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Media and Information Literacy

Quarter 4 – Module 15: Multimedia Information and Media

ALTERNATIVE DELIVERY MODE
ADM

Department of Education • Republic of the Philippines

Media and Information Literacy – Grade 12
Alternative Delivery Mode
Quarter 4 – Module 15: Multimedia Information and Media
First Edition, 2019

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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 describe the different dimensions of multimedia information and media, comprehend how it is /are formally and informally produced, organized, and disseminated, evaluate its reliability and validity and its/their sources using selection criteria, and produce and evaluate a creative multimedia form using design principle and elements.

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 using the technology in your hands. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. describe the different dimension of multimedia information and media (MIL11/12MM-IVij-23),

2. comprehend how multimedia information and media are formally and informally produced, organized, and disseminated (MIL11/12MM-IVij-24),

3. evaluate the reliability and validity of multimedia information and media and their sources using selection criteria (MIL11/12MM-IVij-25), and

4. synthesize overall knowledge about different information and media sources by producing and subsequently evaluating a creative multimedia form (living museum, electronic portfolio, others) (MIL11/12MM-IVij-26).
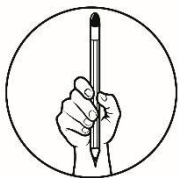
What I Know

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

1. Which of the following is the digital integration of text, graphics, animation, images and motion video?
   - a. text media
   - b. multimedia
   - c. motion media
   - d. audiovisual media

2. Which of the following is the presentation of photographic slides or electronic images projected on a surface or displayed on a screen one after another as a series?
   - a. slideshow presentation
   - b. audiovisual presentation
   - c. overhead projector presentation
   - d. all of the above

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

Multimedia Information and Media

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

What's In

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

1. Ad agency : Generate sales ; _____ : Create good image

2. _____ : Exaggerating ; Gatekeeping : Filtering

3. Crowd manipulation : "Great" demand ; _____ : "Great" Efficiency

4. _____ : Buy 1, Take 1 ; Propaganda : Exposing slush funds

5. Scaremongering : Bomb Threats ; _____ : Slimming Chocolate

What's New

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

1) _____

2) _____

3)_____

4) _____

5) _____

6) _____

7)_____

8) _____

What is It

Multimedia Information and Media

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

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

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

Type of Multimedia Presentation

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

1. **Slideshow Presentation**

    Description: It is a presentation of photographic slides or electronic images projected on a surface or displayed on a screen one after another as a series. It is usually made using software programs such as Microsoft Office PowerPoint Presentation (PPT) where the user can present text information with images, audio, and video clips.
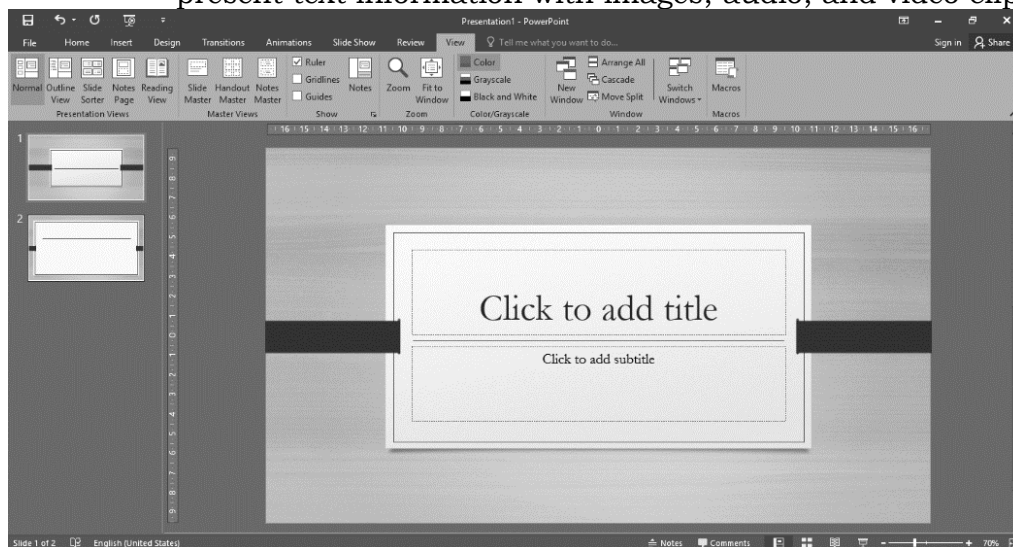
Aside from PowerPoint Presentation, there are other software programs where slideshows can be created made such as:
   - Google Slides - for presentations that allow online collaboration
   - Zoho Show - for built-in broadcasting tools to stream presentations
   - Prezi - for non-linear and animated presentations
   - Canva - for creative presentations using different templates
   - Evernote Presentation Mode - a presentation made from notes. "*With one click of a button, presentation mode expands your note to the dimensions of your monitor so that everyone in a group can clearly see the details of your note, whether it's text, images, or attached PDF or MS Office files.*" *(https://help.evernote.com/hc/en-us/articles/208314488-Use-presentation-mode-to-present-notes#:~:text=Works%20with%20all%20your%20notes&text=With%20one%20click%20of%20a,PDF%20or%20MS%20Office%20files.)*
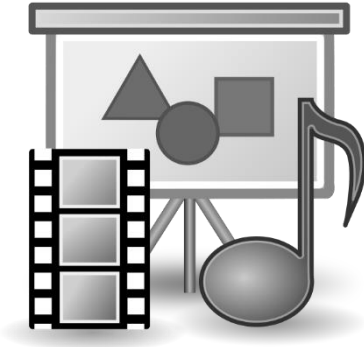
2. Audio Visual Presentations

