

# Media and Information Literacy

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



**Media and Information Literacy– Grade 12**  
**Alternative Delivery Mode**  
**Quarter 3 – Module 2: The Evolution of Traditional to New Media**  
**First Edition, 2019**

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# **Media and Information Literacy**

## **Quarter 3 – Module 2: The Evolution of Traditional to New 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](mailto: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 21<sup>st</sup>-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 explain how the evolution of media from traditional to new media shaped the values and norms of people and society.

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!

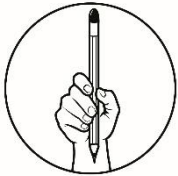


## ***What I Need to Know***

This module was designed to help you reflect on the purpose and use of media in our society as well as for you to determine the forms of traditional and new media. The scope of this module permits it to be used in many different learning situations. The language used in this module recognizes the diverse vocabulary levels of the students. The lessons are arranged to follow the standard sequence of the course but the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. explain how the evolution of media from traditional to new media shaped the values and norms of people and society. (MIL11/12IMIL-IIIa-4)



## ***What I Know***

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

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

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

## Lesson 1

# The Evolution of Traditional to New Media

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



## *What's In*

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

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

**IDAME CERATILY**

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

**MIONATONFRI CERATILY**

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

**CHOLOGYTEN CERATILY**

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

**IDAME AND MIONATONFRI CERATILY**

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

**IALSOC IDAME EN CERINFLU**



## What's New

### Personal Technology Timeline

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

*Example*

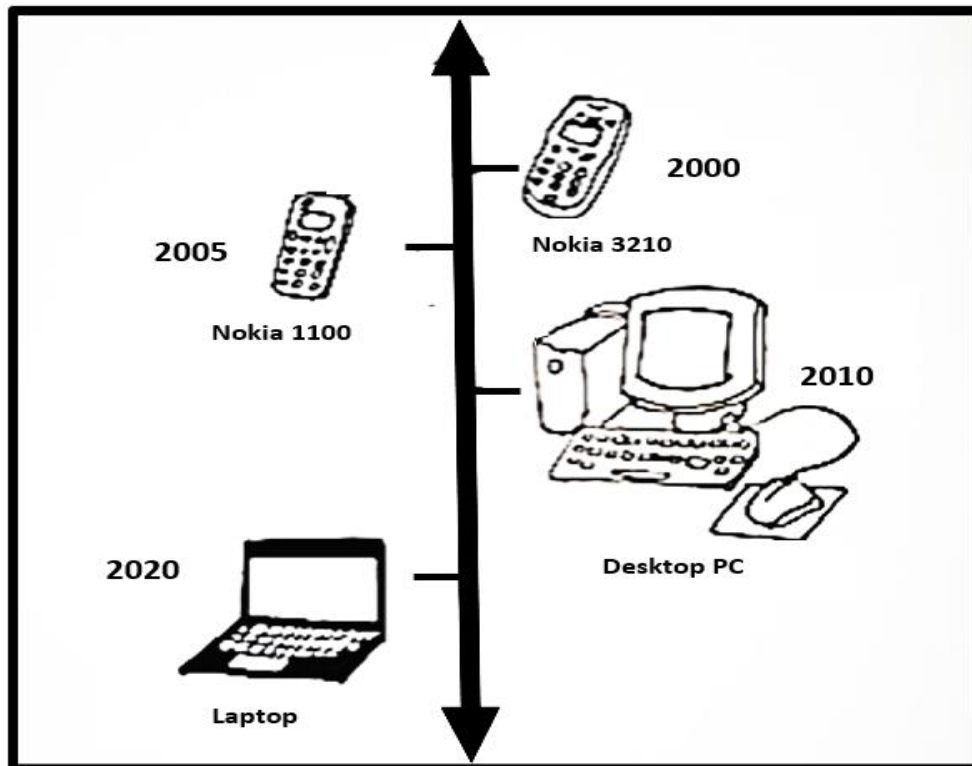


Figure 1: Personal Technology Timeline illustrated by Pastora B. Berondo (2021)

Your output will be graded based on the following rubrics:

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



## What is It

### The Evolution of Traditional to New Media

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

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

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



Figure 2: Cave Paintings in 13,000 B.C.  
Image courtesy to: [https://commons.wikimedia.org/wiki/File:San\\_cave\\_painting\\_Phoenician\\_ship.jpg](https://commons.wikimedia.org/wiki/File:San_cave_painting_Phoenician_ship.jpg)

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

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



Figure 3: Printing Trades (1916)  
Image courtesy to: [https://commons.wikimedia.org/wiki/File:The\\_printing\\_trades\\_\(1916\)\\_14765737815.jpg](https://commons.wikimedia.org/wiki/File:The_printing_trades_(1916)_14765737815.jpg)



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

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



Figure 4: Desktop Personal Computer  
Image courtesy to: [https://commons.wikimedia.org/wiki/File:Desktop\\_personal\\_computer.jpg](https://commons.wikimedia.org/wiki/File:Desktop_personal_computer.jpg)

