

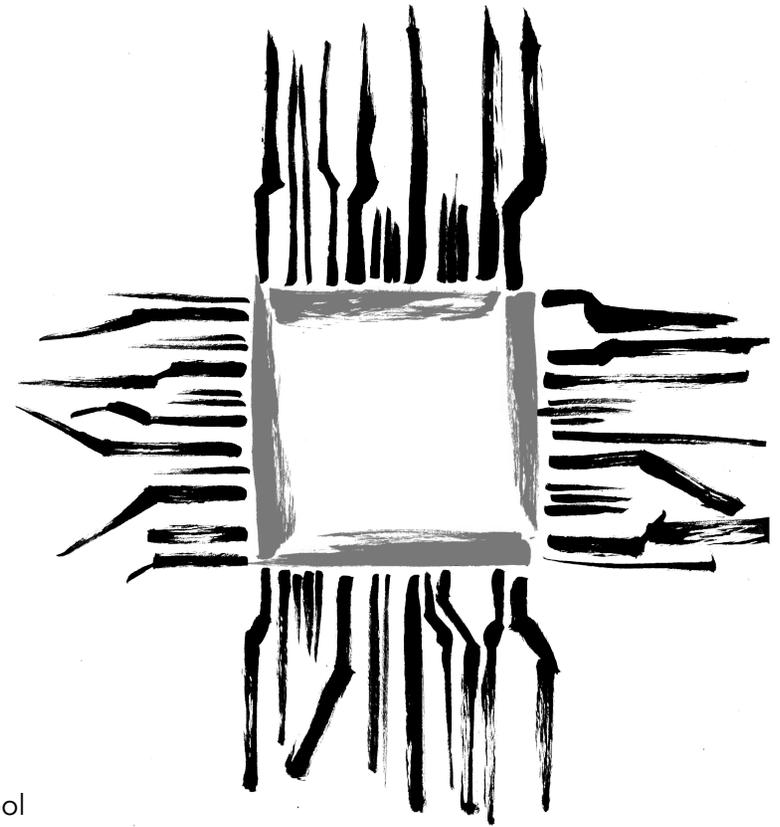
*The Commission on Higher Education
in collaboration with the Philippine Normal University*

Teaching Guide for Senior High School

MEDIA AND INFORMATION LITERACY

CORE SUBJECT

This Teaching Guide was collaboratively developed and reviewed by educators from public and private schools, colleges, and universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Commission on Higher Education, K to 12 Transition Program Management Unit - Senior High School Support Team at k12@ched.gov.ph. We value your feedback and recommendations.





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Lesson 4 Sketch / Drawing

Lesson 5: Essay

Lesson 6: Presentation (postcard, collage, advertisement, i
infomercial, others)

Lesson 7: Oral Presentation, Role Play, and Rap

Lesson 8: Essay, Oral Presentation, and Mind Map

Lesson 9: Prototype

Lesson 10: Reflection and Artefacts, Performance for the
Positive and

Negative Teams

Lesson 11: Report

Lesson 12: Typography Campaign Poster

Lesson 13: Infographic

Lesson 14: Podcast

Lesson 15: Storyboard and Motion Media Presentation

Lesson 17: Multimedia Presentation

Introduction

As the Commission supports DepEd’s implementation of Senior High School (SHS), it upholds the vision and mission of the K to 12 program, stated in Section 2 of Republic Act 10533, or the Enhanced Basic Education Act of 2013, that “every graduate of basic education be an empowered individual, through a program rooted on...the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in creative and critical thinking, and the capacity and willingness to transform others and oneself.”

To accomplish this, the Commission partnered with the Philippine Normal University (PNU), the National Center for Teacher Education, to develop Teaching Guides for Courses of SHS. Together with PNU, this Teaching Guide was studied and reviewed by education and pedagogy experts, and was enhanced with appropriate methodologies and strategies.

Furthermore, the Commission believes that teachers are the most important partners in attaining this goal. Incorporated in this Teaching Guide is a framework that will guide them in creating lessons and assessment tools, support them in facilitating activities and questions, and assist them towards deeper content areas and competencies. Thus, the introduction of the **SHS for SHS Framework**.

SHS for SHS Framework

The SHS for SHS Framework, which stands for “Saysay-Husay-Sarili for Senior High School,” is at the core of this book. The lessons, which combine high-quality content with flexible elements to accommodate diversity of teachers and environments, promote these three fundamental concepts:

SAYSAY: MEANING

Why is this important?

Through this Teaching Guide, teachers will be able to facilitate an understanding of the value of the lessons, for each learner to fully engage in the content on both the cognitive and affective levels.

HUSAY: MASTERY

How will I deeply understand this?

Given that developing mastery goes beyond memorization, teachers should also aim for deep understanding of the subject matter where they lead learners to analyze and synthesize knowledge.

SARILI: OWNERSHIP

What can I do with this?

When teachers empower learners to take ownership of their learning, they develop independence and self-direction, learning about both the subject matter and themselves.

About this Teaching Guide

This Teaching Guide is intended for Science, Technology, Engineering, and Mathematics (STEM) Strand teachers who are teaching learners under the Academic Track. The prerequisite course for this subject is General Biology 1, that primarily focuses on life processes at the cellular and molecular levels. The said prerequisite course also covers the transformation of energy in organisms.

As we go broader on a macro-level perspective, General Biology 2 is designed to enhance the understanding of the principles and concepts in the study of Biology, particularly heredity and variation, and the diversity of living organisms, their structure, function, and evolution. It is with passionate desire that the teachers who will tackle the concepts in General Biology 2 lead Grade 12 students to pursue Science-related courses in college. Studies conducted across the globe have identified innovation and education in the fields of Science, Technology, Education and Mathematics (STEM) as critical determinants economic prosperity. Indeed, STEM educated and trained individuals have been shown to be major determinants of innovation and, thus, contributors to significant economic productivity.

Through this Teaching Guide, teachers are also empowered to be Designers, Facilitators, and Learners of their own lessons:

1. When teachers are Designers, they should be able to:

- Contextualize available resources, content, and tools to fit their learners and environments
- Collaborate with fellow teachers in preparing materials and lessons
- Create and utilize assessments (rubrics, exams, projects)
- Leverage Pedagogical-Content Knowledge in developing lessons
- Design lessons that encourage creativity and leadership

2. When teachers are Facilitators, they should be able to:

- Ask questions, facilitate discussions, and encourage student reflection
- Use learner-centered teaching strategies
- Provide useful feedback for learners
- Mentor learners for careers and further education
- Be sensitive to teenage development (gender, identity, character, grit)

3. When teachers are Learners, they should be able to:

- Gather data and student feedback
- Reflect on student feedback and classroom insights to improve teaching
- Use teacher/peer observations
- Critically use research and information
- Connect prior knowledge and debunk common misconceptions in education

Parts of the Teaching Guide

This Teaching Guide is mapped and aligned to the DepEd SHS Curriculum, designed to be highly usable for teachers. It contains classroom activities and pedagogical notes, and is integrated with innovative pedagogies. All of these elements are presented in the following parts:

1. Introduction

- Highlight key concepts and identify the essential questions
- Show the big picture
- Connect and/or review prerequisite knowledge
- Clearly communicate learning competencies and objectives
- Motivate through applications and connections to real-life

2. Motivation

- Give local examples and applications
- Engage in a game or movement activity
- Provide a hands-on/laboratory activity
- Connect to a real-life problem

3. Instruction/Delivery

- Give a demonstration/lecture/simulation/hands-on activity
- Show step-by-step solutions to sample problems
- Give applications of the theory
- Connect to a real-life problem if applicable

4. Practice

- Discuss worked-out examples
- Provide easy-medium-hard questions
- Give time for hands-on unguided classroom work and discovery
- Use formative assessment to give feedback

5. Enrichment

- Provide additional examples and applications
- Introduce extensions or generalisations of concepts
- Engage in reflection questions
- Encourage analysis through higher order thinking prompts

6. Evaluation

- Supply a diverse question bank for written work and exercises
- Provide alternative formats for student work: written homework, journal, portfolio, group/individual projects, student-directed research project

On DepEd Functional Skills and CHED College Readiness Standards

As Higher Education Institutions (HEIs) welcome the graduates of the Senior High School program, it is of paramount importance to align Functional Skills set by DepEd with the College Readiness Standards stated by CHED.

The DepEd articulated a set of 21st century skills that should be embedded in the SHS curriculum across various subjects and tracks. These skills are desired outcomes that K to 12 graduates should possess in order to proceed to either higher education, employment, entrepreneurship, or middle-level skills development.

On the other hand, the Commission declared the College Readiness Standards that consist of the combination of knowledge, skills, and reflective thinking necessary to participate and succeed - without remediation - in entry-level undergraduate courses in college.

The alignment of both standards, shown below, is also presented in this Teaching Guide - prepares Senior High School graduates to the revised college curriculum which will initially be implemented by AY 2018-2019.

College Readiness Standards Foundational Skills

DepEd Functional Skills

Produce all forms of texts (written, oral, visual, digital) based on:

1. Solid grounding on Philippine experience and culture;
2. An understanding of the self, community, and nation;
3. Application of critical and creative thinking and doing processes;
4. Competency in formulating ideas/arguments logically, scientifically, and creatively; and
5. Clear appreciation of one's responsibility as a citizen of a multicultural Philippines and a diverse world;

Visual and information literacies, media literacy, critical thinking and problem solving skills, creativity, initiative and self-direction

Systematically apply knowledge, understanding, theory, and skills for the development of the self, local, and global communities using prior learning, inquiry, and experimentation

Global awareness, scientific and economic literacy, curiosity, critical thinking and problem solving skills, risk taking, flexibility and adaptability, initiative and self-direction

Work comfortably with relevant technologies and develop adaptations and innovations for significant use in local and global communities

Global awareness, media literacy, technological literacy, creativity, flexibility and adaptability, productivity and accountability

Communicate with local and global communities with proficiency, orally, in writing, and through new technologies of communication

Global awareness, multicultural literacy, collaboration and interpersonal skills, social and cross-cultural skills, leadership and responsibility

Interact meaningfully in a social setting and contribute to the fulfilment of individual and shared goals, respecting the fundamental humanity of all persons and the diversity of groups and communities

Media literacy, multicultural literacy, global awareness, collaboration and interpersonal skills, social and cross-cultural skills, leadership and responsibility, ethical, moral, and spiritual values

Media and Information Literacy Teaching Guide

UNESCO defines Media and Information Literacy as a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, in order to participate and engage in personal, professional and societal activities.

The Philippines is among the first country to adapt Media and Information Literacy as part of basic education curriculum. The Department of Education in the new K-12 Basic Education Curriculum included Media and Information Literacy as part of the Core Subjects under the Communication Learning Area for Senior High School (SHS) at Grade 11 or 12 with one semester allocation.

The Media and Information Literacy course introduces the learners to basic understanding of media and information as channels of communication and tools for the development of individuals and societies. It also aims to develop students to be creative and critical thinkers as well as responsible users and competent producers of media and information.

Target Teachers

Primarily, this Teaching Guide is intended to be used by current and future Grade 11 or 12 teachers of Media and Information Literacy. In addition, teachers from all educational levels across all content and subject areas are also welcome to explore it as a guide to integrate technology into their class activities.

Teachers will master (1) prioritizing literacy ; (2) learning and teaching media and information literacy through constructivist approach; (3) becoming competent consumers and producers of information and media resources; and (4) developing digital citizenship and lifelong learning.

Moreover, we envision an MIL teacher with the following qualifications:

- Masters in Education Major in Education Technology or IT/ICT Education or any related field;
- Three-year experience in teaching education technology or T/ICT Education or any related field
- Three-year experience in the analysis, design, development, implementation and assessment of different types of media and information;
- High competencies in online / offline software technologies;
- Highly motivated, outcome-based oriented and life-long learner.

Parts and Schedule

The Teaching Guide is based on the MIL Curriculum Guide of DepEd. Each Lesson is divided into two parts: Lecture and Laboratory. The Lecture class has an allocation of 60 minutes and could be delivered inside a traditional classroom although some topics would require a computer with presentation software. The Laboratory class has an allocation of 120 minutes and highly recommended to be conducted inside a computer laboratory with Internet connection. In most Lessons, there is a continuous flow of discussions and activities from the Lecture to Laboratory.

The time allocation is limited to 3 hours (180 minutes) per week compared to the four 4 hours per week in DepEd Curriculum Guide to accommodate schedule changes, unannounced/abrupt class suspensions, and other distractions. Your school might have a different scheduling scheme.

Take note that there are Lessons with two Lecture and Laboratory parts (Motion Media and Information, Manipulatives / Interactive Media and Information, and Multimedia Information and Media).

Media and Information Design

The Media and Information Design Framework aims as a guide in the analysis, design, development, implementation and evaluation of pertinent media and information outputs.

