

Media and Information Literacy

Quarter 4 – Module 10: Text Information and Media



Media and Information Literacy – Grade 12
Alternative Delivery Mode
Quarter 4 – Module 10: Text Information and Media
First Edition, 2019

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Secretary: Leonor Magtolis Briones
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Development Team of the Module

Authors: Krislene C. Dela Cruz

Editor: Romalyn A. Rizado

Reviewers: Mary Ann A. Javier, Amalia C. Solis and Julius J. Jardiolin

Management Team: Malcolm S. Garma, Regional Director

Genia V. Santos, CLMD Chief

Dennis M. Mendoza, Regional EPS In-Charge of LRMS

Micah S. Pacheco, Regional ADM Coordinator

Aida H. Rondilla, CID Chief

Lucky S. Carpio, Division EPS In-Charge of LRMS and
ADM Coordinator

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Department of Education – Bureau of Learning Resources (DepEd-BLR)

Office Address: DepEd Complex, Meralco Ave., Pasig City, Metro Manila

Telefax: (+632)8636-1663 | 8633-1942 | 8635-9817 | 8638-7530 | 8638-7531 |
8638-7529 |

(+63919) 456-0027 | (+63995) 921 8461

E-mail Address: action@deped.gov.ph

Media and Information Literacy

Quarter 4 – Module 10: Text Information and Media

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

We value your feedback and recommendations.

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

For the learner:

Welcome to the Media and Information Literacy 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 help you acquire knowledge about text information as an effective form of media and how it can aid you in getting your messages across.

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!

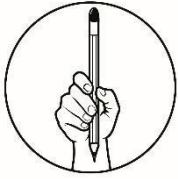


What I Need to Know

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

After going through this module, you are expected to:

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



What I Know

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

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

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

Lesson

1

Text Information and Media

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



What's In

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

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



What's New

Examine the text message and answer the questions that follow.

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

9 min ago

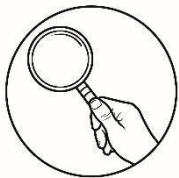
1. What is the tone of this text message?

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

3. Why do you think this message sounds convincing?

Your answers will be graded using the following rubric.

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



What is It

Text Information and Media

Text Information

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

Creators of Text Information

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

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

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

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

Classifications of Text Information

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

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

How Text Information is Produced

Text information is produced through the following steps:

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

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

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

Assessing and Evaluating Text Information

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

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

Advantages of Text Information

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

Limitations of Text Information

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

Text as Visual

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

Types of Typefaces

Serif

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

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

Examples: Times New Roman, Garamond, Baskerville

Sans Serif

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

Examples: Arial, Helvetica, Tahoma, Verdana, Calibri

Slab Serif

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

Examples: Rockwell, Playbill, Blackoak

Script

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

Examples: Edwardian, Vladimir, Kunstler

Decorative

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

Examples: Chiller, Jokerman, Curlz MT

Design Principles and Elements

1. Emphasis – pertains to the force or intensity of expression which contributes to the importance or vivid impression to something. To do this, a text can be enlarged, be bold or italicized, darkened or lightened, or underlined.

2. Appropriateness – refers to how suitable or appropriate the text is for the target audience, intention or purpose, or event. The selection criteria (tone, style, purpose, clarity) should be followed in the creation of text-based content. The discussion of font characteristics must be considered when choosing the typefaces to be used in an output. Large bodies of text must use fonts which are readable and clear.

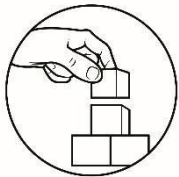
3. Proximity – refers to the distance of text elements from each other. Things that are closely related should be brought together. Otherwise, text elements should be placed far from each other. For example, the placements of the main title and subtitle are usually close to each other.

4. Alignment – refers to the proper positioning or state of adjustment of parts in relation to each other (Merriam-Webster Dictionary). The text positioned in the page can be left, right, center or justified.

