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Media and Information Literacy

Quarter 3 – Module 4:
Media and Information Sources

ALTERNATIVE DELIVERY MODE

ADM

Department of Education • Republic of the Philippines

**Media and Information Literacy– Grade 12
Alternative Delivery Mode
Quarter 3 – Module 4: Media and Information Sources
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 learning. Furthermore, you are expected to encourage and assist the learners as they perform 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 and apply knowledge about media and information sources. This knowledge, in turn, will help you discover and enhance your skills in 21st-century learning through activities like a video presentation showcasing the history and culture of your community the elders as your indigenous source.

      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 and written to help you acquire the skills in finding accurate and relevant information sources. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary levels 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. contrast Indigenous media to the more common sources of information such as a library, the Internet, etc. (MIL11/12MIS-IIIe-13) (MIL11/12MIS-IIIe-14)
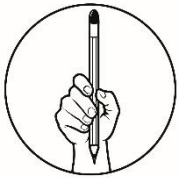
What I Know

Write the letter that corresponds to your answer on a separate sheet of paper.
1. This means that there is no abuse of resources and that various strategies are utilized to avoid risks.
    a. diversified production systems
    b. restraint in resource exploitation
    c. locally appropriate
    d. respect for nature
2. A quality that characterizes indigenous people in the Philippines, which is reflected in strong family and community ties and, with them, feelings of obligation and responsibility to preserve the land for future generations.
    a. dependent on nature for survival
    b. flexible
    c. locally appropriate
    d. social responsibility
3. A quality of indigenous knowledge that means adapting to new circumstances and being open to outside knowledge.
    a. diversified production systems
    b. flexible
    c. locally appropriate
    d. respect for nature
4. A principle of indigenous practices where production is for survival needs only; what are taken from the environment are only those that are necessary for immediate survival.
    a. restraint in resource exploitation
    b. dependent on nature for survival

c. social responsibility
d. respect for nature

5. Indigenous knowledge signifies a way of life that adapts and advances with the local conditions.
   a. locally appropriate
   b. diversified production systems
   c. flexible
   d. respect for nature

6. This refers to the distinctive knowledge kept to a specific group of people.
   a. cultural knowledge
   b. indigenous knowledge
   c. internet
   d. library

7. The following are other terms used to refer to indigenous knowledge EXCEPT
   a. local knowledge
   b. folk knowledge
   c. people's knowledge
   d. basic knowledge

8. This is a source of information generated through a systematic process of observing local conditions, experimenting with solutions, and readapting previously identified solutions to modified environmental, socio-economic, and technological situations.
   a. cultural knowledge
   b. indigenous knowledge
   c. internet
   d. library

9. This library service refers to managing the library and services, conveying
   a. administrative services
   b. computer services
   c. user services
   d. technical services

10. This source of information is a "network of networks" that consists of millions of smaller domestic, academic, business, and government networks.
    a. library
    b. ICT
    c. The Internet
    d. indigenous knowledge

11. These sources of information are materials from a certain period of time, which have not been filtered, modified through analysis, interpretation, or evaluation.
    a. library sources
    b. primary sources
    c. secondary sources
    d. tertiary sources

12. These sources of information are analyses, interpretations, and evaluations of primary sources.
    a. library sources
    b. secondary sources
    c. primary sources
    d. tertiary sources
13. What source of information can the minutes of meetings, conferences, and symposia be classified?
    a. library sources
    b. primary sources
    c. secondary sources
    d. tertiary sources
14. Where can directories and yearbooks be classified?
    a. library sources
    b. primary sources
    c. secondary sources
    d. tertiary sources
15. Alethia prepared her film review of *The Maleficent 2*? Under what information source can her work be classified?
    a. library sources
    b. primary sources
    c. secondary sources
    d. tertiary sources

Lesson 1	Media and Information Sources

In looking for any information, the main considerations are, *"What type of information is needed?"* and *"Where can these pieces of information be found?"* Acquiring the skill of finding reliable sources of information will help you discover and enhance more skills in 21st-century learning.

What's In

Let's recall what you have learned from the previous lesson about the types of media. Match the sample media in column A to the types of media in column B.