Components	Guide Questions
Target Audience	refers to the the intended audience
Sender/Author	refers to the producer / creator of the the media and information
Key content	refers to the topic, facts, figures and others used in the media and information
Purpose	refers to the reason, motivation or intention of the message.
Form/Style	refers to presentation across the different formats guided by design principles and elements: tone, mood, color, font types, manipulation of space, speed, direction, balance, repetition, emphasis, movement, rhythm, unity, contrast, hierarchy, contrast, proportion, alignment, proximity, pattern, others.
Medium / Format	refers to the format or platform used in presenting the media and information

MIL Portal

The use of the MIL Portal is a crucial part of teaching MIL. It refers to the system for submission, checking, tracking, and displaying learners work. Because of the project-based nature of the course, we highly recommend that you use an online platform that can keep all files in a single library. Some recommendations for MIL Portal are listed below.

<p>Learning Management Systems</p> <ul style="list-style-type: none"> • Edmodo • Moodle • Google Classroom • Blackboard • Canvas • Others 	<ul style="list-style-type: none"> • They are free to use, but might require a reliable internet connection. • Require proper self-learning on your part before providing access to students. • It involves you setting up a class/section, and enrolling students into their accounts.
<p>Cloud Storage Folders</p> <ul style="list-style-type: none"> • Dropbox • Google Drive • Others 	<ul style="list-style-type: none"> • It will will be easy for checking • It allows you to look at all submissions in one folder, and organize them into multiple folders for easy tracking. • It would be difficult for you to display their work though, as the files will be shown as simply a folder.
<p>Email and egroups</p> <ul style="list-style-type: none"> • Yahoo • Gmail • Others 	<ul style="list-style-type: none"> • You can one email address for your class to avoid mixing with your personal messages • You can create an group for each class • You can use powerful tools such as labels and folders to organize student submissions.
<p>Offline Submission</p>	<ul style="list-style-type: none"> • Asking students to have USB thumb drives can be the simplest method of submissions and checking • Be aware of viruses and malware. • Ask students to have a dedicated USB drive that they can't use on computers outside the classroom laboratory.

Make sure that all students are enrolled/registered in your MIL Portal during the first Laboratory class. Also, for all pertinent output submissions, the teachers may opt to use standard Naming Conventions (Ex <Section> <Output Name> <Student Name>: Diamond Infographics Juan Dela Cruz)

Electronic Portfolio

The learners would create their own individual personal online page which will be called ePortfolio. An electronic portfolio or ePortfolio is a collection of outputs developed by the learners uploading at an online platform. In recent years, it has become valuable learning and assessment tool. Some recommendations for ePortfolio are listed below.

Blogs and Personal Websites

- Wordpress
- Blogspot
- Tumblr
- Wix
- Others

- The learners would decide on the platform they would use.
- It's a good tool for displaying student submissions publicly, and you can also track students' progress by going through their individual pages and their body of work
- It might be difficult for you to check each submission by going to the students' personal pages one-by-one so you may want to ask the learners to also submit at MIL Portal all their outputs.

Output and Rubric

The Media and Information Literacy is an output-based subject. In most of the lessons, an output is expected from the learners to synthesize content with skills.

In all pertinent output a sample rubric is provided. The teacher will assign weights on each component in the rubric. For instance, if content is an important part of the project, the teacher can give a higher weight in the total score.

Acknowledgement

We would like to express our deepest and heartfelt gratitude to our families, friends, colleagues, and everyone else in between for their support, time, suggestion, comment, reaction, and love.

We dedicate this resource to the Filipino teacher and learner. #parasabayan

For HIM who brings knowledge into all information.

Introduction to Media and Information Literacy (Lec)

Content Standards

The learner demonstrates an understanding of media and information sources, and values them as part of communication tools.

Performance Standards

The learners shall be able to create a log of their use and interaction with media and information providers to aid in their understanding of media and information literacy.

Learning Competencies

- Describes how much media and information affect communication.
MIL11/12IMIL-IIIa-1
- Identifies the similarities and differences of media literacy, information literacy, and technology literacy. **MIL11/12IMIL-IIIa-2**
- Editorializes the value of being literate in media and information.
MIL11/12IMIL-IIIa-3
- Shares to the class media habits, lifestyles and preferences.
MIL11/12IMIL-IIIa-4

Specific Learning Objectives

At the end of the lesson, the learners are able to:

- Create a log that reflects their current use and interaction with media and information.
- Define the key concepts (media, information, technology literacy, and media and information literacies).
- Compare and relate the media and information literacy framework to their own understandings and competencies

LESSON OUTLINE

Motivation	Media Use Log	10
Introduction	Learning Objectives	5
Instruction	The Low-tech Future, Flash News, and Unlocking Definitions	35
Evaluation	Discussion	10

Materials

bond/pad paper, pen, board and marker, computers/tablets, printed sample interaction log matrix

Resources

Adobo Chronicles. Your Best Source of Up-to-date Unbelievable. Retrieved from <https://adobochronicles.com/>
Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

MOTIVATION (10 MINS)

Media Use Log

1. Inform the learners that today's topic embodies essential knowledge that should allow users to engage with media and information channels in a meaningful manner.
2. Instruct the learners to bring out a sheet of paper.
3. Direct the learners to think of the past week, and record their use and interaction with media and information providers (such as internet, social media, TV, radio, newspaper, etc.). Have them indicate how many hours were spent engaged with each one. Remind them that these do not have to be exact, and they can estimate the number of hours they spend each week. Allot 5 minutes for this activity.

Teacher tip

- A sample interaction log matrix may be printed on paper or illustrated on the board.
- The learner can opt to use an online personal diary like Penzu, a free application for creating a journal and downloadable to mobile phones and tablets (2016, April 6). Retrieved from <http://classic.penzu.com/>

Sample Responses

Weekly Interaction Log with Information and Information Providers	
Media or Information Provider	Number of hours in a week
<i>Youtube</i>	<i>3 hours</i>
<i>Facebook</i>	<i>12 hours</i>
<i>Television</i>	<i>20 hours</i>
<i>Books</i>	<i>10 hours</i>
<i>Others</i>	

4. Instruct the learners to prepare a report by answering the following questions:
 - Which media provider did they spend the most time?
 - What roles does media play in their lives? (leisure, learning, communication, etc.)
5. Call learners to present to class their report.

INTRODUCTION (5 MINS)

Communicate Learning Objectives

Introduce the following by stating that at the end of the lesson, the learners shall be able to:

1. Describe how media and information affect communication.
2. Editorialize the value of being a media and information literate individual.
3. Share to class their media lifestyle, habits, and preferences.

INSTRUCTION (35 MINS)

The Low-tech Future

1. Remind the learners that they are living in the 21st Century, where people are dependent on technology.
2. As the learners to imagine waking up one day to find no Internet, libraries, and cell phones. Newspapers, magazines, radio stations and TV channels have also disappeared.
3. Call on learners to answer the following questions:
 - How would you be informed of anything now?
 - What ways would you have to communicate with one another?
 - How would you share information and communicate news and events?
 - What would happen with the decisions you usually make?
 - How would it affect the way you live?
 - What would you personally miss most in such a situation?
 - What would society lose in this situation?

Flash News and Visuals

Show the class samples of fake news headlines found online. Engage your learners in a quick discussion about examining and believing in news. Guide questions:

- Did you believe these news items were true? How did you know they were true/false?
- Are all news and information on the Internet true? Why or why not?
- Who gets to post news items online? Expound.

Teachers tip

Introducing the objectives can be done using any of the suggested protocols: Verbatim, Own Words, Read-aloud.

Teacher tip

Connect this activity with media, information, technology, and media and information literacies.

Teacher tip

- In social media, look for such news items, or refer to sites such as Adobo Chronicles (2016, April 6). Retrieved from <http://adobochronicles.com/>
- Use content that your learners will find entertaining and interesting (ex: "AIDub, naghiwalay!", "President Obama, may dugong Pilipino", "China, sasakupin na ang Intramuros").
- Emphasize the importance of the source of the news. Connect this activity with the media, information, technology, and media and information literacies.

Unlock the Definitions

1. Divide the learners into groups of five (5) members in a group.
2. Assign one (1) term of the following terms to each group:
 - a. Technology Literacy
 - b. Media Literacy
 - c. Information Literacy
 - d. Media and Information Literacy
3. Have each group formulate their own definition of the term assigned to them, and have each group present to the class.
4. Show the correct definitions and have the learners compare it with their work.
5. Synthesize the activity by listing misconceptions on the board.

- **Literacy:** The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning, wherein individuals are able to achieve their goals, develop their knowledge and potential, and participate fully in their community and wider society.
- **Media:** The physical objects used to communicate with, or the mass communication through physical objects such as radio, television, computers, film, etc. It also refers to any physical object used to communicate messages.
- **Media Literacy:** The ability to access, analyze, evaluate, and create media in a variety of forms. It aims to empower citizens by providing them with the competencies (knowledge and skills) necessary to engage with traditional media and new technologies.
- **Information:** A broad term that covers processed data, knowledge derived from study, experience, instruction, signals or symbols.
- **Information Literacy:** The ability to recognize when information is needed, and to locate, evaluate, and effectively communicate information in its various formats.
- **Technology Literacy:** The ability of an individual, either working independently or with others, to responsibly, appropriately, and effectively use technological tools. Using these tools an individual can access, manage, integrate, evaluate, create and communicate information.
- **Media and Information Literacy:** The essential skills and competencies that allow individuals to engage with media and other information providers effectively, as well as develop critical thinking and life-long learning skills to socialize and become active citizens.

Teacher tip

- Be prepared to address some possible setbacks in groupwork: a single member dominating the discussion, leaving other members passive; most members stuck on the passage given to them; and some members not observing the one-voice rule.
- The number of group members varying, depending on the class size

Teacher tip

Note that these definitions are grounded in MIL framework, so they may vary in different contexts.

Other Definitions

Media - physical objects used to communicate including mass media (radio, television, computers, film, etc.). Traditionally, media are source of credible information in which contents are provided through an editorial process determined by journalistic values and where editorial accountability can be attributed to an organization or a legal person. In more recent years the term 'media' is often used to include new online media.

Information Literacy - includes the competencies to be effective in all stages of the lifecycle of documents of all kinds, the capacity to understand the ethical implications of these documents, and the ability to behave in an ethical way throughout these stages.

EVALUATION (10 MINS)

Small Group Discussions

Engage the learners in a class discussion by asking the following questions:

- In your opinion, what makes an individual literate in media and information?
- What activities/habits do you practice which illustrate media and information literacy? Give at least three examples.

Teacher tip

- Depending on the class size, you can have them start discussing in pairs first, before sharing to the whole group (Think-Pair-Share).
- If you don't have time, this can also be assigned as an essay assignment.

Introduction to Media and Information Literacy (Lab)

Content Standards

The learner demonstrates an understanding of media and information sources, and values them as part of communication tools.

Performance Standards

The learners shall be able to enroll in the learning management system and explore portal features and functions.

Learning Competencies

- Identifies the similarities and differences of media literacy, information literacy, and technology literacy. **MIL11/12IMIL-IIIa-2**
- Editorializes the value of being literate in media and information. **MIL11/12IMIL-IIIa-3**
- Shares to the class media habits, lifestyles and preferences. **MIL11/12IMIL-IIIa-4**

Specific Learning Objectives

At the end of the lesson, the learners are able to:

- Sign-up/enroll online in the MIL Portal as the class learning management system.
- Create an e-Portfolio (personal online page).

LESSON OUTLINE

Review	Literacy Definitions	20
Instruction	Media and Information Design Framework	20
Practice	Computer Laboratory Use, MIL Portal, ePortfolio, Creative Commons	80

Materials

computers with Internet connection, bond/pad paper/cards, pen, board and marker, masking tape, printed MIL design framework matrix

Resources

Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

REVIEW (20 MINS)

Literacy Definitions

- Ask learners to state the meaning of the following in their own words:
 - Media Literacy
 - Information Literacy
 - Technology Literacy
 - Media and Information Literacy
- Ask for volunteers to share their definitions to the larger class, and instruct learners to use the Thumb-O-Meter (thumbs-up to agree, thumbs-down to disagree) method to provide quick feedback
- Interactive Word Wall - show to the learners the common online activities and solicit from them the competencies that would fall under the three literacies.

Teacher tips

- Cold call using equity sticks or name cards.
- Interactive Word Wall - a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom.
- Prior to this lesson, set-up and design a board in the classroom to use as an interactive word wall; also, prepare blank cards to be used by learners where they can write their answers then pin it interactive word wall.

Sample Responses

Online Activities	Media Literacy	Information Literacy	Technology Literacy
<i>Sending an electronic message</i>	as platform (text; email; messenger; video message; voice message; others)	content (appropriateness, tone, recipient, others)	tools (mobile, computers, others)
<i>Getting the latest news</i>	traditional (newspaper, tv, radio, others) digital (websites, social media, others)	content (appropriateness, reliability, accuracy, tone, audience, others) giving feedback (reactions, comments, rate, others)	knowing how to use mass media platforms (tv, radio, others) where to access digital content navigational skills
<i>Entertainment</i>			
<i>Others</i>			

4. Based from the activity above, ask the learners:
 - a. How do Media Literacy, Information Literacy, and Technology Literacy and Media and Information Literacy differ in terms of use?
 - b. Are they similar in form? Elaborate.
 - c. Are they similar in use? Elaborate.