5. Organization – refers to the act or process of organizing various elements of text in a page. Although elements of text are sorted away from each other (based on the principle of proximity), the organization sees to it that somehow, they are still connected with the rest of the elements in the page.

6. Repetition – the unity of the entire design and consistency of elements are the concerns of repetition. The repetition of some typefaces within the page are encouraged. However, when various typefaces are used on a page, it might result in distraction and failure to communicate the content of the text.

7. Contrast – refers to the degree of difference between things having similar or comparable natures (Merriam-Webster Dictionary). Visual interest in text elements is generated by contrast. Contrast can be achieved when we combine the following elements like: large fonts with small fonts, serif and sans serif, thin and thick elements, and warm and cool colors.



What's More

Activity 1.1

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



Image(s) courtesy of:

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

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

Design Principles and Elements	Liquid Soap (Left Picture)	Liquid Soap (Right Picture)
Emphasis		
Appropriateness		

Proximity		
Alignment		
Organization		
Repetition		
Contrast		

Activity 1.2

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



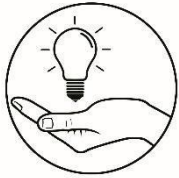
Image courtesy to: <https://unsplash.com/photos/XXuVUmpi8M>

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

Your answers will be graded using the following rubric.

	Developing (2 points)	Accomplished (3 points)	Exemplary (5 points)
Topic	The answer is remotely related to the topic.	The answer is fairly related to the topic.	The answer is directly related to the topic.
Organization	The points in the answer are not logically ordered.	The points in the answer are somewhat logically ordered.	The points in the answer are logically ordered.

Quality of Information	Most details do not support the discussion.	Some details support the discussion.	Most details support the discussion.
Grammar & Mechanics	Answer has more than two errors.	Answer has one or two errors.	Answer has no errors.



What I Have Learned

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

1. How will you call the attention of a blogger to correct a wrong text information on the blogsite they manage?

2. Would you apologize and honestly admit if you provided text information on your newspaper column? Why or why not?

3. In your opinion, who should be responsible in ensuring that there would be no misleading and erroneous text information released in print and social media? Why?

Your answer 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

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

RUBRIC FOR CREATIVE OUTPUT

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

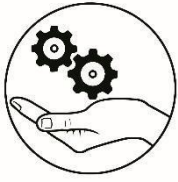


Assessment

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

1. Which is NOT a characteristic of a serif typeface?
 - a. classic
 - b. readability
 - c. formality
 - d. extravagant
2. Which of the following material is suited for a script typeface?
 - a. newspapers
 - b. magazines
 - c. wedding invitations
 - d. billboards and ads
3. Text information generally has the following characteristics except:
 - a. instant information
 - b. limited topics
 - c. time-consuming
 - d. well-researched

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



Additional Activities

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

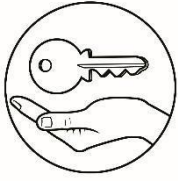


Image courtesy of:

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

RUBRIC FOR CREATIVE OUTPUT

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



Answer Key

<p>Assessment</p> <p>1. D 2. D 3. B 4. A 5. D 6. D 7. A 8. C 9. C 10. B</p>	<p>What's More</p> <p>Answers may vary.</p>	<p>What I Know</p> <p>1. A 2. C 3. D 4. B 5. D 6. C 7. C 8. A 9. B 10. D</p>
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Magpile, Christine Marie. 2016. *Media and Information Literacy (Enhancing Education through Effective Communication)*. The Inteligente Publishing Inc.: Mother Ignacia, Quezon City.

Pitagan, Ferdinand B. et.al. 2016. *Media and Information Literacy*. (Commission on Higher Education).

For inquiries or feedback, please write or call:

Department of Education – (Bureau of Learning Resources)

DepEd Complex, Meralco Ave., Pasig City, Metro Manila

Telefax: (+63 2) 8636 1663 | 8633 1942 | 8635-9817 | 8638-
7530 | 8638-7531 | 8638-7529 | (+63 919) 456 0027 | (+63 995)
921 8461

Email Address: action@dened.gov.ph