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

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



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

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

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

- Cave paintings (35,000 BC)
- Clay tablets in Mesopotamia (2400 BC)
- Papyrus in Egypt (2500 BC)
- Acta Diurna in Rome (130 BC)
- Dibao in China (2nd Century)
- Codex in the Mayan region (5th Century)
- Printing press using wood blocks (220 AD)

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

- Printing press for mass production (19<sup>th</sup> century)
- Newspaper- The London Gazette (1640)
- Typewriter (1800) Telephone (1876)
- Motion picture photography/projection (1890)
- Commercial motion pictures (1913)
- Motion picture with sound (1926)
- Telegraph

- Punch cards

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

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

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

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

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

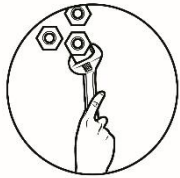
## **The influence of media on the values and norms of people**

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

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

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

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



## ***What I Can Do***

### **Activity 1.1. Data Retrieval**

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

<b>Pre-Industrial Age</b>	<b>Industrial Age</b>	<b>Electronic Age</b>	<b>Information Age</b>

#### **Processing Question:**

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

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

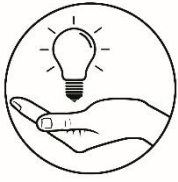
Express your point of view on the following assertions about the influence of media on the values and norms of the people and society. Write “Yes” on the column Agree or “No” in the column Disagree. Then, write your point of view in the last column. Use a separate sheet of paper for this activity.

<b>Assertions</b>	<b>Agree</b>	<b>Disagree</b>	<b>Point of View</b>
1. Media become more influential in different aspects of people’s life.			
2. Technology in particular often creates changes specifically on the values and			

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

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

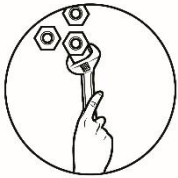
<b>Criteria</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceed Expectations</b>
<b>Score</b>	<b>10</b>	<b>15</b>	<b>20</b>
Depth of Analysis	Demonstrate a minimal level of reflection and internalization of the given material.	Demonstrate a sufficient level of reflection and internalization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



## ***What I Have Learned***

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

1. Given the available media that we have now, what are its roles and functions to our society?  
*I believe* \_\_\_\_\_
2. How do social media affect the values and norms of the people around me?  
*I believe* \_\_\_\_\_
3. How do media influence my values?  
*I believe* \_\_\_\_\_
4. What are the positive effects of media to me?  
*I believe* \_\_\_\_\_
5. What are the challenges of media to me and how can I cope with this?  
*I believe* \_\_\_\_\_



## ***What I Can Do***

### **Reflection Paper**

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

#### **My Reflection**

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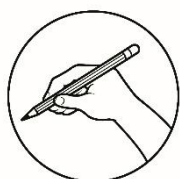
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Your output will be scored based on the following rubrics:

<b>Criteria</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Score</b>	<b>10</b>	<b>15</b>	<b>20</b>
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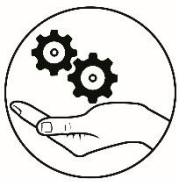
## **Assessment**

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

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

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

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



## ***Additional Activities***

### **Think About This!**

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

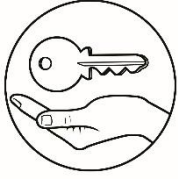
Write your answer on a separate sheet for this activity.

<b>A. Personal</b>	
<b>B. Academic</b>	
<b>C. Social</b>	



Your output will be graded based on the following rubrics:

<b>Criteria</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Score</b>	<b>10</b>	<b>15</b>	<b>20</b>
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# Answer Key

<p style="text-align: center;"><b>Assessment</b></p> <p>1. a 2. b 3. c 4. d 5. c 6. c 7. a 8. b 9. b 10. c 11. a 12. d 13. b 14. a 15. c</p> <p style="text-align: center;"><b>Additional Activities</b></p> <p style="text-align: center;">Answers may vary</p>	<p style="text-align: center;"><b>What's New</b></p> <p>Answers may vary</p> <p style="text-align: center;"><b>What's More</b></p> <p>Activity 1: Answers may vary</p> <p>Activity 2: Answers may vary</p> <p style="text-align: center;"><b>What I Have Learned</b></p> <p>Answers may vary</p> <p style="text-align: center;"><b>What Can I Do</b></p> <p>Answers may vary</p>	<p style="text-align: center;"><b>What I Know</b></p> <p>1. b 2. d 3. a 4. b 5. c 6. d 7. b 8. c 9. d 10. a 11. c 12. d 13. a 14. b 15. b</p> <p style="text-align: center;"><b>What's In</b></p> <p>1. Media Literacy 2. Information Literacy 3. Technology Literacy 4. Media and Information Literacy 5. Social Media Influencers</p>
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