INSTRUCTION (20 MINS)

Media and Information Design Framework

1. Facilitate the activity among the learners: *"Imagine yourself as a journalist. You were tasked to write an article. Accomplish the media and information design framework for this article by answering the matrix below:"*

Component	Guide Questions	Your Answer
Target Audience	<i>Who is the intended audience?</i>	
Sender / Author	<i>Who is the producer?</i>	
Purpose	<i>What is the purpose?</i>	
Key Content	<i>What is the topic? What are the facts?</i>	
Form / Style	<i>How can I present this information? How would this affect my audience?</i>	
Medium / Format	<i>What platform will I use? Why?</i>	

2. Ask learners to share their responses. Start a discussion with the class: *"How did these questions help you as a journalist?"*

Teacher tip

- Prepare the material for this activity by printing the MIL design framework matrix.
- Each question may be labeled with time (in minutes) so that the learners can estimate finishing the answers.
- **Form/Style** can also pertain to tone, mood, color, font types, space, speed, direction, balance, repetition, emphasis, movement, rhythm, unity, contrast, hierarchy, contrast, proportion, alignment, proximity, pattern, others.
- **Medium/Format can also** pertain to the platform that the learners would be presenting their output (i.e. handwritten, blogs, presentation, others).

PRACTICE (80 MINS)

Policies, Security, Netiquette – Discuss the following:

- School policies regarding the use of ICT facilities
- Computer laboratory policies
- Acceptable use of MIL Portal and online personal page
- Appropriate online behavior

MIL Portal Registration

- Write on the board the detailed procedure for registration to the MIL Portal
- Make sure that all learners have registered.
- Give the learners time to explore the MIL Portal.
- Cold call learners and ask them about features and their corresponding functions.
- Ask the learners to reply to a post on your welcome greeting by introducing themselves.

Start an ePortfolio

- Have the learners create their personal online page (blog, webpage, others).
- Have the learners make an introduction of their personal online page in the homepage.
- Make a directory of the personal online page of the learners.
- Describe how the learner pages may be expanded later to become an ePortfolio.

Licensing output in the ePortfolio

- From this point onwards, learners will start producing their own media products, pass it at the MIL Portal and upload them onto their ePortfolios.
- It will be important to teach them how they can freely share their output while protecting their intellectual property with a flexible way of applying copyright: Creative Commons.
- To know more about creative commons, ask them to watch this video: (<https://vimeo.com/13590841>). You may download this video under the attribution license of Creative Commons 2.5 (<http://creativecommons.org/licenses/by/2.5/>).

Teacher tips

- Prior to this activity, it is assumed that the preferred e-learning tool to serve as an MIL Portal as the class learning management system have been created.
- Write a welcome greeting for the class at the MIL Portal. Learners may then reply to the message or give feedback by introducing themselves.
- It is expected that the teacher is very familiar with the MIL Portal. Be ready to answer pertinent questions in using the MIL Portal.

Teacher tips

- Provide a list of available platforms/ websites that could be used as the personal online page of the learner as suggested in the preface.
- Before the end of the class, make sure that all the learners are enrolled in the MIL Portal.

Using the Creative Commons License

Option 1

- In the footer section, type the following:
<put the ePortfolio title here> by <put your name here> is licensed under a Creative Commons Attribution 4.0 International License.
- Example: If the title is "MIL ePortfolio" and your name is "Juan dela Cruz", this is what you should type: *MIL ePortfolio by Juan dela Cruz is licensed under a Creative Commons Attribution 4.0 International License.*

Option 2

If you want your ePortfolio to be easily searchable, follow these steps and refer to the screenshots in the next page:

1. Go to <https://creativecommons.org/choose/>
2. Fill out the form to generate your Creative Commons License.
3. Embed the HTML code in your ePortfolio using your platform's editor.

Teacher tip

- Encourage learners to habitually use Creative Commons licenses when they produce work/output.
- Ask them to look out for Creative Commons licenses everywhere.
- Alternatively, show them this teaching guide as a local example.

Help others attribute you!

This part is optional, but filling it out will add machine-readable metadata to the suggested HTML!

Title of work

Attribute work to name

Attribute work to URL

Source work URL

More permissions URL

Format of work

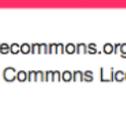
License mark

Have a web page?



MIL ePortfolio by [Juan dela Cruz](#) is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copy this code to let your visitors know!

```
<a rel="license" href="http://creativecommons.org/licenses/by/4.0/">

  <span>
    <img alt="Creative Commons License" data-bbox="435 725 495 755"/>
  </span>
</a><br /><span>
```

Normal Icon Compact Icon

a. HTML code

The Evolution of Traditional to New Media (Lec)

Content Standards

The learners demonstrate an understanding of the historical background of media and information; basic theories of media and information systems; and concepts of ownership, control, and regulation of media.

Performance Standards

The learners shall be able to examine technology and identify media through the different ages.

Learning Competencies

- Identify traditional media and new media, and their relationships.
MIL11/12EMIL-IIIb-5
- Editorialize the roles and functions of media in democratic society.
MIL11/12EMIL-IIIb-6

Specific Learning Objectives

At the end of the lesson, the learners will be able to:

- Examine the technology or resources available during the prehistoric age, the industrial age, the electronic age, and the new or digital age.
- Identify the devices used by people to communicate with each other, store information, and broadcast information across the different ages.

LESSON OUTLINE

Introduction	Learning Objectives	5
Motivation	Media Then	5
Instruction	Evolution and Ages of Media	10
Practice	Knowing You Media at Different Ages	35
Evaluation	Discussion	5

Materials

projector and computer with presentation software, manila paper, markers/pens, printed activity matrix

Resources

- Khan, R. (2006). Internet 101: The new mass medium for Filipinos. Anvil Publishing, Inc.
- Neuman, R. (2010). Theories of media evolution. Media, Technology, and Society: Theories of Media Evolution. Retrieved from <http://press.umich.edu/titleDetailDesc.do?id=293114>
- Noll, A. M. (2006). The evolution of media. Rowman & Littlefield.
- Using Media Sources. (2015 October 20). Retrieved from <http://www.library.illinois.edu/ugl/howdoi/medialiteracy.html>
- Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

INTRODUCTION (5 MINS)

Communicate Learning Objectives

1. Review the key points of *Introduction to Media and Information Literacy* from the previous lesson.
2. State the objectives of today's lesson:
 - Examine the technology or resources available during the prehistoric age, the industrial age, the electronic age, and the new or digital age.
 - Identify the devices used by people to communicate with each other, store information, and broadcast information across the different ages.

MOTIVATION (5 MINS)

Media Then

1. Show a picture of the maiden voyage or sinking of the RMS (Royal Mail Ship) Titanic. Talk about this famous world event of April 14, 1912.
2. Pose this question to the learners: *"If the Titanic sank somewhere in the Atlantic Ocean, how do you think the news reached people in England and New York at that time?"* (Sample answers: telephone, letter, newspaper, etc.)
3. Discuss how people used the telegraph and telegrams for faster means of communication during that time.
4. Pose this question to the learners: *"If the Titanic sank today, in what format would people receive or read the news?"*

Teacher Tip

- The use a notable event in Philippine history is highly encouraged.
- Some suggestions: the beginning of the Japanese occupation of the Philippines, the death of President Ramon Magsaysay, the winning of the Miss Universe pageant by Gloria Diaz, the declaration of Martial Law.

INSTRUCTION (10 MINS)

Evolution of Media

Engage the learners in a discussion on how media and information has evolved throughout history. Describe the four ages to the class.

Pre-Industrial Age (Before 1700s) - People discovered fire, developed paper from plants, and forged weapons and tools with stone, bronze, copper and iron. Examples:

- Cave paintings (35,000 BC)
- Papyrus in Egypt (2500 BC)
- Clay tablets in Mesopotamia (2400 BC)
- Acta Diurna in Rome (130 BC)

Teacher Tips

- Use presentation software in the discussion to show visuals and demonstrate how people have used these tools.
- Emphasize that technology allows people to have better and faster access to information, which in turn allows them to easily adopt newer media technologies.

- Dibao in China (2nd Century)
- Printing press using wood blocks (220 AD)
- Codex in the Mayan region (5th Century)

Industrial Age (1700s-1930s) - People used the power of steam, developed machine tools, established iron production, and the manufacturing of various products (including books through the printing press). Examples:

- Printing press for mass production (19th 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

Electronic Age (1930s-1980s) - The invention of the transistor ushered in the electronic age. People harnessed the power of transistors that led to the transistor radio, electronic circuits, and the early computers. In this age, long distance communication became more efficient.

Examples:

- 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. Hewlett-Packard 9100A (1968), Apple 1 (1976)
- OHP, LCD projectors

Information Age (1900s-2000s) - The Internet paved the way for faster communication and the creation of the social network. People advanced the use of microelectronics with the invention of personal computers, mobile devices, and wearable technology. Moreover, voice, image, sound and data are digitalized. We are now living in the information age. Examples:

- Web browsers: Mosaic (1993), Internet Explorer (1995)
- Blogs: Blogspot (1999), LiveJournal (1999), Wordpress (2003)
- Social networks: 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), netbooks (2008), tablets (1993)
- Smart phones
- Wearable technology
- Cloud and Big Data

PRACTICE (35 MINS)

Knowing You Media at Different Ages. Have the learners form groups of six (6) members. Using Manila paper and markers, each group should provide answers to fill in the table in the next page:

Age	What format/ equipment did people use to communicate with each other?	What format/ equipment did people use to store information?	What format/ equipment did people use to share or broadcast information?
Pre-Industrial Age			
Industrial Age			
Electronic Age			
Information Age			

Teacher Tip

Emphasize to the learners that the coexistence of traditional and new media is a reality called media convergence.

Age	What format/ equipment did people use to communicate with each other?	What format/ equipment did people use to store information?	What format/ equipment did people use to share or broadcast information?
Pre-Industrial Age	<i>Traditional paper and writing materials</i>	<i>Traditional paper and writing materials, Cave paintings/stone tablets</i>	<i>Traditional paper and writing materials, Cave paintings/stone tablets</i>
Industrial Age	<i>Paper and Pen, Typewriter</i>	<i>Printing press or books</i>	<i>Printing press or books, Newspaper/ magazines</i>
Electronic Age	<i>Telegraph, Telegram, Telephone, Computers</i>	<i>Printing press or books, Computers</i>	<i>Printing press or books, Computers, Radio, Newspaper/magazines, Personal computers</i>
Information Age	<i>Personal computers, Mobile phones, Smart phones, Wearable technology, Social Media</i>	<i>Printing press or books, Digital books, Personal computers, Mobile phones, Smart phones, Wearable technology, Social Media</i>	<i>Printing press or books, Newspaper/ magazines, Television, Radio, Digital books, Websites, Mobile phones, Smart phones, Wearable technology, Social Media</i>

Give the learners 20 minutes to perform the group activity. After filling-out the table, tell the learners to share their responses to the rest of the class. Groups can assign reporters that can go around and simultaneously present to the other groups. Below are sample answers:

EVALUATION (5 MINUTES)

After reporting, discuss with the learners the roles and functions of media in democratic society. Discuss with the learners the following questions:

- Given the available media that we now have in the world, what are its roles and functions in a democratic society?
- In what way does media affect your life (personal, professional, academic, social, others)?

Teacher Tip

Roles and functions of media in a democratic society (possible answers)

- **Channel** - provides opportunities for people to communicate, share ideas, speculate, tell stories and give information
- **Watchdog** - exposes corrupt practices of the government and the private sector. Creating a space wherein governance is challenged or scrutinized by the governed. It also guarantees free and fair elections
- **Resource center** - acts as a gateway of information for the society's consumption. Also, it becomes a keeper of memories of the community, preserver of heritage and source of academic knowledge.
- **Advocate** - through its diverse sources or formats, it bridges the gap of digital divide.

The Evolution of Traditional to New Media (Lab)

Content Standards

The learners demonstrate an understanding of the historical background of media and information; basic theories of media and information systems; and concepts of ownership, control, and regulation of media.

Performance Standards

The learners shall be able to make a timeline or historical record of their interaction with and exposure to traditional and new media.

Learning Competencies

- Identify traditional media and new media, and their relationships.
MIL11/12EMIL-IIIb-5
- Editorialize the roles and functions of media in democratic society.
MIL11/12EMIL-IIIb-6
- Search and look up the latest theories on information and media.
MIL11/12EMIL-IIIb-7

Specific Learning Objectives

At the end of the lesson, the learners will be able to create a timeline of their exposure to traditional and new media.