Column A	Column B
1. blog	a. text media
2. infographics	b. visual media
3. vlog	c. audio
4. voice recording	d. multimedia
5. magazines	e. new media
6. photography	
7. cartoons	
8. radio drama	
9. newspaper	
10. podcasts	

How well do you know?

How well do you know our indigenous groups? Identify the tribe known for the practices below.

1. They have the *binukot* (secluded), which refers to the most beautiful girls of a community who are kept isolated by their families until they can be married off.
2. Their farming system includes the *payoh* (rice terraces, *muyung* (wood lot), and *uma* (swidden farms).
3. They are the first to practice the slash-and-burn system in the country.
4. They observe the practice of "*kutkot,*" where they dig up the remains of a loved one a year after his/her death and dress it up in clothes
5. Their tribal music is produced by musical instruments they made.
6. They are also known as a sea tribe.
7. They are known as a tribe skilled in weaving and plaiting.

a. Aetas
b. Atis of Panay
c. Badjaos
d. Lumad tribes
e. Igorot
f. Hiligaynon tribe
g. Hanunuo Mangyan

Processing:

- What is the source of the information mentioned above?

- How are these sources of information classified?

Media and Information Sources

In searching for information, one needs help in locating appropriate and reliable sources while also having access to them. There are three main sources of information: indigenous knowledge, libraries, and the Internet. In many instances, sources of information are also classified as primary, secondary, and tertiary.

A. Indigenous Knowledge

Figure 1: A group of Igorot pottery makers from Samoki, Mountain Province (c. 1910)
Courtesy to: https://www.flickr.com/photos/internetarchivebookimages/18246004349/

Indigenous knowledge is the distinctive knowledge kept to a specific group of people. *Local knowledge, folk knowledge, people's knowledge, traditional wisdom, or traditional science* are other terms used for it (Senanayak, 2006). Communities generate and transmit this knowledge in certain periods to be able to adjust to their agricultural, ecological, and socio-economic environments (Fernandez, 1994). Meanwhile, according to Brouwers (1993), indigenous knowledge is "generated through a systematic process of observing local conditions, experimenting with solutions, and readapting previously identified solutions to modified environmental, socio-economic and technological situations." It usually becomes the basis of a certain community for their daily life. Indigenous knowledge is transferred from one generation to another, either orally (oral tradition) or through cultural rituals. Oral traditions involve legends, folktales, epics, myths, and folk songs.

Dewalt (1994) identified certain features of indigenous knowledge that are highly relevant in conservation and sustainable growth:

- *Locally appropriate.* Indigenous knowledge signifies a way of life that has advanced with the local conditions.
- *Restraint in resource exploitation.* Production is for survival needs only; only those necessary for immediate survival are taken from the environment.
- *Diversified production systems.* There is no abuse of resources; various strategies are utilized to avoid risks.

- *Respect for nature.* A 'conservation ethic' often exists. Here, the land is treated as sacred.
- *Human dependence on nature for survival.* All species are interrelated; hence, one affects the other.
- *Flexibility.* Indigenous knowledge means adapting to new circumstances and being open to outside knowledge.
- *Social responsibility.* There are strong family and community ties, and with them, feelings of obligation and responsibility to preserve the land for future generations.

B. Library

As defined in *Cambridge Dictionary*, A library is "a building, room, or organization that has a collection, especially of books, music, and information that can be accessed by computer for people to read, use, or borrow."

Aside from books and journals, libraries also house advanced e-resources. Most libraries offer the following services:
- *User services* function in linking people to the information they are looking for.
- *Technical services* function in gathering, cataloging, and preparing library materials.
- *Computer services* function in maintaining databases, software programming, web page design, and computer hardware maintenance in the library.
- *Administrative services* function in managing the library and services, conveying contracts with sellers, supervising library employees, and preparing budgets.

Libraries are classified as academic, public, school, and special.
- *Academic libraries* serve colleges and universities.
- *Public libraries* serve cities and towns of all types.
- *School libraries* serve students from Kindergarten to Grade 12.
- *Special libraries* are located in specific environments (e.g., hospitals, corporations, museums, military, private business).

C. Internet

As defined in the *Oxford Dictionary,* the Internet is "a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols."

