

Media and Information Literacy

Quarter 4 – Module 11: Visual Information and Media



Media and Information Literacy – Grade 12
Alternative Delivery Mode
Quarter 4 – Module 11: Visual Information and Media
First Edition, 2019

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Media and Information Literacy

Quarter 4 – Module 11: Visual Information and Media

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

We value your feedback and recommendations.

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. Primarily, this module 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 taking into consideration 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 visual information and how it can be an effective form of media. Moreover, this tackles how visual information can be used according to its primary purposes: to gain attention, to create meaning, and to facilitate retention.

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), f. *What I Have Learned* (Generalization), g. *What I Can Do* (Application), h. *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 in 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!

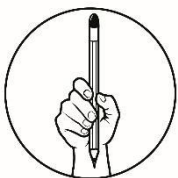


What I Need to Know

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

After going through this module, you are expected to:

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



What I Know

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

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

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

Lesson

1

Visual Information and Media

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



What's In

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

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



What's New

Examine the visual media and answer the questions that follow.

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

DO'S

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

DONT'S

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

TIME IS CRITICAL: 30 MINUTES

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



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

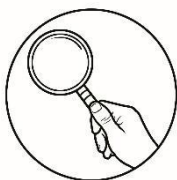
1. What type of visual media is presented above?

2. What are the purposes of this visual media?

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

Your answers will be graded using the following rubric.

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



What is It

Visual Information and Media

Visual Information

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

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

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

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

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

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

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

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

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

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

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

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

Examples:

Vertical vs. Horizontal Line



Value



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

Shapes

Geometric



Organic



Abstract



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

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

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

Color Combination



Texture



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

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

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

6. Visual Design Principles are:

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

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

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

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

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

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



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



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

SYMMETRICAL VS ASYMMETRICAL LAYOUT



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

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

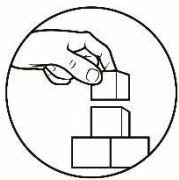
g. Rhythm – a movement in which some elements recur regularly. Like a dance, it will have a flow of objects that will seem like the beat of music.

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

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



MOVEMENT AND PERSPECTIVE



What's More

Activity 1.1

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

10 THINGS TO REMEMBER

WHEN TOURING THE PRESIDENTIAL MUSEUM AND LIBRARY

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

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

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

Activity 1.2

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

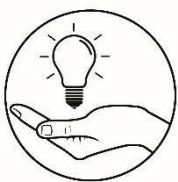


Image courtesy of: <https://unsplash.com/photos/2ZirNv6kQs8>

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

Your answers will be graded using the following rubric.

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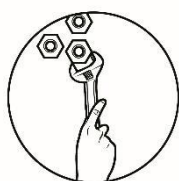
What I Have Learned

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

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

Your answers will be graded based on the following rubrics.

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



What I Can Do

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

RUBRIC FOR CREATIVE OUTPUT

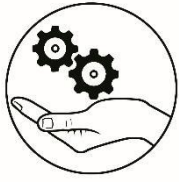
	Partially Meets Standards (5-10 points)	Meets Standards (10-15 points)	Exceeds Standards (20 points)
Relevance to the Theme	The output is remotely related to the theme.	The output is fairly related to the theme.	The output is directly related to the theme
Quality of Information	The details in the output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



Assessment

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

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

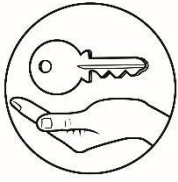


Additional Activities

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

RUBRIC FOR CREATIVE OUTPUT

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

<p>Assessment</p> <p>1. D 2. B 3. A 4. A 5. D 6. B 7. A 8. C 9. A 10. C</p>	<p>What's More</p> <p>Answers may vary.</p>	<p>What I Know</p> <p>1. B 2. C 3. A 4. A 5. D 6. B 7. A 8. C 9. B 10. D</p>
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References

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

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