise could be psychological or mental barriers like when there is a presence of bias and stereotype in the message.

If one element is missing or disrupted, communication breakdown will take place.

Communication Models

One of the popular models of communication is **Shannon and Weaver Model** dated 1949. It's a two-way process that reinforces that message needs to be deconstructed if there is a greater noise or disturbance to lessen ambiguity.

> 📝 **EXAMPLE**
>
> The sender could be the disc jockey, the message would be a news event, the channel is the air or radio signal and the receiver would be the listeners. One critical feature in this model is the concept of noise like missing information or poor signal in the given example.

Another model of communication that is interactive in nature would be **Charles Osgood's model**. This explains the circular process in which the roles of being a source and a receiver can be interchanged and done simultaneously with the help of feedback mechanism.

Did you know?

This model is originally made to improve telephone services; hence, in engineering this is more known as information theory.

EXAMPLE

Social media platforms have provided avenues where individuals can voice out their opinion with one click unlike in television in which the viewers cannot give immediate feedback on the shows, the social media does otherwise. This instant feedback mechanism has shown the other side of human on how they behave and communicate on screen when there is no direct and personal contact with the person whom the feedback is addressed with.

In **Schramm's model**, he emphasized on the shared experiences and understanding between the sender and receiver. If there is less commonality, there is a possibility that both will experience difficulty in communication.

EXAMPLE

A netizen's post may become viral if a lot of people could relate from it resulting in numerous comments and shared content which is considered as a feedback.

> **Let's evaluate!**
>
> What ideal communication model should happen in the classroom and in your personal life? Explain and support your answer with a real-life example.

Check Your Understanding

A. Enumerate the Five C's in 21st century skills.

B. Application.
1. Narrate an experience in which you encountered a communication breakdown. Identify the elements of communication process which you think the primary reason of the breakdown.
2. Briefly discuss how a successful communication process takes place.

C. Synthesis.
1. How do media affect communication?
2. How does the truthfulness and integrity of the information affect communication between the sender and the receiver/s?

Explore and Create!

Communication changes constantly. In this fast-paced society, even the way people interact and communicate now is completely different from the way it was years ago. Create a graphical representation like a flowchart or diagram to illustrate how communication process happens to you whenever you use a particular media platform (e.g. television, mobile phone, internet, newspaper, radio, etc.). Choose a media platform that you normally use every day.

📚 Lesson 2: What Is Media and Information Literacy?

In this modern age or information and communications technology, it is evident that being media and information literate is considered as a fundamental skill for any person to be competent in society. What criteria does it take to be considered a media and information literate person?

📍 Jump Start

Divide the board into three columns and write these key ideas namely media, information and communication. Challenge the students to pick a word and write a metaphor for it on the board or in their notebook.

- What is the common theme among your answers?
- Do you see any relationships among these three?

📖 Learn about It!

The United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2005 defined **literacy** as one's cognitive ability to process information using written materials in various context. As human civilization progresses, reading and numeracy have become foundational skills resulting in other types of literacies such as environmental, financial, technology, news, cinema, advertising, library and the like. In the context that humans learn in different ways, it is evident that each person acquires certain types and level of literacies through formal education and experience. More than decoding texts and numbers, becoming literate gives leverage for the people to participate in today's society.

In this unit, the focal point is understanding the power and influence of media and information in personal, educational, professional, and societal context leading towards

media and information literacy. Notice this type of literacy is a combination of two distinctive terminologies, media and information.

Information literacy refers to one's ability to search, access, consolidate, utilize, and create relevant information for varying purpose.

> 📄 **EXAMPLE**
>
> Recall your lesson about waste management and saving environment. Have you encountered the term Garbology? If so, decide the kind of information you think would be relevant if you will discuss this topic with your peers, parents, or younger ones. If you are not yet familiar, use your data gathering skills to locate, collect and organize information.

In the above context, it requires you to apply your information literacy by identifying databases, using various search strategies, and posing worthwhile questions about the topic.

Media Literacy focuses on how a person identifies the roles and functions of media institutions, how he scrutinizes the content and even various information providers, and how he makes use of media in a responsible, ethical manner.