Essays, UK (2018) describes the *internet* as a "network of networks" consisting of millions of smaller domestic, academic, business, and government networks. Internet is also defined as the "worldwide publicly accessible network of interconnected computer networks that transmit data by packet switching using the standard Internet Protocol (IP)" (*Merriam Dictionary*). It transmits information stored in files or documents on one computer to another computer. It transfers together several information and services, such as file transfer, electronic mail, interlinked web pages, online chat, and other documents of the World Wide Web. While it is common to hear people saying they found the "information on the Internet," it is technically more correct to say one finds information "through" or "using" the Internet.

Other Classifications of Information Sources

A. Primary Sources of Information:

Primary sources refer to "*original materials.*" These are materials from a certain period of time that have not been filtered, modified through analysis, interpretation, or evaluation. Also, primary sources are the bases of other researches. They are commonly the raw products of written texts (print or electronic format). Hence, they show original thinking, present a discovery, or impart new information.

The following are examples of primary sources of information:

Artifact. It refers to something made or created by humans, such as a tool or a work of art, especially an object of archaeological interest.
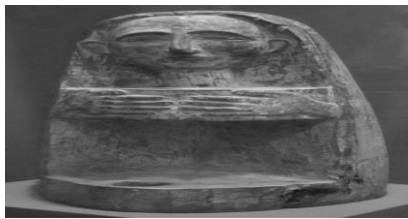

Figure 2: 19th century guidon holder from the Philippines, wood with traces of gesso, HAAI
Source: https://commons.wikimedia.org/

Diary. It is a record with distinct entries organized by date reporting on daily activities or other periods. It can be personal, which may include a person's experiences, thoughts, and/or feelings.
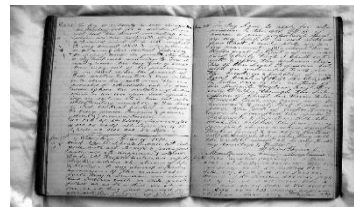

Figure 3: This is the last entry from William Viers Bouic's (my Great Great Grandfather) law school diary
Source: https://www.flickr.com/photos/bdorfman/15846725

Patent. This is the granting of a right to an inventor by a sovereign authority. This grant affords the inventor exclusive rights to the patented process, design, or invention for a designated period in exchange for a comprehensive disclosure of the invention.

Figure 4: Patent
Source: https://en.wikipedia.org/wiki/File:Patents.jpg

Audio/ video recording.

Figure 5: Camera recording
Source: https://www.pikist.com/free-photo-vvwlt

Other examples of primary sources include e-mails, interviews, journal articles, letters, minutes of meetings, conferences and symposia, newspaper articles, original documents (e.g., birth certificate, marriage certificate), photographs, records of organizations, research survey results, speeches, works of art, literature, architecture, and music, and websites.

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B. Secondary Sources of Information:

Compared to primary sources, secondary sources are not easily defined. Generally, written after an original product, they usually aim to give reflection or analysis. In short, they are analyses, interpretations, and evaluations of primary sources. Secondary sources are not proof, but rather explanation on and discussion of evidence. Secondary sources may be classified as index type, survey type, and reference type.

- ***Indexes*** are typically found as one or more individual volumes at the end of a set. Examples are index, bibliography, indexing periodicals, and abstracting periodicals.
- ***Survey type*** involves the product of examination or description of someone or something. Examples are reviews, treatises, and monographs.
- The ***reference type*** consists of materials collected from others' works such as encyclopedia, dictionary, handbook, manual and critical tables.

C. Tertiary Sources of information:

Tertiary sources are commonly confused with secondary sources. Tertiary sources involve information that collects and organizes primary and secondary sources. Tertiary sources include bibliographies of bibliographies, directories and yearbooks, guides to literature, and lists of research in progress.
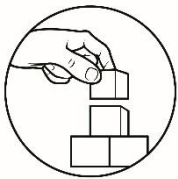
What's More

Activity 1

Read the texts below and work on the activity that follows.