LESSON OUTLINE

Review	Key Points	5
Laboratory	Timeline of Media Exposure	100
Discussion	Theory on Information and Media	15

Materials

computers with Internet connection, books and other references, online resources

Resources

Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

REVIEW (5 MINS)

Review the key points in the discussion of *The Evolution of Traditional to New Media* from the previous lesson.

LABORATORY (100 MINS)

Timeline

1. Have the learners draft a timeline of their exposure to traditional and new media on a bond paper.
2. Have the learners create that timeline through presentation software. Give the rubrics to the learners at the start of the activity.
3. For each item of media, the learners are to include a picture or image, year, short description, and a personal insight.
4. Remind learners that the output with a brief description will be submitted at the MIL Portal.

DISCUSSION (15 MINS)

Internet of Things as Theory of Media and Information

1. Group learners into pairs.
2. Allow the pairs fifteen (10) minutes to search and answer the following questions about The Internet of Things (IoT):
 - In your own words, define Internet of Things.
 - What brought this theory about? (example: ideas, technology, another theory)
 - Do you like the concept of IoT ? Why or why not?
 - In what situations do you encounter IoT in the Philippines?
 - How do you think IoT will evolve and affect Filipino society in the next 3 to 5 years?
 - What do you think is the relationship / cause and effect of IoT in media and information literacy?
3. Have some of the learners share their answers with the class.

Teacher Tips

- This activity may also be done by group. Instead of a personal timeline, the group can create a presentation of the different devices from the prehistoric age, industrial age, electronic age, through to the digital age.
- Students may prefer to use any of these alternatives in creating the timeline: Tiki-Toki, Time Glider, OurStory, Capzles, Read Write Think, Xtimeline, TimeToast, Dipity, all available online.

Teacher Tips

- The Internet of Things (IoT) is only one of the various emerging trends in technology and information. Alternatively, ask learners to look for different emerging technologies.
- If you have more time, lead the discussion to their process of researching about IoT: their sources, the keywords they used, the websites they visited, and how they determined the quality and credibility of the resources.

Timeline Sample Rubric

Criteria	4	3	2	1
Completion	Timeline is completely finished.	Timeline is incomplete and contains 1 to 3 unfinished elements.	Timeline is incomplete and contains 4 to 6 unfinished elements.	Timeline is incomplete and contains 7 or more unfinished elements.
Graphics	All graphics are related to content. All graphics are in appropriate size and good quality. Graphics create an overall theme and make connections that help the audience understand the concepts.	All graphics are related to content. All graphics are in appropriate size and good quality. Graphics do not create an overall theme, but show a general flow of topics.	Some (up to 59%) of the graphics are unrelated to content. Too many graphics on one page. Some of the graphics are distracting. Images are of poor quality. They are either too large or too small.	Most (60%+) of the graphics are unrelated to content. Too many graphics on one page. Most of the graphics distract from the text. Images are poor quality. They are either too large or too small.
Mechanics	Most words are carefully chosen; writing is clear and legible. Most words are spelled correctly and proper punctuation is employed.	Some words are carefully chosen; writing is clear and legible. Most words are spelled correctly and proper punctuation is employed.	Words are chosen with less care; writing is sometimes unclear; most words are spelled correctly and is grammatically correct.	Words are chosen with less care; writing is sometimes unclear; some words are spelled incorrectly and proper punctuation is not employed.
Content	Major points are presented and fully supported with convincing arguments, ideas and data.	Major points are presented. However, some of them are not supported with with convincing arguments, ideas and data	Major points are presented. However, most of them are not supported with convincing arguments, ideas and data	Topic is oversimplified or fails to present major points.

Note: Assign weights on each category or area in the rubric. For instance, since content is an important component of the project, the teacher can give more weight of 30 or 40 percent of the total score. Rubric adapted from:

- Presentation rubric (2016, February 8). Retrieved from <http://www.sites4teachers.com/links/redirect.php?url=http://www.nclark.net/PowerPointRubric.pdf>
- Presentation rubric (2016, February 8). Retrieved from <http://library.fayschool.org/Pages/powerpointrubric.pdf>
- Typography project rubric (2016, February 8). Retrieved from <http://www.rcampus.com/rubricshowc.cfm?code=U787A3&sp=true>
- Rubric for poster (2016, February 8). Retrieved from <http://ced.ncsu.edu/mmania/>

Information Literacy (Lec)

Content Standards

The learners demonstrate an understanding of why there is a need for information, and identify how to locate, access, assess, organize and communicate that information.

Performance Standards

The learners shall be able to create a log containing the stages/elements of information literacy

Learning Competencies

- Define information needs; can locate, access, assess, organize, and communicate information. **MIL11/12IL-IIIc-8**
- Demonstrate ethical use of information. **MIL11/12IL-IIIc-9**

Specific Learning Objectives

At the end of the lesson, the learners are able to:

- Define elements of information.
- Recognize pertinent guide questions leading to information literacy.
- Create a log of the stages and elements of information literacy in a given scenario.

LESSON OUTLINE

Introduction	Learning Objectives, Information Definition	10
Instruction	Information Literacy	30
Practice	Discussion	20

Materials

board and marker, printed activity sheet

Resources

Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

Woody Horton Jr., (2007). Understanding Information Literacy – a Primer. Paris, UNESCO Press, pp 9 - 13, Annex B

INTRODUCTION (10 MINS)

Communicate Learning Objectives

State the learning objectives:

- Define information needs; can locate, access, assess, organize, and communicate information.
- Demonstrate ethical use of information.

Defining Information

1. Most Influential Person
 - Write “MOST INFLUENTIAL PERSON IN YOUR LIFE” on the board.
 - Instruct learners to answer the phrase on a piece of paper by providing the following details: Who, What, Where, When, Why, How.
 - Call some learners to present their answers to the class.
2. Ask the learners the following
 - What is the purpose of these questions?
 - What is the importance of answering these questions?”
3. Provide to the learners the following definition of information:
 - Data that has been collected, processed, and interpreted in order to be presented in a useable form.
 - A broad term that can cover processed data, knowledge derived from study, experience, instruction, signals or symbols. In the media world, information is often used to describe knowledge of specific events or situations that has been gathered or received by communication, intelligence, or news reports.

Teacher Tip

- Tell the learners that they should answer all the questions if possible.
- Purpose of the Questions
 - Who - to identify the person
 - What - to know about something
 - Where - to locate a place
 - When - to know specific time and date
 - Why - to state the reason
 - How - the way or manner in which things are done
- Importance of these questions is to gather information

INSTRUCTION (30 MINS)

Group Discussion

1. Lead a discussion using the following guide questions and prompts
 - Why do you need information?
Sample answers: to be updated with the news, for learning/education purposes, for communication, to acquire knowledge needed for decision-making.
 - Where do you search for information?
Sample answers: internet, television, library, radio, newspapers, etc.

Teacher Tip

- Provide a scenario if learners are having a hard time answering generic questions (ex: “You’re given an opportunity to interview your favorite celebrity.”)
- Ask learners to write down their answers, then let them share in pairs before sharing to class.

- How do you acquire and store information?
Sample answers: write, print, photocopy, photograph, download, cloud storage, record, external memory drives, memory cards
- How will you determine the quality and accuracy of the information that you have?
Sample answers: It should come from a reputable source, such as an institution
- How do you use the information that you have?
Sample answers: share, apply, announce, post, archive, reminder, answer a query, clarify confusion
- How will you communicate information?
Sample answers: announcement, text, post to social media, face to face session, note, chat, email, save file

2. Inform the learners that the questions that they have just answered are the **Stages/ Elements of Information Literacy**. In this context these questions can be thought of as the 'elements' that make up an individual's Information Literacy, but they can also be thought of as 'stages' because they can be the steps through which one can become information literate.

3. Show the meaning of Information Literacy to the learners and explain.
Information Literacy - a set of individual competencies needed to identify, evaluate and use information in the most ethical, efficient and effective way across all domains, occupations and professions. It refers to the ability to recognize when information is needed and to locate, evaluate, effectively use and communicate information in its various formats.

4. Discuss the stages / elements of information literacy and explain each in connection with the previous discussions.

STAGE / ELEMENTS OF INFORMATION LITERACY

1	Identifying/recognizing information needs
2	Determining sources of information
3	Citing or searching for information
4	Analyzing and evaluating the quality of information
5	Organizing, storing or archiving information
6	Using information in an ethical, efficient and effective way
7	Creating and communicating new knowledge

PRACTICE (20 MINS)

Disaster Scenario

Explain the scenario to the learners, and have them answer the matrix below:

“According to the weather forecast, there is no typhoon. However, your locality is experiencing heavy rainfall, while some parts in your province /region are already flooded. There are reported incidents of landslide, evacuation, stranded vehicles and drowning. As a student, what are you going to do?”

Information needs <i>What information do you need?</i>	
Sources of information <i>Where will you get them?</i>	
Access to the information <i>How will you access them?</i>	
Evaluate information <i>How will you check the quality of information?</i>	
Organize information <i>How will you organize and store them?</i>	
Communicate information <i>How will you create and communicate them?</i>	

Teacher Tip

Feel free to make different scenarios that your learners might be more interested in, or situations that can lead to talking about information literacy using different media (stories/anecdotes from peers, print media, broadcast media, internet, etc.)

Ask learners to present their responses to the class. Use their responses to synthesize their understanding of information literacy.

Information Literacy (Lab)

Content Standards

The learners demonstrate an understanding of why there is a need for information, and identify how to locate, access, assess, organize and communicate that information.

Performance Standards

The learners shall be able to search for pertinent information in planning an academic field trip.

Learning Competencies

- Define information needs; can locate, access, assess, organize, and communicate information. **MIL11/12IL-IIIc-8**
- Demonstrate ethical use of information. **MIL11/12IL-IIIc-9**

Specific Learning Objectives

At the end of the lesson, the learners are able to:

- Identify the importance of proper sourcing of data
- Validate information
- Value the ethical use of communicating information

LESSON OUTLINE

Review	Information Literacy	5
Motivation	Knowledge is Power	10
Instruction	Ethical Use of Information	30
Practice	Academic Field Trip Plan	60
Enrichment	Essay	15

Materials

computers, with Internet connection, board and marker, printed activity sheet

Resources

Ethical Use of Information. Retrieved from <http://alacarte.library.csuci.edu/subject-guide/55-Ethical-Use-of-Information>

How to Avoid Plagiarism. Retrieved from https://www.ediqo.com/blog/8-simple-rules-to-avoid-plagiarism/?utm_content=buffer1f896&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer

Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

Woody Horton Jr., (2007). Understanding Information Literacy – a Primer. Paris, Unesco, pages 9 - 13, Annex B

REVIEW (5 MINS)

Ask the learners to state and discuss the following in their own understanding:

- Information and information literacy
- Stages / elements of information literacy
- Present to class some of the best timelines or historical records of their interaction with and exposure to traditional and new media.

MOTIVATION (10 MINS)

Knowledge is Power

1. Write "KNOWLEDGE IS POWER" on the board
2. Direct learners to define the meaning of the statement
3. Ask learners to connect Information Literacy to the statement on the board.
Sample Answer: "Knowledge is an important aspect of human life that leads to activities that contribute to one gaining wealth, influence, and power."
4. Ask the learners: "How does information become knowledge?"
Sample Answer: "Knowledge is the appropriate collection of information through experience or education, which could be useful in various situations."

Teacher Tips

- Encourage the learners to express their ideas openly.
- Correct any misconceptions.

INSTRUCTION (30 MINUTES)

Ethical Use of Information

1. Say: "There are times when you need to share information that you have acquired from various sources written by different authors. It is inevitable to directly quote their words in order to preserve their meaning. However, quoting someone else's words without giving credit to the author essentially gives an impression that you are claiming ownership of the words they have said. This is called plagiarism."
2. Discuss the following:
 - **Plagiarism:** Using other people's words and ideas without clearly acknowledging the source of the information
 - **Common Knowledge:** Facts that can be found in numerous places and are likely to be widely known.

Teacher Tips

- Present other examples and scenarios that maybe more interesting the learners.
- The learners can also present their own understanding or personal experiences of the topics at hand.
- Encourage the learners to debate the facts that have been presented to them.

Example: John F. Kennedy was elected President of the United States in 1960. This is generally known information. You do not need to document this fact

- Interpretation: You must document facts that are not generally known, or ideas that interpret facts.
Example: Michael Jordan is the greatest basketball player ever to have played the game. This idea is not a fact but an interpretation or an opinion. You need to cite the source.
- Quotation: Using someone's words directly. When you use a direct quote, place the passage between quotation marks, and document the source according to a standard documenting style.
Example: According to John Smith in The New York Times, "37% of all children under the age of 10 live below the poverty line". You need to cite the source.
- Paraphrase: Using someone's ideas, but rephrasing them in your own words. Although you will use your own words to paraphrase, you must still acknowledge and cite the source of the information.