> **📄 EXAMPLE**
>
> Notice a number of American sit-com shows. Who usually take the lead roles and supporting roles? What is the representation between gender and race? How are the Asians portrayed in these shows? How do Asian dramas portray the Westerns? Are they given strong or weak roles? Do they appear intelligent or less powerful?

In the above example, media literacy teaches the viewers to analyze and understand the subtle messages like gender and racial representations shown in television.

Notice both literacies engage with information and its providers. It is critical to ask what, why, who, when, where and how these vast seas of resources were crafted.

In today's fourth industrial revolution age, how do people get their information? This is made possible with the help of technology.

Technology literacy refers to skills on the effective usage of technology including hardware and software to communicate, manipulate, store and access information.

Media and Information Literacy is a set of integrated skills, attitudes, competencies that empower citizens to communicate and understand information for democratic discourse, and to evaluate, produce and use all of these resources in an effective, competent and ethical way.

Based on UNESCO's framework, Media and Information Literacy is essential to:

  a. **make informed decisions**

> **📄 EXAMPLE**
>
> To avoid making biased and sweeping statement, one needs to know how to evaluate information from various sources.

b. learn about the world around them

> **EXAMPLE**
>
> Not everything you find on the net are accurate and reliable

c. build a sense of community

> **EXAMPLE**
>
> Connecting people to promote pluralism or a belief that each person is unique that promotes diversity.

d. maintain public discourse

> **EXAMPLE**
>
> Take an active role for self-expression and exercising freedom of expression as stated in Universal Declaration of Human Rights.

e. engage in lifelong learning

> **EXAMPLE**
>
> Current workplace demands more complex skills like how to identify relevant information and how to communicate ideas using ICT (information communication technology).

🔥 Let's evaluate!

How similar or different are your ideas from those in the discussion?

🧩 Check Your Understanding

A. What are the different types of literacy?

B. Application.
   1. Choose a graphic organizer to illustrate the relationship between and among media literacy, information literacy, and media and information literacy. Why did you choose this graphic organizer? What relationship exists among these literacies?
   2. How does Media and Information Literacy subject support and promote the Universal Declaration of Human Rights?

C. Synthesis.
   1. Cite an example in your classroom activity aside from this subject or in your community or in the country that creates a program promoting directly or indirectly the importance of media and information literacy.
   2. What is your short-term and long-term expectations for this course?

🌎 Explore and Create!

Imagine you want to submit an entry in a newspaper column writing contest for students. Based on the contest guidelines, any significant topic that people must understand nowadays will be one of the key criteria. You decided to write an informative article about the role and importance of being media and information literate. Develop your ideas with a main point followed by an explanation and example. Remember to check the clarity and organization of your ideas to achieve your purpose.

Lesson 3: Responsible Uses and Production of Media and Information

What are the media platforms that you use on a regular basis? Have you even wondered how you could further utilize those media platforms in a more productive and meaningful way?

Jump Start

Quick Survey

Go around the classroom and look for people who share the same habit with you. Once your survey is completed, write a summary and reflection of your media usage in comparison with your peers.

	Always	Often	Never	Same with my peer
I read...				
1. newspaper				
2. online news				
3. blogs				
4. comics				
I listen...				
5. radio				
6. music				
I watch...				
7. movies				

8. news				
9. surf the net.				

Let's Analyze!

In 2013, there is a news report about a student from the University of the Philippines who won the photography contest organized by the Chilean Ambassador in the country. After winning the grand prize, it was discovered that it was not his original work rather he got it from a social media account owned by a foreigner without asking permission. Later on, his other entries in previous photography contests were also questioned because it appears that they were also taken from someone else without seeking their approval.

- What is the problem posed in this example?
- What violation is committed by the student?
- Why is it considered a critical issue?

Learn about It!

Media and Information Literate individuals can construct meaningful questions. One does not believe easily not because of biases or preconceived notions but rather he evaluates the information in terms or accuracy, adequacy, and appropriateness. He can discriminate facts, opinions, assertions and blended statement that will guide him in making well-informed decisions. Aside from being inquisitive and critical, he is open-minded in constructive criticisms that he knows how to build an argument by agreeing or disagreeing based on the merits of the issue. And he can communicate sensible ideas without making it too complex.