TEXT A

KAREN DAVILA: *You have seen the Chinese reaction, and their reaction is they called the UNCLOS decision as a scrap of paper, it's waste paper. In fact, they have increased their presence in the South China Sea and even the West Philippine Sea. Where should the Philippines go from here given that you have there's a decision and the question worldwide is who enforces a decision where the one who you should enforce it to is ignoring the very decision?*

JUSTICE CARPIO: *We have a Filipino scholar, he wrote an article, a survey of decisions of the ICJ the arbitral tribunals. In that article, he said over 95 percent of decisions of the ICJ, the ITLOS, and the other arbitral tribunals were eventually complied with. But initially, the losing party will say, 'We will not comply.' It has happened several times. The losing party will say, 'We will not comply.' They hold demonstrations. They threaten to withdraw, but in the end, they comply. It may take time. Compliance may take other forms, but the compliance is there if the other party is satisfied. In international law, you don't expect losing party to immediately comply. It takes time. They have to prepare their people to comply, especially in China, the mindset is the South China is theirs. They have been taught that from grade school to college, but it will happen in the end. We have to look at this in a*

very long-term perspective. That's one. Two, the naval powers---. You see, there are two parts to the ruling. When the ruling declares that the nine-dash lines are void, immediately, you have now the high seas in the middle of the South China Sea. That's about 25%. Around the high seas, you have the EEZs. Under UNCLOS, the high seas are open to mankind. The warships can sail there; warplanes can fly over there. It's freedom of navigation and flight. That is true also for the EEZs. Majority of all countries take the position that in EEZs, there's freedom of navigation not only for merchant ships but also for warships and warplanes.
SOURCE:

https://news.abs-cbn.com/focus/07/14/16/transcript-justice-antonio-carpio-on-south-china-sea-conflict

TEXT B
Excerpt From The News Article, "Morales: West Philippine Sea Belongs to Filipinos, Not to Duterte, Not to China

MANILA, Philippines—"The West Philippine Sea belongs to Filipinos, not to Duterte, not to China."

Former Ombudsman Conchita Carpio-Morales declared this on Friday as she demanded accountability on China's destruction of the marine resources in the disputed territories.

Speaking at the West Philippine Sea forum, Morales pointed out that Manila's 2016 arbitral victory against China's expansive claim in the West Philippine Sea showed that the Chinese government violated its obligation to protect the marine environment through "tolerance of Chinese illegal fishing, massive land reclamation and the construction of artificial islands."

China, however, openly rejected the arbitral award and continues to push with its militarization in the area. The Duterte administration, meanwhile, decided to set aside the award and engage Asia's largest economy in bilateral talks.

This, according to Morales, has prompted Filipinos to "find creative and viable ways to enforce the award because our [leaders] refuse to do so."

"The inhumane acts of Chinese officials in the South China Sea constitute crimes against the ICC's jurisdiction," she stressed.
SOURCE: https://globalnation.inquirer.net/177821/morales-west-philippine-sea-belongs-to-filipinos-not-to-duterte-china

Assessment 1

Analyze the source of information utilized in the texts. Explain your considerations before arriving at your answer. Use a separate sheet of paper.

Text	Information Source	Justifications
Example:	*Tertiary source*	• *The text combines information from various sources.* • *The role of the writer is to compile and organize perspectives from various sources.*
Text A		
Text B		

Each justification will be graded using the following rubric.

Score	Description
2 points	The justification includes little essential information and one or two facts.
3 points	The justification includes some essential information with a few citations and facts.
4 points	The justification includes essential information and facts to give viewers an understanding of the given text.
5 points	The justification covers complete and in-depth information with a variety of resources.

What I Have Learned

Ponder on the following questions:

1. Why and how should we preserve indigenous knowledge?

   _____

2. Why is it necessary to determine the source of information?

   _____

Your answer will be graded using the following rubric.

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 are challenged to create a video clip showcasing your community. You will explore its history and culture by interviewing the elders within your community, making them your source of indigenous knowledge or primary source of information. To validate the information you have gathered, you can also use other sources (secondary, tertiary, library, internet).

RUBRIC ON VIDEO PROJECT

Source: http://asterix.ednet.lsu.edu/~kfossey/4507/vidrubric.html.