3. Discuss the following:

- a. Plagiarism has legal implications. While ideas themselves are not copyrightable, the artistic expression of an idea automatically falls under copyright when it is created. Under fair use, small parts may be copied without permission from the copyright holder. However, even under fair use - in which you can use some parts of the material for academic or non-profit purposes - you must attribute the original source. What is considered fair use is rather subjective and can vary from country to country.
- b. Strategies in Avoiding Plagiarism
 - Submit your own work for publication. You need to cite even your own work.
 - Put quotation marks around everything that comes directly from the text and cite the source.
 - Paraphrase, but be sure that you are not simply rearranging or replacing a few words and cite the source.
 - Keep a source journal, a notepad, or note cards- annotated bibliographies can be especially beneficial
 - Use the style manual in properly citing sources
 - Get help from the writing center or library

4. Synthesis

Say "*State the importance of giving credit to the source of one's work. Elaborate your answer.*"

PRACTICE (60 MINUTES)

Academic Field Trip

- Instruct learners to form groups of seven to ten members. Assign a leader and an assistant leader to facilitate the group.
- Say "Your group is tasked to plan an academic trip. List pertinent information on two possible destinations (somewhere in the country or abroad)".
- To present valid and reliable information, discuss with the learners the following:
 - Identify the information needed – what, where, who, when, why, how.
 - Determine all the possible sources, select the best sources – the world wide web, travel guide books, brochures, maps and atlases, tour bureaus, family members, and friends.
 - Locate and find information within the sources – blogs, travel reviews, posts from social networking sites, travel features, pictures, stories, and testimonials.
 - Extract the best relevant information and cite pertinent sources

Teacher Tips

- Let the learners decide on their own but provide guidance through out the process.
- Stress the importance of the getting teh correct information and citing pertinent sources.
- Let the learners decide on how creatively they would present their output to the class (ex reporting, short skit, travelogue, others). them.

Sample Data	Plan A	Plan B
Place / Location / Destination	<i>answer and source</i>	<i>answer and source</i>
Activity / Schedule	<i>answer and source</i>	<i>answer and source</i>
Best time to visit / Length of vacation	<i>answer and source</i>	<i>answer and source</i>
Transportation (type, budget, schedule, others)	<i>answer and source</i>	<i>answer and source</i>
Accommodation (type, budget, schedule, others)	<i>answer and source</i>	<i>answer and source</i>
Food (type, budget, schedule, others)	<i>answer and source</i>	<i>answer and source</i>
Things to bring / Reminders	<i>answer and source</i>	<i>answer and source</i>
Other information you may need	<i>answer and source</i>	<i>answer and source</i>
Total Budget	<i>answer and source</i>	<i>answer and source</i>

- Let the learners accomplish the matrix below and present their output to class in a creative way.

ENRICHMENT (15 MINUTES)

- Instruct the learners to write an essay (of at most 100 hundred words) about an information literate individual.
- Tell the learners to submit their outputs (field trip plan and essay) at the MIL Portal.

Types of Media: Print, Broadcast, New Media (Lec)

Content Standards

The learners demonstrate an understanding of how representations are constructed in diverse media types and how they converged.

Performance Standards

The learners shall provide an outline of media convergence in different areas by identifying the different platforms and the convergence therein.

Learning Competencies

- Classify contents of different media types. **MIL11/12TYM-IIIId-10**
- Define media convergence through current examples. **MIL11/12TYM-IIIId-11**
- Discuss to class on how a particular individual is portrayed in public using different type of media. **MIL11/12TYM-IIIId-12**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Identify different type of media.
- Define media convergence in different contexts.

LESSON OUTLINE

Introduction	Learning Objectives	5
Motivation	Types of Media	10
Instruction	Discussion	35
Enrichment	Synthesis	10

Materials

pictures, video clips, articles, printed log

Resources

Heinich, R., Molenda, M., Russel, J. & Smaldino, S. (1999). *Instructional Media and Technologies for Learning*, 6th ed. NJ: Prentice Hall, Inc.

Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). *Media and Information Literacy: Curriculum for Teachers*. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

INTRODUCTION (5 MINS)

Communicate Learning Objectives

State the learning objectives:

- Classify contents of different media types.
- Define media convergence through current examples.
- Discuss to class on how a particular individual is portrayed in public using different type of media.

MOTIVATION (10 MINS)

Type of Media

1. Write the following media formats on the board:

books, newspaper, television, Youtube, magazines, social network, radio, memeography, newsletter, cellphone, journals, film/movie

2. Present this matrix and ask the learners to classify the terms above. Call on learners and have them write the terms in their corresponding columns.

Print	Broadcast	New Media

3. Check the learners' work and misconceptions.

INSTRUCTION (35 MINS)

Print, Broadcast, and Digital (New) Media

Provide and discuss the following definitions:

- **Print Media** - media consisting of paper and ink, reproduced in a printing process that is traditionally mechanical.

Teacher Tip

- Prepare the materials (matrix, words to be classified) using manila paper and index cards instead of using the board
- Add more media formats
- Turn the activity into a game where each learner gets a media format and they have to correctly categorize the terms
- If you have resources, instead of writing the media formats as words, bring actual samples (books, video clips, etc.)

Teacher Tip

- Have the learners construct their own definitions using the examples of media formats from the previous activity. Assign groups to take the lead in making descriptive definitions for each classification.
- Ask learners to add more formats to the previous matrix after this discussion.

- **Broadcast Media** - media such as radio and television that reach target audiences using airwaves as the transmission medium.
- **New Media** - content organized and distributed on digital platforms.

Media Convergence

Unlock the term **Media Convergence** using the following definitions:

- The co-existence of traditional and new media.
- The co-existence of print media, broadcast media (radio and television), the Internet, mobile phones, as well as others, allowing media content to flow across various platforms.
- The ability to transform different kinds of media into digital code, which is then accessible by a range of devices (ex. from the personal computer to the mobile phone), thus creating a digital communication environment.

Using the matrix below, instruct learners to fill up the second and third columns:

Media Convergence in	Platform	Specific Example
Communication		
Education		
Advertisement / Commercial		
News		
Entertainment		

Teacher Tip

- Provide examples to set an example.
- Celebrities are examples of media convergence in entertainment, perhaps start with this (“Where do you see John Lloyd Cruz?”)
- Alternatively, provide platforms or media examples and ask learners to categorize them accordingly.
- Media convergence samples can also be discussed by asking students to pick two examples of traditional media (newspaper and radio) and thinking of what existing media forms are a mixture of both (news podcasts by newspaper writers)

Media Convergence in	Platform	Specific Example
Communication	<i>Social Network</i>	<i>Facebook, Instagram, functionality of social media</i>
Education	<i>Learning management system</i>	<i>Google class, Edmodo</i>
Advertisement / Commercial	<i>Product Advertisement</i>	<i>Digitized print ads across different platforms</i>
News	<i>News Agency</i>	<i>A newspaper that still publishes through print and have online portal (website, apps, others) with multimedia contents</i>
Entertainment	<i>Multimedia Personality</i>	<i>A person who has a television show, publishes books, launches music record, appears in movies, endorses commercial products, peddles product line, has a digital multimedia game, concerts, etc</i>

ENRICHMENT (10 MINS)

Synthesis

Ask the learners to start self-directed learning :

- Describe how new technologies have led to the convergence of traditional and new media.
- Explain how media convergence creates new opportunities for interaction.
- Describe the use of one or two forms of new media to share knowledge and information on a current issue in society.
- Explain how a person could be portrayed in public in the age of media convergence.

Types of Media: Print, Broadcast, New Media (Lab)

Content Standards

The learners demonstrate an understanding of how representations are constructed in diverse media types and how they converged.

Performance Standards

The learners shall make a visual representation (sketch or drawing) on how media is affecting his/her own everyday life.

Learning Competencies

- Classify contents of different media types. **MIL11/12TYM-IIIId-10**
- Define media convergence through current examples. **MIL11/12TYM-IIIId-11**
- Discuss to class on how a particular individual is portrayed in public using different type of media. **MIL11/12TYM-IIIId-12**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Discuss the influence of media in society.
- Discuss how some individuals are being portrayed in public.
- Describe how media personalities could greatly affect society.

LESSON OUTLINE

Review	Types of Media	5
Motivation	Media and Public Perception	15
Introduction	Influences of Media	10
Instruction	Affects of Media	40
Practice	Drawing/Skecth on the Effects of Media on Learners	50

Materials

computers with Internet connection, pictures, video clips, articles, printed matrix

Resources

Heinich, R., Molenda, M., Russel, J. & Smaldino, S. (1999). Instructional Media and Technologies for Learning, 6th ed. NJ: Prentice Hall, Inc.
Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

REVIEW (5 MINS)

- Types of media. Give examples of each.
- Media Convergence. Gives examples.

MOTIVATION (15 MINS)

1. Instruct learners to form a group of five members.
 - Show two short video clips (at least 3 minutes each) of major disaster events (ex Typhoon Yolanda in the Philippines and tsunami in Japan;) or a competition victory (ex controversial winning of Pia Wurtzbach as Miss Universe 2016 and winning boxing match of Manny Pacquiao)
 - Discuss with the learners the reactions of people affected by the news:
 - personalities who were in the video
 - people who watched and read the news
 - media men who featured the article
 - their (learners) own personal reactions
2. Ask the learners the following questions:
 - How do different audiences perceive media personalities?
 - Do you agree that media personalities have power to direct or challenge society? Explain your answer.

INTRODUCTION (10 MINS)

Write this on the board "The media can be influenced by society and can in turn influence society".

Discuss with the learners the following:

- Different interpretations of the quote. Explain their answer.
- Cite the different forms of media that greatly influence youth like them.
- The different levels of influence that different media have in society in general.
- How this quote should be given consideration when using media for presenting information.

INSTRUCTION (40 MINS)

1. Show picture pictures of famous individuals who are featured across all types of media. Ask the learners to identify who is being shown in these picture.

Teacher Tips

- Prepare the video ahead of the class by downloading them to avoid problems with bandwidth.
- Chose a video material that the learners would be very interested it.
- Make sure that the video is well understood by the learners.

Teacher Tips

- Have the learners construct their own definitions by using previous lessons and topics.
- Connect their answers to the different type of media and their relationship with media and information literacy.
- Correct misconceptions.

Example



3. Discuss with the learners the following questions:

- What do these two personalities have in common?

Sample answer: They are both called “Queen of All Media”

- How did they become the “Queen of All Media”?

Sample answer: They are both featured in print, broadcast and new media.

- What made them so famous?
- What have they contributed to society?
- How do these personalities influence the way the people see themselves and others?

Sample answer: They are able to show viewers that they are like the latter by sharing relatable (sometimes embarrassing) experiences.

3. Discuss the responsibility of media content producers to their viewers.

Media content producers should follow a code of ethics that prohibits the use of abusive or discriminatory material based on race, ethnicity, age, gender, physical ability or marital status.

4. Instruct learners to search for famous/iconic personalities who have been featured in print, broadcast and new media. Make a matrix that would contain (1) title of the media product; (2) its creator; and (3) describe how each particular personality is being described in a specific type of media. A sample matrixes presented in the next page

Teacher Tip

- Have the learners construct their own definitions by using previous lessons and topics and built the discussion form these answers.
- Prepare the visuals/pictures ahead of the class. Chose materials that the learners would be very interested it. Make sure that the material is in very good quality.

SAMPLE MATRIX

Name	Books	Magazines	Radio	TV	Film/Movie	Songs	Internet	Others
<i>Jose Rizal</i>								
<i>Corazon Aquino</i>								
<i>Nora Aunor</i>								
<i>Others</i>								

PRACTICE (50 MINS)

- Using the application that the learners are most competent with, make a drawing/sketch on how different media is affecting your everyday life. The learners can use any application that they are most comfortable with (ex. SketchPro, sketch.io, Microsoft Paint, others)
- Submit the output with a brief introduction at the MIL Portal.

Drawing/Sketch Sample Rubric

Criteria	4	3	2	1
Appropriateness	The use of graphic arts to present the message is suitable and on purpose.	The use of graphic arts to present the message is satisfactorily suitable	The use of graphic arts to present the message is acceptably suitable	The use of graphic arts to present the message is poorly executed.
Originality	The use of graphic arts is new and novel	The use of graphic arts is new, but with little creativity	The use of graphics arts is not very new.	There is no hint of originality in the submitted work.
Meaningfulness	The student was able to create a cohesive and comprehensive sketch, with supporting details to its meaning.	The student was able to create a cohesive but not comprehensive sketch, with supporting details to its meaning.	The student was able to create a cohesive sketch, with not so much supporting details to its meaning.	The student was not able to create a cohesive or meaningful sketch.
Completeness	The project was submitted with all the requirements satisfied.	The project was submitted but had a few lacking components.	The project was submitted but seems to be slightly uncompleted.	The project was submitted largely unfinished.

Media and Information Sources (Lec)

Content Standards

The learners demonstrate an understanding of the values and differences of the sources of media and information.