To understand better these characteristics of media and information literate people, some issues which will be tackled in the succeeding units are shown below. These issues will challenge an individual to apply what he knows about media and how to understand its influences in one's identity, personal choices and decisions.

1. **Plagiarism** is a product of poor attitude towards learning. Not only students but also professional ones even tend to plagiarize for a number of reasons like pressure, lack of skills, or even misconception on how to avoid this issue. Whether consciously or unconsciously done, media and information literate individuals show respect to other people's ideas and creations. To stop plagiarism, one should learn how to summarize, paraphrase and cite source properly.

2. Aside from not committing plagiarism, one must show intellectual respect and honesty by abiding laws concerning media and information uses such as **intellectual property law, e-commerce law, anti-piracy and law.**

3. He/she can spot any form of stereotypes like gender or racial, bias, and oversimplified generalization. A member of a group may be portrayed in one aspect but if this representation is attributed to all or most of the members, then this limits the view to other people. Understanding this seemingly subtle messages conveyed in media will help you establish positive relationship and engage in a meaningful intercultural dialogue and interaction.

4. Every person is entitled to his or her own right to express his or her opinion. But in every right, there is a corresponding obligation and that is to be careful and conscious of what you put into writing or what you say so as not to create false claims, hate messages, spam, rumors, and chain letter. Respect is a fundamental yet apparently an elusive value that needs to be practiced all the times. Learn to respect people's privacy, feelings and property.

5. Verifying sources is one indicator of being critical media user. It does not necessarily mean that if a website has an org or edu in its URL, it is already a trustworthy site. Some would even attempt to place expert claims, facts and figures, and even aesthetically professional display just to implant deceit, hate or confusion to readers.

6. Words can make or break a person. When people become mean and offensive online, this is considered a form of harassment in the digital world which is called **cyberbullying**.

7. Be cautious of the **propaganda** or statements that may seem believable and worthy of your attention when in fact it is meant to deceive or hide the truth to the audience. Propaganda is usually found in politics, advertisement, speech, and the like. Some common examples would be **glittering generalities** or using sugar-coated positive statement that has no bearing in the message, **bandwagon** which promotes the idea that if you want to feel sense of belongingness, you must join the wagon or the group or else you will be left out, **half-truth or card-stacking** in which only a partial information is revealed to the consumers, **appeal to authority** or people may seem likeable or influential like celebrities or professional ones but apparently they do not

have enough knowledge and background to make conclusive judgment. These are only some forms of propaganda techniques that are covertly injected in media, so one should learn how to uncover such subtle messages.

🔥 **Let's evaluate!**

If you were to evaluate yourself from 1 being the lowest and 10 as the highest, how do you assess yourself as media and information literate individual? Explain briefly your answer.

Check Your Understanding

A. Enumerate some laws related to media and information literacy.

B. Application.
1. Think of your favorite print, radio or television commercial. What strategy or technique did it make appealing to you? Do you think the strategy is related to the product?
2. Check the latest trending online post or issue you have heard in your community. What would you do to verify its source? Where would you search for the information?

C. Synthesis.
1. What other characteristics of being media and information literate can you think of? Make a checklist of an ideal media and information literate person that you want to be.
2. What rules do you think you should live by to become a responsible media user?

Explore and Create!

Are you too absorbed in using your gadgets? Invite your family members to design a dashboard at home where you can track your usage of media like television, internet, mobile

phones and the like. Even just for a week, monitor your media log. Then make some reflections and consider plotting time where you can make use of media to have quality time with your family.

Let's Create!

Commissioned Mural Painting

Your goal is to raise awareness on the importance of media and information for self-expression, democratic participation and cultural preservation. Apply your understanding and knowledge on how to become media and information literate individuals.

Imagine being recognized as a national artist for your painting skills. Now, you are hired by the city government to work for their campaign project using your artistic skills.

You will be designing the walls in public schools as part of the municipal's support to Media and Information Literacy program of UNESCO.

The challenge involves your initial proposed design and layout including the colors and palette that you will be using in this government commissioned project.

Hence, you will submit a design proposal using ICT like Powerpoint or Photoshop. Your output will be judged based on the design principles, aesthetic appeal and creativity.