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

3. Overhead Projector (OHP)

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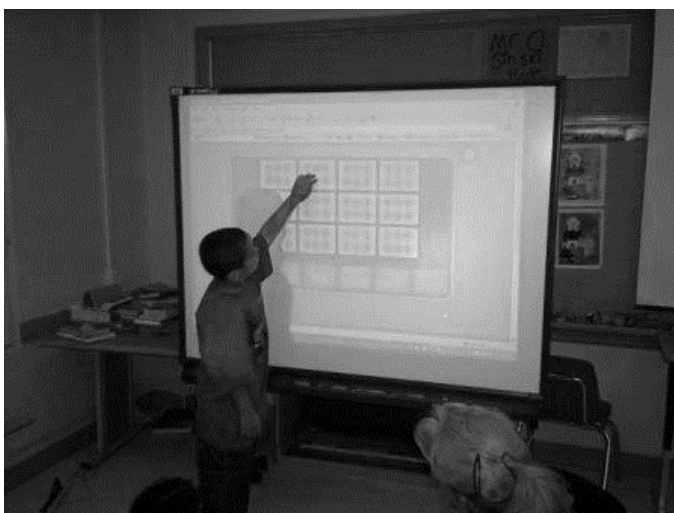
Smart Board

Description:

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

Characteristics of Multimedia Information

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

1. **Electronic or digital.** A multimedia presentation can be prepared and delivered electronically or digitally through various computer applications, software, and/or online tools.

2. **Interactive.** A multimedia presentation is interactive since it stimulates the visual and auditory sense of the audience. Actions such as voice command, text entry, mouse manipulation, touch screen, screenshot and/or video capture make the multimedia presentation interactive.

3. **Dynamic.** A multimedia presentation is said to be dynamic since it can be played, projected, recorded, and/or accessed using different kinds of technology and computer applications. The combination of visual graphics and/or images with sound effects and/or background music make a presentation more dynamic.

Different Uses of Multimedia

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

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

Users of Multimedia Presentation

Some of the people who widely use multimedia presentations are:
1. **Teachers or Lecturers** – to present lessons and appeal to the student's visual and auditory senses.

2. **Motivational or Public Speakers** – to present, inform, influence, motivate or entertain their audience.

3. **Salespeople** – to display and showcase their offered products/services.

Evaluating and Rating Multimedia Information

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

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

1. **Content.** The content of a multimedia presentation may vary depending on the setting of the presentation. For instance, a multimedia presentation in a biology class with the topic on photosynthesis must contain both text and visual information. An animation video will also be helpful for the students to visualize the processes in photosynthesis.