Performance Standards

The learners shall be able to examine the reliability, accuracy, value, authority, and timeliness of the different sources of media and information.

Learning Competencies

The learners compare potential sources of media and information.

MIL11/12MIM-IIIe-13

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Demonstrate an ability to examine and compare information from various sources in order to evaluate its reliability, accuracy, authority, timeliness, and bias.
- Determine the accuracy, reliability and value of information by questioning the source of data, limitations of the information gathering tools or strategies, and the rationale of the conclusions.

LESSON OUTLINE

Introduction	Current Events	10
Instruction	Media and Information Sources	40
Enrichment	Synthesis	10

Materials

computers with Internet connection, school supplies, magazine and newspaper and radio

Resources

Evaluating Internet Sources: Tips and Tricks for Evaluating Web Sites. (2016, February 2). Retrieved from <http://www.library.illinois.edu/ugl/howdoi/webeval.html>

Tutorials: How can I tell if a website is credible? (2016). Retrieved from https://www.edb.utexas.edu/petrosino/Legacy_Cycle/mf_jm/Challenge%201/website%20reliable.pdf

Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

INTRODUCTION (10 MINS)

1. Choose a recent piece of controversial news and discuss it with the learners.
2. Ask the learners where they got the news and what they know about it.
3. Provide news about the topic coming from different sources – newspaper, magazine, social media, TV, Internet.
4. Distribute each material to a different group of learners. Have each group describe the type of information their source delivers.
5. Ask them to note the differences and similarities between the information gathered in each source.

Teacher Tip

Choose a topic that is widely discussed in media. Controversial and popular topics are more likely to have different versions of the incident and would generate varying opinions. Good topics are news about a politician or a celebrity, a phenomenon, or an incident involving a lot of people.

INSTRUCTION (40 MINS)

1. Bring the class to a focus by stating the specific learning objectives. At the end of the lesson, the learner should be able to:
 - Demonstrate an ability to examine and compare information from various sources in order to evaluate its reliability, accuracy, authority, timeliness, and bias
 - Determine the accuracy, reliability and value of information by questioning the source of data, limitations of the information gathering tools or strategies, and the rationale of the conclusions.
2. Define keywords in the objectives as an overview of the lesson. These keywords include:
 - Reliability of information - Information is said to be reliable if it can be verified and evaluated. Others refer to the trustworthiness of the source in evaluating the reliability of information.
 - Accuracy of information - Accuracy refers to the closeness of the report to the actual data. Measurement of accuracy varies, depending on the type of information being evaluated. Forecasts are said to be accurate if the report is similar to the actual data. Financial information is considered accurate if the values are correct, properly classified, and presented
 - Value of information - Information is said to be of value if it aids the user in making or improving decisions.
 - Authority of the source - Much of the information we gather daily do not come from a primary source but are passed on through secondary sources such as writers, reporters, and the like. Sources with an established expertise on the subject matter are considered as having sound authority on the subject.
 - Timeliness - Reliability, accuracy, and value of information may vary based on the time it was produced or acquired. While a piece of information may have been found accurate, reliable, and

Teacher Tips

- When discussing these topics, allow the learners to also be the source of information. Later, ask them to assess the reliability, accuracy, and value of the information they have given.
- Note that the value of information would also depend on the need of the user.
- Libraries may come in physical or digital forms. They require common skill set in searching and accessing information.
- A slide presentation (Powerpoint, Prezi, others) may be used as a tool to discuss and summarize the topics.

valuable during the time it was produced, it may become irrelevant and inaccurate with the passing of time (thus making it less valuable). Other information may be timeless, proven to be the same in reliability, accuracy, and value throughout history.

3. Discuss the following topics on libraries:

- a. Types of libraries - Libraries are often classified in 4 groups, namely: academic, public, school and special. These libraries may be either digital or physical in form.
- b. Skills in accessing information from libraries - Due to the wealth of information in a library, it is important to know the following:
 - The access tool to use
 - How the information being accessed may be classified
 - The depth of details required--some libraries provide only an abstract of the topic
 - More detailed information might require membership or some conformity to set rules of the source (ex databases).
- c. Characteristics of libraries in terms of reliability, accuracy and value - Libraries of published books are often considered highly reliable, accurate, and valuable. Books and documents from dominant sources are often peer reviewed. ISSN or ISBN registration ensures that standards were followed in producing these materials.

4. Discuss the following topics about the Internet:

- a. Information found on the Internet
- b. Characteristics of Internet information in terms of reliability, accuracy, value, timeliness, and authority of the source
- c. Realities of the Internet
- d. Information found on the Internet may be quite varied in form and content. Thus, it is more difficult to determine its reliability and accuracy. Accessing information on the Internet is easy, but requires more discipline to check and validate. Factual and fictitious data are often merged together. Sources always have to be validated.

5. Discuss the skills in determining the reliability of information.

- a. Check the author. The author's willingness to be identified is a good indication of reliability.
- b. Check the date of publication or of update. While the information may be true, it may not be reliable if it is outdated and may have lost relevance.
- c. Check for citations. Reliable authors have the discipline of citing sources of their information.

Teacher Tips

- Have this discussion at the library, and should include a live demonstration on the skills to be discussed. A librarian may be of assistance to help discuss some of the topics.
- Note that there are digital forms of libraries, as well as tools used for these digital libraries.

- d. Check the domain or owner of the site or page. The domains .edu and .gov are reserved for academic institutions and the government respectively. Information from such sites are presented with caution and are usually well-grounded. Site owners may have an agenda that affects the manner by which information is presented.
 - e. Check the site design and the writing style. Credible sources take time to make their information accessible and easy to comprehend.
6. Discuss the skills in determining accurate information.
- a. Look for facts.
 - b. Cross-reference with other sources to check for consistency.
 - c. Determine the reason for writing and publishing the information. Check if the author is objective or leaning heavily on a certain point of view.
 - d. Check for advertising. Advertisers may use related information to market their product.
7. Discuss the following topics on the alternative media:
- a. Current popular alternative media
 - b. Rise of alternative media and information.
 - c. Other alternative forms of communication and distribution have become popular. These include social media, blogs, and flash mob performances. These alternative forms provide greater freedom and power to ordinary individuals and are a quicker way of distributing information. The downside is that a lot of the information being passed around is biased and inaccurate.

Teacher Tips

- There may be other ways to determine the reliability and accuracy of information. It is also possible that certain information may not exhibit the characteristics discussed in this section but are deemed reliable and accurate.
- Give positive and negative examples.
- To avoid spending too much time discussing this topic, prepare a checklist for reliability and a checklist for accuracy. Using simple information, go through the checklist quickly.

Selection Criteria	Questions to ponder
Reliability	What are the details of this piece of news? Which of these details can be verified in other sources? Could these details be true? Why or why not?
Accuracy	Which of these facts are measurable? How were they derived? Was the article written in an objective manner? Is the article written with care?
Value	Consider the audience of the article? Who would find this article valuable?
Authority	Who wrote the article? How is the author related to the article? What was his source? Are the sources properly cited? What is the reputation of the author? Is he known for some biases?
Timeliness	When was the article written? Is it possible that some of the information in the article has changed in time? If yes, would the change have any effect on the conclusion of the article?

ENRICHMENT (10 MINS)

- Synthesize the lesson by going back on the example used at the start of the lesson. Have the learners look at various pieces of news handed out to them regarding the topic. As a class, fill out the following table.

Teacher Tip

The teacher may give these instructions as homework and may be announced immediately after the discussion on indigenous media and information (next meeting).

Selection Criteria	Questions to ponder	Student Answer
Reliability	What are the details of this piece of news? Which of these details can be verified in other sources? Could these details be true? Why or why not?	
Accuracy	Which of these facts are measurable? How were they derived? Was the article written in an objective manner? Is the article written with care?	
Value	Consider the audience of the article? Who would find this article valuable?	
Authority	Who wrote the article? How is the author related to the article? What was his source? Are the sources properly cited? What is the reputation of the author? Is he known for some biases?	
Timeliness	When was the article written? Is it possible that some of the information in the article has changed in time? If yes, would the change have any effect on the conclusion of the article?	

- Conclude by reminding the learners that while it may be difficult to fully determine the reliability, accuracy, value, and timeliness of any information, as well as the authority of the source, literacy in media and information benefits from the development of these skills.

ASSIGNMENT

1. Ask the learners to identify information about their local community.
2. Tell them to identify the possible source of this information and to write their answers down in their notebook.
3. Inform the learners that they will be meeting guests from the local community in the next meeting. The class will interview the guests on indigenous media and information.
4. Tell the learners to prepare for next week by writing questions that they would like to ask the guests. Tell them that they will be called at random to ask the guest their questions, and that questions may not be repeated.

Media and Information Sources (Lab)

Content Standards

The learner demonstrates an understanding of and can identify the values and differences of potential sources of media and information.

Performance Standards

The learners shall be able to research on indigenous media or information resource within the community.

Learning Competencies

- Compare potential sources of media and information. **MIL11/12MIM-IIIe-13**
- Interview an elder from the community regarding indigenous media and information resource. **MIL11/12MIM-III f-14**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Demonstrate ability to examine and compare information from various sources in order to evaluate its reliability, accuracy, authority, timeliness, and bias.
- Determine accuracy, reliability, and value of information by questioning the source of data, the limitations of the information gathering tools or strategies, and the rationale of the conclusions.
- Identify a range of strategies for gathering indigenous informational media.
- Define Open Educational Resource (OER)

LESSON OUTLINE

Instruction	Mind Mapping and Discussion	40
Laboratory	Indigenous Media and Information, Open Educational Resource	60
Enrichment	Essay	20

Materials

computers with Internet connection, magazine, newspaper, radio, barangay meeting

Resources

Evaluating Internet Sources. University Library, University of Illinois at Urbana-Champaign. Retrieved from <http://www.library.illinois.edu/ugl/howdoi/webeval.html>

Melissa, P. (2013). How can I tell if a website is credible. University of Wisconsin, Retrieved from https://www.edb.utexas.edu/petrosino/Legacy_Cycle/mf_jm/Challenge%201/website%20reliable.pdf

Mundy, Paul and Compton , J. Lin (1991). Indigenous Communication and Indigenous Knowledge. Development Communication Report 74, 1991/3. Clearinghouse on Development Communication, Arlington, VA.

Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

INSTRUCTION (40 MINS)

- Present some of the best sketches or drawings on how media is affecting his/her own everyday life.

Mind Mapping

Discuss the concepts of indigenous media and information by developing a mind map. Start by defining keywords and connect it to other terms. If new related ideas come to mind, write it on the board and draw a line to the other ideas related to it.

- Indigenous - native; local; originating or produced naturally in a particular region.
- Indigenous knowledge - knowledge that is unique to a specific culture or society; most often it is not written down.
- Indigenous communication - transmission of information through local channels or forms. It is a means by which culture is preserved, handed down, and adapted.
- Indigenous media and information - original information created by a local group of people. This also refers to content about indigenous peoples that may be distributed through dominant forms of media or through forms of communication unique to their people group.

Discussion

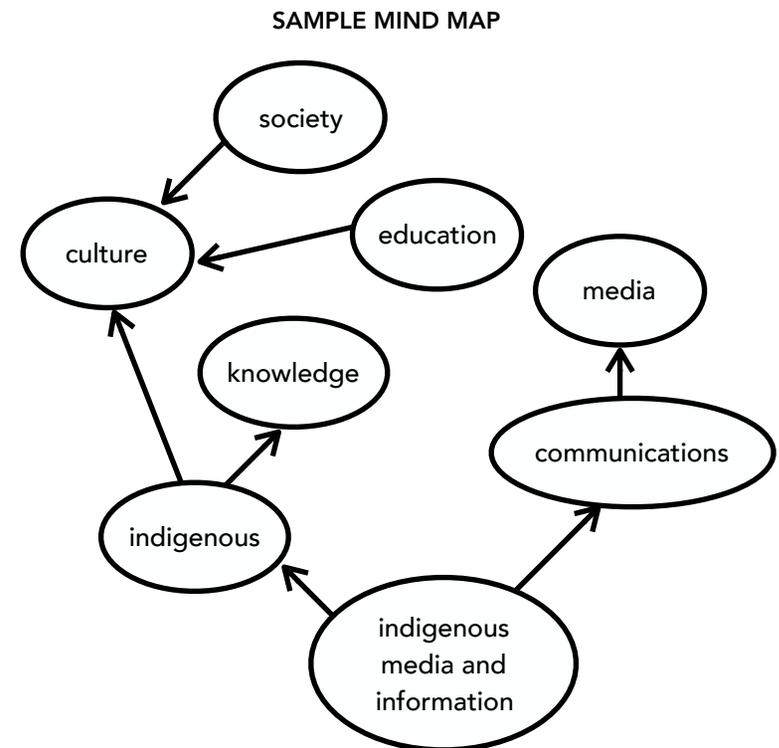
Discuss the importance of indigenous media and information.