	Criteria	Beginning (0-12 points)	Developing (13-16 points)	Accomplished (17-20 points)	Score
	Content thematic and relevant to the objective of the commissioned artwork				
	Organization unified ideas presented in drawing				

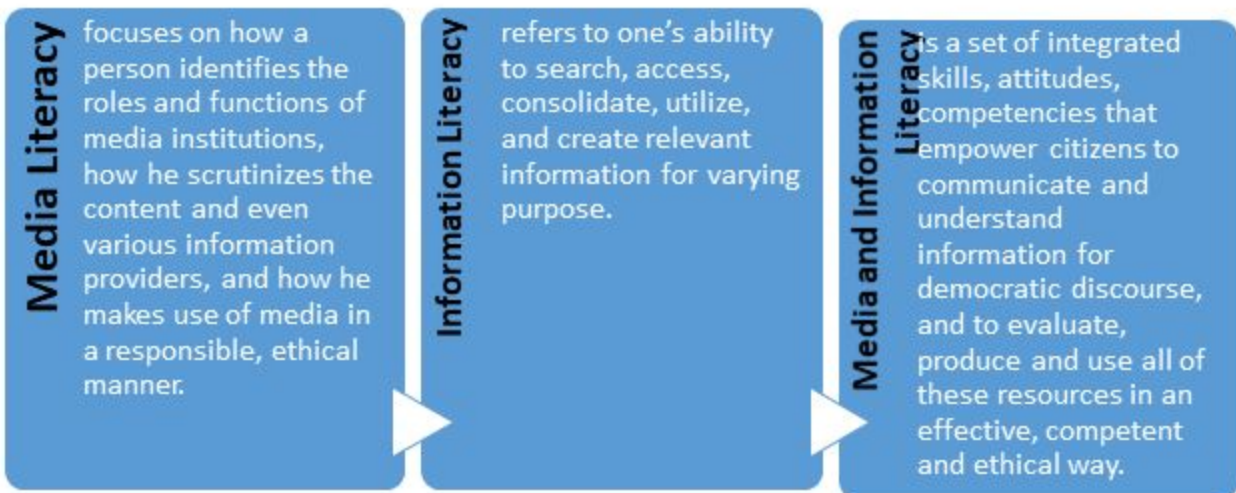|					
General	Conventions (spelling, mechanics, grammar and usage)				
Task-specific	Apply Design principles - such as unity, contrast, balance, movement, direction, emphasis, and center of interest with great skill.				
	Creativity the technique and theme is originally crafted				
	Aesthetic appeal Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.				
				Total Score:	

🧩 Self-Check

Skills	I think I need more time and assistance.	I have a minimal understanding of it.	I am confident that I can do this with ease.
I can describe media and information and its relationship with communication.			

I can identify the similarities and differences between media, information, and media and information literacies.			
I know the characteristics of being a media and information literate person.			

⟳ Wrap Up

Media Literacy focuses on how a person identifies the roles and functions of media institutions, how he scrutinizes the content and even various information providers, and how he makes use of media in a responsible, ethical manner.	**Information Literacy** refers to one's ability to search, access, consolidate, utilize, and create relevant information for varying purpose.	**Media and Information Literacy** is a set of integrated skills, attitudes, competencies that empower citizens to communicate and understand information for democratic discourse, and to evaluate, produce and use all of these resources in an effective, competent and ethical way.

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📕 Glossary

Communication - involves a process of transmitting and delivering information to an intended audience for whatever purpose it may be such as forming relationship, exchanging meanings, making transactions, influencing choices, stimulating aesthetic appeal, and more importantly for creating and producing ideas.

Information literacy refers to one's ability to search, access, consolidate, utilize, and create relevant information for varying purpose.

Literacy- refers to one's cognitive ability to process information using written materials in various context.

Media Literacy focuses on how a person identifies the roles and functions of media institutions, how he scrutinizes the content and even various information providers, and how

he makes use of media in a responsible, ethical manner.

Media and Information Literacy- is a set of integrated skills, attitudes, competencies that empower citizens to communicate and understand information for democratic discourse, and to evaluate, produce and use all of these resources in an effective, competent and ethical way.