2. **Purpose or application.** The purpose or application of a multimedia presentation can be diverse. For example, an audio-visual presentation (AVP) to be shown in a wedding reception should match the mood of the occasion. The AVP should include elements of text, images, and/or video clips to make it more appealing to the audience.

3. **Manner of presentation.** A multimedia presentation can be presented in various ways. It can be done through a slideshow presentation or an audio-visual presentation. The following factors should be used in rating a multimedia presentation:

   a. **Audience.** One of the factors that must be considered in selecting your target audience is their age. Based on research the age of a person can affect its attention span (the average attention span of an adult can last about 20 minutes while a younger person usually has less) and presentation preference. Some audience may prefer presentations that are informative, direct, and with graphical representations while others may prefer it to be more broad, entertaining, and so on.

   b. **Topic.** The type of presentation must be aligned with the topic to make an effective and effective presentation. For example, if the topic is about the sales of the company, the audience expects a presentation that includes pictures, charts, and graphs.

   c. **Resources.** The availability of resources is a factor in preparing presentations. For instance, if schools do not have enough budget to purchase smart boards and LCD projectors, the teachers would use their LED/LCD TVs for playing music, slideshows, and videos as alternatives.

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

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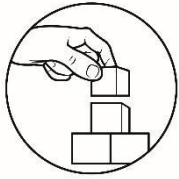
What's More

Activity 1.1

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

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

Explanation: _____

_____

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

Explanation: _____

_____

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

Explanation: _____

_____

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

Explanation: _____

_____

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

Explanation: _____

_____

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

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

Activity 1.2

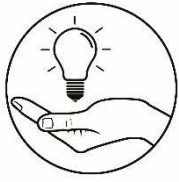Create a manipulative-based presentation using design principles and elements.

My Multimedia Presentation

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

Example Topic   : The Beginning of the Universe
Target Audience   : Grade 11 students

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

What I Have Learned

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

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

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

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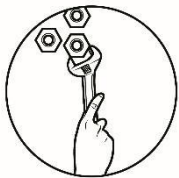
What I Can Do

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

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

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

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

Assessment

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

_____1. **Multimedia** is the digital integration of text, graphics, animation, images, and motion video.

_____2. **Audiovisual presentation** is the presentation of photographic slides or electronic images projected on a surface or displayed on a screen one after another as a series.

_____3. Electronic presentations like slide-tape presentations, films, television programs, and live theater productions are examples of **slideshow presentations**.

_____4. An **LCD projector** uses light to project an enlarged image on a screen where the source of the image is a page-sized sheet of transparent plastic film with the image to be projected.

_____5. The interactive whiteboard that uses touch detection for user input is called an **overhead projector**.

_____6. A multimedia presentation is said to be **dynamic**, if it can be played, projected, recorded and/or accessed using different kinds of technology.

_____7. A multimedia presentation is said to be **electronic** since it stimulates the visual and auditory sense of its audience.

_____8. **Public speakers** use multimedia presentations to increase their product and/or services offered.

_____9. Since multimedia presentations contain both visual and auditory, **teachers** use it to present their lessons in class.

_____10. In evaluating multimedia information, you have to consider **content**, purpose and manner of presentation.
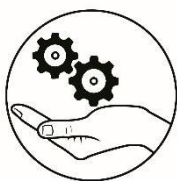
Additional Activities

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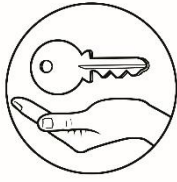
Explanation:
_____
_____
_____

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

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

Answer Key

<div style="display:flex">

What I Know

1. B
2. A
3. B
4. C
5. A
6. B
7. D
8. A
9. B
10. B

</div>

What's In

1. Public Relations (PR)
2. Scaremongering or Fearmongering
3. Psychological manipulation
4. Consumer confusion
5. Hoax

What's New

1. Shuffle
2. Closed caption
3. Upload
4. Link
5. Audio/Sound On
6. Video/Movie
7. Screen capture / Screenshot
8. Wi-fi

What's More

Answers may vary.

Assessment

1. TRUE
2. slideshow presentation
3. audiovisual presentation
4. overhead projector
5. smartboard
6. TRUE
7. Interactive
8. sales representative
9. TRUE
10. TRUE

References

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