- Popular media cannot reach some rural areas. While print, broadcast, and new media have a wide reach, there are still areas that these forms of media have not reached.
- Indigenous media and information are highly credible because they are near the source and are seldom circulated for profit.
- Indigenous media are channels for change, education, and development because of its direct access to local channels.
- Ignoring indigenous media and information can result in development and education programs that are irrelevant and ineffective.
- Forms of indigenous media and their local examples:
 - a. Folk or traditional media
 - b. Gatherings and social organisations
 - c. Direct observation
 - d. Records - may be written, carved, or oral
 - e. Oral instruction

Teacher Tip

- Refer to the given example of a mind map below
- Indigenous Information--may be sourced from all types of media.

Indigenous media varies from one place to another. The teacher may look for local examples of how communication is passed on within local communities. Key to this is identifying the source of information and the key authorities in a community. Local meetings such as kapihan, balitaktakan, and kwentong barbero are some examples of how news and stories are passed on within a community.



LABORATORY (60 MINS)

indigenous Media and Information Resource

1. Introduce the invited guests (refer to Meeting Learners' Needs) for the interview.
2. Ask each guest to briefly explain their role in the community.
3. Ask each guest to share the type of information they are responsible for, or the information that they receive and pass on to the community.
4. After the guests have explained, have the learners ask questions of their own. Some helpful questions to ask your guests are:
 - How is the type of information that you handle helpful to the community? In what ways does passing on this information help the community?
 - How do you know that the information you pass on is true?
 - What difficulties do you face in passing on this information to others?
 - Are these pieces of information available in popular media?
5. Facilitate the forum by keeping time, keeping the learners engaged, and by directing the talk to stay on topic.
6. When the time is up, have the learners thank the guests.
7. End the session by summarizing the key points of the forum.

Open Educational Resources

- Discuss the 10 recommendations of the World OER Congress at UNESCO in the Paris 2012 declaration.
- Teach students how they can find OERs and use them properly by using this material from Open Professionals Education Network (<https://open4us.org/find-oer/>)

ENRICHMENT (20 MINS)

Essay

Have the learners write an essay on the topic "How do people find information that matches my needs?" and "How do I choose from the wide variety of information made available by different sources?". Have the learners upload their essay at the MIL Portal.

Teacher Tip

- Invite 2-3 representatives from the local community. This may be a barangay official, a respected elder in the school's local community, an elder who is also a local artisan, a local blogger, a war veteran, and/or a media practitioner.
- This activity may also be conducted towards the end of the class period to give time to entertain the guests and to allow learners to chat with them further.

Media and Information Languages (Lec)

Content Standards

The learners understand media and information codes, conventions, and messages in relation to consumers, producers, and other stakeholders.

Performance Standards

The learners shall be able to examine and identify pertinent media and information codes, conventions and messages given a visual resource.

Learning Competencies

- Evaluates everyday media and information presentations regarding codes, convention, and message; and how they affect the audience, producers, and other stake holders. **MIL11/12MILA-IIIif-15**
- Produces and assesses the codes, conventions, and messages of a group presentation. **MIL11/12MILA-IIIif-16**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Identify codes, convention, and message and how they affect the audience, producers, and other stake holders.
- Reflect on how important information can be conveyed to create the desired impression.

LESSON OUTLINE

Introduction	Review, Learning Objectives	5
Motivation	Discussion	10
Instruction	Media and Information Languages	20
Practice	MIL Design Framework	15
Enrichment	Reflection	10

Materials

manila, pens, board and marker, postcards, printed MIL design framework matrix

Resources

Heinich, R., Molenda, M., Russel, J. & Smaldino, S. (1999). Instructional Media and Technologies for Learning, 6th ed. NJ: Prentice Hall, Inc.
Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

INTRODUCTION (5 MINS)

- Review key points of previous lesson (Media and Information Sources)
- State learning objectives.

MOTIVATION (10 MINUTES)

1. Read his sentence after writing it on the board "Language may be a source of misunderstandings by Marshall McLuhan, 1964"
2. Ask learners to analyze the quote, then, let them share what they think to the class.
Sample Response: I strongly agree that language is a medium where one conveys his or her message and the kind of language to be used in communication could greatly affect how the message is understood.
3. Does the user's/audience's own background or experience affect the interpretation of messages? How?
Sample Response: Yes. The user's or audience's own background or experience may be considered as stock knowledge where his or her impression about a particular piece of information or message was derived or anchored on.
4. Is it possible that a different individual derives a different meaning from the message? Explain.
Sample Response: Yes, it is possible. It is probably because he or she is coming from a different point of view and/or different background.

INSTRUCTION (25 MINS)

1. Discuss with the learners the following definitions:
 - **Language** - pertains to the technical and symbolic ingredients or codes and conventions that media and information professionals may select and use in an effort to communicate ideas, information and knowledge.
 - **Media Languages** - codes, conventions, formats, symbols and narrative structures that indicate the meaning of media messages to an audience.
2. Instruct learners to form groups of 5 to 10 members. Provide each group with a permanent marker

Teacher Tip

- "The medium is the message" is a phrase coined by Marshall McLuhan meaning that the form of a medium embeds itself in the message, creating a symbiotic relationship by which the medium influences how the message is perceived.
- Let the learners express themselves freely.
- Correct misconceptions.

Teacher Tip

- Make sure that all members of the group would actively participate.

and a sheet of manila paper.

- Direct learners to identify five (5) signs and symbols in their community that are used to convey information (ex. for directions, locations of attractions, others).

Symbol	Meaning/Purpose
	Facebook - social media
	Traffic Sign - Do not enter
	Sports - Time out
Others	

Sample Answers

- Cold call groups to present their work. Direct presenter to answer how these signs and symbols are used to make people in the community understand the message being conveyed.
- Discuss with the learners the following:
 - How are symbols usually being presented?
 - What is the importance of using symbols to convey a message or information?
 - How these symbols are presented in terms of fonts, images, colors, design and others?
- Discuss with the learning the following definitions:
 - Technical codes include sound, camera angles, types of shots and lighting. They may include, for example, ominous music to communicate danger in a feature film, or high-angle camera shots to create a feeling of power in a photograph.

Teacher Tip

- Encourage the groups to identify 2 of the most commonly used and 3 of most commonly misunderstood signs and symbols in their community.
- Let the group decide on who would be the presenter. It could be 1 presenter for each of the 5 signs and symbols.
- Manage time properly. You can ask each group to present 1 sign or symbol only (provided it was not yet presented by previous groups) to accommodate all groups.

- Symbolic codes include the language, dress or actions of characters, or iconic symbols that are easily understood. For example, a red rose may be used symbolically to convey romance, or a clenched fist may be used to communicate anger
- Convention - In the media context, refers to a standard or norm that acts as a rule governing behaviour.
- Messages - the information sent from a source to a receiver.
- Audience - the group of consumers for whom a media message was constructed as well as anyone else who is exposed to the message.
- Producers - People engaged in the process of creating and putting together media content to make a finished media product.
- Other stakeholders - Libraries, archives, museums, internet and other relevant information providers.

PRACTICE (15 MINUTES)

1. Say "The first step in becoming media and information literate is to understand how information, ideas and meaning are communicated through and by various media and other information providers, such as libraries, archives, museums and the Internet".
2. Present the following Philippine postcards to the learners.



Teacher Tip

- You may choose other postcards that could more interesting for the learners
- If postcards are not available other visual resource could be used (ex printed commercial ad, election campaign materials, others)

3. Instruct the learners to accomplish MIL Design Framework matrix below.

Component	Cebu	Mayon Volcano	Zamboanga	Malacanang Palace
Target Audience				
Sender / Author				
Purpose				
Key Content				
Form / Style				
Medium / Format				

Teacher tip

- Prepare the material for this activity by printing the MIL design framework matrix.
- **Form/Style** can also pertain to tone, mood, color, font types, space, speed, direction, balance, repetition, emphasis, movement, rhythm, unity, contrast, hierarchy, contrast, proportion, alignment, proximity, pattern, others.
- **Medium/Format can also** pertain to the platform that the learners would be presenting their output (i.e. handwritten, blogs, presentation, others).

ENRICHMENT (10 MINS)

Instruct the learners to write a reflection paper about the previous activity using the following guide questions:

- What information codes, conventions and messages about our country is communicated enthuse postcards?
- If you are to create a postcard for a place or organization of your choice, what technical and symbolic codes would you use to convey important information and create the desired impression? Why?
- How is understanding of the technical and symbolic codes contribute to media and information literacy?
- Others reflection that they may want to share.

Media and Information Languages (Lab)

Content Standards

The learner understands media and information codes, conventions, and messages in relation to consumers, producers, and other stakeholders.

Performance Standards

The students in small groups create their own media and information presentations (e.g. postcard, collage, advertisement, infomercial, etc.) about the latest trends in technology.

Learning Competencies

- Evaluates everyday media and information presentations regarding codes, convention, and message; and how they affect the audience, producers, and other stake holders. **MIL11/12MILA-III-f-15**
- Produces and assesses the codes, conventions, and messages of a group presentation. **MIL11/12MILA-III-f-16**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Identify how the same information is being conveyed in different media
- Present information appropriately through codes, conventions, and messages

LESSON OUTLINE

Review	Media Languages	15
Instruction	Information Representation in Different Media	25
Procedure	Presentation about the latest trends in technology	80

Materials

computers with Internet connection, online references and resources

Resources

Heinich, R., Molenda, M., Russel, J. & Smaldino, S. (1999). Instructional Media and Technologies for Learning, 6th ed. NJ: Prentice Hall, Inc.
Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

REVIEW (15 MINS)

Discuss with the learners the following:

1. What is language?

Sample Answer: Language means the technical and symbolic ingredients or codes and conventions that media and information professionals may select and use in an effort to communicate ideas, information and knowledge.

2. How is Media Language being configured?

Sample Answer: Media Language is comprised of codes, conventions, formats, symbols and narrative structures that indicate the meaning of media messages to an audience.

3. Who are consumers and producers of media?

Sample answers: Consumers of media are the audience while producers of media are the providers. They are both stakeholders.

Teacher Tip

- Let the learners express themselves freely.
- Correct misconceptions.

INSTRUCTION (25 MINS)

Scenario: A local government official was charged of graft and corruption and was suspended from his office. The government official announced that the charges were all fabricated and that he will not step down from his office. A large group of supporters are present to protest. They barricaded the building where the official has once taken office. A struggle seems to start breaking out between the protesters and the police.

Teacher Tip

- You can also choose a different topic but make sure that it would be interesting to the learners and would solicit the pertinent information.
- Make sure that the discussion is free and open but make sure that it would not boil to a political debate.

Questions	Your Answer
Predict how this event will be covered by television, radio, print and Internet?	
How are the presentation of facts may vary from medium to medium?	
How are the codes and conventions vary from medium to medium?	
How much of these differences will be based on the unique characteristics of the medium?	

1. Instruct the learners to answer the following questions:

2. Make a cold call to present their answers.

3. After three presentations, discuss the following with the class:

- If you will be a reporter, are you going to use the conventional way of how the each media will broadcast the given scenario?

- What will you do to not make your report boring? Elaborate your answer
- Would you exaggerate some elements in your report to make it interesting? Why?

PRACTICE (80 MINS)

1. Instruct learners to form groups with five members and create their own media and information presentation about the latest trends in technology: (ex postcard, collage, advertisement, infomercial, story etc.)
 - Use the MIL Design Framework for designing, developing and evaluating your presentation.
 - Review the Rubric of Evaluation for benchmarking
 - Use codes and conventions for the development of the presentation.
 - The group can choose its medium (video, text, sound) for the presentation.
 - Each group should have a distinct presentation
2. Upload the final output with a brief description at the MIL Portal.

Presentation (Postcard, Collage, Advertisement, Infomercial, Others) Sample Rubric

Criteria	4	3	2	1
Attractiveness	The use of codes and symbols to present the message are exceptionally attractive.	The use of codes and symbols to present the message are satisfactorily attractive.	The use of codes and symbols to present the message are acceptability attractive.	The use of codes and symbols to present the message are poorly selected.
Creativity	Original and imaginative.	Original and a little imaginative. Imaginative but a little original.	Original and but not imaginative. Imaginative but not original.	Not original nor imaginative.
Validity of Information	Language used makes the message come alive. The information presented are accurate and valid.	The language are adequately used to present the message. The information presented are adequately accurate and valid.	Poor selection of language to present the message. The information presented are poorly accurate and valid.	Language do not tie in with the message. The information presented are not accurate and valid.
Meaningfulness	The presentation is cohesive and comprehensive with supporting details.	The presentation has deep meaning but little supporting details.	The presentation lacks meaning with no supporting details.	The presentation lacks meaning; no supporting details; with unfinished parts

Legal, Ethical, and Societal Issues in Media and Information Literacy (Lec)

Content Standards

The learners demonstrate an understanding of the legal, ethical, and societal issues in the use of media and information.