WORK	BEGINNER 1 POINT	NOVICE 2 POINTS	INTERMEDIATE 3 POINTS	EXPERT 4 POINTS
Organization	The audience cannot understand the presentation because of weak organization	Presentation jumps around, and the audience has difficulty following Information presented in a logical sequence	Information presented in a logical and very interesting sequence	Information presented in a logical and very interesting sequence
Design	Shows poor selection of graphics, fonts, sound, and video	Selection of media elements are adequate	Multimedia elements are appropriate and enhance the presentation	All multimedia elements work well together and demonstrate
Content	Includes little essential information and one or two facts	Includes some essential information with a few citations and facts	Includes essential information and facts to give viewers an understanding of the topic	Covers the topic completely and in-depth with a variety of resources. Encourages viewers to know more
Graphics (If the product is a video)	Poor use of graphics or no graphics	Occasionally uses graphics but these rarely support the presentation	Graphics vary and relate to the presentation	Graphics explain and reinforce the message
Sound (If the product is a video)	Poor use of sound or no sound used	Some use of sound, but of poor quality. The audience has trouble understanding	Sound and music are used to convey the message. The audio is clear.	Excellent use of sound and music to reinforce the message
Collaboration	Obvious that the presentation was created by one person	Presentation a result of a group effort, but only some members contributed	Students worked together and were assigned different roles. Effective teamwork.	The final product represents something that would have been impossible to accomplish.

Assessment

Multiple Choice.

I. Write the letter that corresponds to your answer on a separate sheet of paper.

1. Some *Aetas* in Pampanga started to adapt to changes brought by modernization. What characteristic of indigenous knowledge is described?
   a. diversified production systems
   b. flexible
   c. locally appropriate
   d. respect for nature
2. The indigenous peoples are keen on their commitment to preserving their resources. What characteristic of indigenous knowledge is described?
   a. restraint in resource exploitation
   b. dependent on nature for survival
   c. social responsibility
   d. locally appropriate
3. The indigenous groups maintain their stand that in any changes, they must take into consideration the welfare of the community. What characteristic of indigenous knowledge is described?
   a. dependent on nature for survival
   b. flexible
   c. locally appropriate
   d. social responsibility
4. The local government must ensure that any attempts for advancement should not sacrifice the land that the indigenous peoples consider as "sacred". What characteristic of indigenous knowledge is described?
   a. locally appropriate
   b. diversified production systems
   c. flexible
   d. respect for nature
5. Strategies should be utilized to avoid risks in any attempts for development. What characteristic of indigenous knowledge is described?
   a. diversified production systems
   b. flexible
   c. locally appropriate
   d. social responsibility

II. Determine the source of information on the following situations. Choose the letter of the best answer from the box. Write the chosen letter on a separate sheet of paper

a. PRIMARY	b. SECONDARY	c. TERTIARY.

6. Fille received the proposal letter via electronic mail.
7. Rainier interviewed selected National Artist awardees.
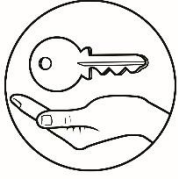8. Chris compiled bibliographies written about Andres Bonifacio.

9. Risse completed her critique paper on the five Philippine Drama Series in 2019.
10. Miss Maita organized the list of researches based on the year of publication.
11. Marlyn took a video of Sorsogon's entry to The Guinness Book of World Records, "Pantomina sa Tinampo."
12. Alethia collected and published the photos taken by her mother for a decade.
13. Kia made a list of the poems posted on her blog.
14. Grace received a letter from her best friend.
15. Charie took a video record of the oral presentations at the Research Conference she attended.
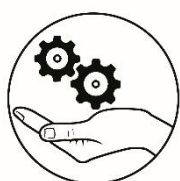
Additional Activities

Survey on the libraries in your city. Make a comparative analysis of the features they offer.

	Library 1	Library 2	Library 3	Library 4	Library 5
Library Environment and Physical Space					
1. sufficient work areas					
2. special display areas					
3. special activity corners					
4. decorations and displays					
Administration and Management					
5. development and management of the inventory of books					
6. well inventoried and cataloged library database					
7. conduct of regular planning, evaluation, and monitoring					
8. management of human and material resources					
9. adequate budget in managing resources					
10. utilization of appropriate technology					
11. well-trained library personnel					
Program Management The library provides:					
12. book lending programs					
13. literacy programs					
14. outreach programs					

Answer Key

What's In

1. f
2. e
3. b
4. g

What I Know

1. a
2. d
3. b
4. a
5. a
6. b
7. d
8. b
9. a
10. c
11. c
12. b
13. b
14. d
15. c

What's More

1. Answers may vary

Assessment

1. b
2. a
3. d
4. d
5. a
6. a
7. a
8. c
9. b
10. c
11. a
12. b
13. b
14. a
15. a

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