Performance Standards

The learners shall be able to evaluate a case study or presentation on an offense, investigation, and decision on any of the issues in media and information within their community.

Learning Competencies

- Define and explain copyright and other related issues. **MIL11/12LESI-IIIg-20**
- Discuss current issues related to copyright in relation to actions of government and private sectors, including but not limited to Cybercrime Law RA10175. **MIL11/12LESI-IIIg-21**
- Explain actions to promote ethical use of media and information. **MIL11/12LESI-IIIg-22**
- Enumerate opportunities and challenges in media and information. **MIL12LESI-IIIg-23**

Specific Learning Objectives

At the end of the lesson, the learners discuss and analyze a specific case study related to legal, ethical, and societal issues in the use of media and information literacy.

LESSON OUTLINE

Introduction	Legal, Ethical, and Social Issues	10
Instruction	Case Studies	35
Evaluation	Oral Presentation	15

Materials

sample articles of each case, manila paper, markers, crayons, glue, scissors

Resources

- Clark, L. (2014, May 9). Four in ten teenage girls 'are addicted to internet': Youngsters increasingly showing signs of compulsion with their tablets and smartphones. Retrieved from <http://www.dailymail.co.uk/news/article-2623903/Four-ten-teenage-girls-addicted-internet-Youngsters-increasingly-showing-signs-compulsion-tablets-smart-phones.html>
- Mateo, J. (2015, December 3). UP grad in photo plagiarism gets redemption. Philippine Star newspaper homepage philstar.com. Retrieved from <http://www.philstar.com/headlines/2015/12/03/1528420/grad-photo-plagiarism-gets-redemption>
- Rudd, A. (2012, July 18). Diablo death: Teenager dies after playing video game for 40 hours without eating or sleeping. Retrieved from cyberpatrol.com. (2012-2015). Cyber Sharks Map [digital image]. Retrieved from https://www.cyberpatrol.com/assets/cyberpatrol/cybersharks_map.jpg
- O'Brien, M. & Kellan, A. (2011, January 24). Virtual self can affect reality self. Retrieved from <http://phys.org/news/2011-01-virtual-affect-reality.html>
- Ramoral, C. (2013, September 22). UP student plagiarizes prize-winning photos. Retrieved from <http://www.rappler.com/move-ph/39566-up-student-admits-plagiarized-photos>
- Spot.ph. (2013, October 2). Copycat Nation: 10 High-Profile Plagiarism Cases in the Philippines. Retrieved from <http://www.spot.ph/newsfeatures/54502/copycat-nation-10-high-profile-plagiarism-cases-in-the-philippines?page=1>
- Starr, L. (2015). Is Fair Use a License to Steal? Retrieved from http://www.educationworld.com/a_curr/curr280b.shtml#sthash.qaat0Dud.dpuf
- Vibar, I. (2012, August 23). Carabuena: From bully to cyberbullying victim. Retrieved from <http://news.abs-cbn.com/lifestyle/08/23/12/carabuena-bully-cyberbullying-victim>

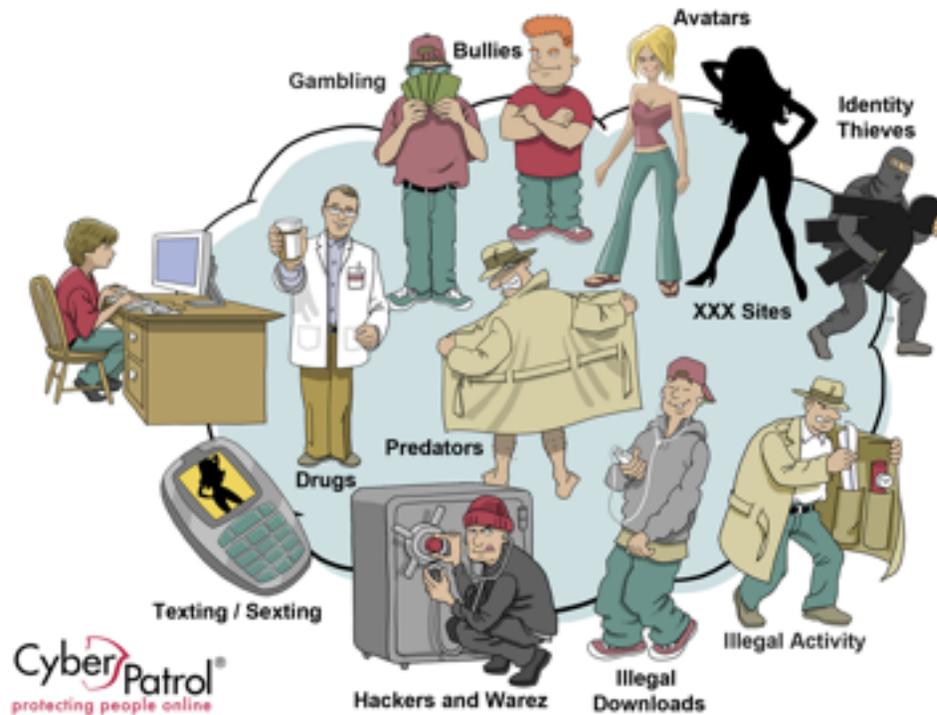
INTRODUCTION (10 MINS)

Communicate Learning Objectives

1. State the objectives of the meeting. Discuss the milestones the Internet has helped humanity reach, but stress the possible dangers of using the Internet.
2. Present the possible dangers of using the Internet using the image below. Discuss this under the lens of RA 10175: Cybercrime Law.

Teacher Tip

Acknowledge the milestones the internet has shared to the humanity but stress on the possible dangers and issues of using the Internet.



Source: Cloud Image of Internet Dangers (Photograph). Retrieved from https://www.cyberpatrol.com/assets/cyberpatrol/cybersharks_map.jpg

3. Ask the learners the following questions:
 - a. What issues do you see in the poster?
 - b. Which ones do you understand? Which ones do you not know?
 - c. What possible dangers and issues of unguarded use of the internet are depicted in the picture?
 - d. Which of these issues have happened to you or to your friends? Why did they happen?

4. Discuss the following terms to the learners.

- **Copyright** - a legal device that gives the creator of a literary, artistic, musical, or other creative work the sole right to publish and sell that work. Copyright owners have the right to control the reproduction of their work, including the right to receive payment for that reproduction. An author may grant or sell those rights to others, including publishers or recording companies. Violation of a copyright is called *infringement*.
- **Plagiarism** - an act or instance of using or closely imitating the language and thoughts of another author without authorization; the representation of that author's work as one's own, as by not crediting the original author.
- **Cyber Bullying** - bullying that takes place online, or using electronic technology such as cell phones, computers, and tablets over communication tools including social media sites, text messages, chat, and websites. Examples of cyber bullying: text messages or emails composed to insult or demean; rumors or false statements spread by email or posted on social networking sites; and humiliating photos, videos, websites, or fake profiles deliberately shared across social media.
- **Computer addiction** - the excessive use of computers to the extent that it interferes with daily life. This excessive use may for example interfere with work or sleep, result in problems with social interaction, or affect mood, relationships, and thought processes.
- **Digital divide** - an economic inequality between groups in terms of access to, use of, or knowledge of ICT. The divide within countries (such as the digital divide in the United States) can refer to inequalities between individuals, households, businesses, and geographic areas at different socioeconomic (and other demographic) levels. The Global digital divide designates countries as the units of analysis, and examines the divide between developing and developed countries on an international scale.



Source: Fobilow (2013) *Mona Lisa through the years*. Retrieved from <http://www.naijalol.com/photos/all/198>

Teacher Tips

- The teacher may facilitate the discussion of these technical terms by providing these definitions a week before the class, enabling the learners to have prior knowledge of the topic.
- Depending on the number of learners and the context of issues, the teacher may have other topics to be discussed in class. The teacher should provide readings ahead of time to allow the learners a more interactive discussion.
- The teacher should clearly discuss the definition of each issue to avoid misconceptions.

INSTRUCTION (35 MINS)

Case Studies

Have the learners divide into groups of into 6-7, depending upon the number of students and number of issues you want discussed. Suggested issues of using unguarded internet:

- Copyright and Plagiarism
- Cyber Bullying
- Computer addiction
- Digital divide

Present the mechanics to the learners:

- Each group chooses a case under your supervision. The task is to answer questions from a given topic/case, and then present them to the class.
- Each group should elect the following: leader, secretary, and presenters.
- Time limit for discussion is 30 minutes while presentation is 2-3 minutes.
- The answers may be presented either through Cartolina/Manila paper or presentation software.

Case 1: Plagiarism

1. Read the following articles on a case of plagiarism: "UP student plagiarizes prize-winning photos" at <http://www.rappler.com/move-ph/39566-up-student-admits-plagiarized-photos> and "UP grad in photo plagiarism gets redemption" at <http://www.philstar.com/headlines/2015/12/03/1528420/grad-photo-plagiarism-gets-redemption>
2. After reading, answer the following questions:
 - a. First article: "UP student plagiarizes prize-winning photos"
 - In what competition did Solis send in his plagiarized work?
 - What sanctions did he receive from the organizing committee? Describe his actions.
 - Do you think technology and the internet have made plagiarism easier? Do you think technology has made people more or less creative? Explain your answer by citing examples.
 - b. Second article: "UP grad in photo plagiarism gets redemption"
 - According to the article, how did Solis redeem himself? What job did he have?
 - What project did he help?
 - What is there to learn about the life of Solis?
3. Summarize the answers.
4. Choose a reporter to present the answers in class. The reporter may use presentation software or cue cards.

Teacher Tips

- You may use other cases as long as appropriate and credible sources can be found.
- Read all the articles in advance.
- Utilize existing groupings, or to make whole new groupings according to the learners' expertise and interests.
- Alternatively, have them draw lots or assign them topics based on the group's understanding of the topic.
- One possible topic for consideration is virtual identity.

Teacher Tips

- On the topic of plagiarism, focus the discussion on the act of the person, avoid discussing personal details of the person.

Sample answers for the first article:

- Mark Solis plagiarized a photograph entitled "Neptune of the Sea" by a Brazil-based social worker Gregory John Smith.
- He claimed that the photograph was his own work, and submitted it to the 2nd Calidad Humana National Essay Photography Competition organized by the embassy of Chile. He won first place.
- The Embassy of Chile did not give Solis the award.
- Solis has apologized to both Mr. Smith and to the Embassy of Chile.

Sample answers for the second article:

- Solis managed a football program for street children at the Baclaran Church compound in Pasay City. He is working to promote a book on Calidad Humana.

Case 2: Cyber Bullying

1. Read the news article about Robert Blair Carabuena and the Metropolitan Manila Development Authority Aide Fabros: "Carabuena: From bully to cyberbullying victim" at <http://rp1.abs-cbnnews.com/lifestyle/08/23/12/carabuena-bully-cyberbullying-victim>
(If the class has a computer, the group may also watch the news report at <https://www.youtube.com/watch?v=uLr-laylF4s>)
2. After reading, answer the following questions:
 - What did Carabuena do that made netizens angry?
 - Describe the acts of cyber bullying that the netizens did to Carabuena. Do you think their actions are justifiable? Defend your answer.
 - How did the incident affect Carabuena's life?
 - Do you think technology and the Internet has made bullying easier?
 - Give one suggestion to avoid cyber bullying. Give one suggestion to avoid being a cyber bully.
3. Summarize the answers.
4. Choose a reporter to present the answers in class. The reporter may use presentation software or cue cards.

Case 3: Computer addiction

1. Read the news article on computer addiction: "Four in ten teenage girls 'are addicted to internet: Youngsters increasingly showing signs of compulsion with their tablets and smart phones" at <http://www.dailymail.co.uk/news/article-2623903/Four-ten-teenage-girls-addicted-internet-Youngsters-increasingly-showing-signs-compulsion-tablets-smart-phones.html>
2. After reading the article, answer the following questions:
 - From the research, do boys and girls share the same Internet usage? Explain your answer. Cite statistics or data.
 - Cite one real life example in your school or community of teenagers who have experienced computer addiction. What happen them? Have they recovered from their addiction?
 - Give two pieces of advice from Tablets for Schools to avoid computer addiction.
3. Summarize the answers.
4. Choose a reporter to present the answers in class. The reporter may use presentation software or cue cards.

Teacher Tip

Sample answers:

- Carabuena was caught by MMDA Officer Fabros for traffic violations. Carabuena disrespected the MMDA officer by insulting and slapping him. The incident was videotaped and uploading onto the internet.
- The netizens made a Facebook hate group, and made many hateful comments against him. Carabuena was first to bully Fabros, and so netizens used cyberbullying to punish him.

Teacher Tip

Sample answers:

- The survey, which questioned more than 2,000 secondary school pupils aged 11 to 17, found that 39% believe they are addicted to the internet. For addiction, 46% of the girls show sign of addiction while 36% for the boys.
- Girls spent more time chatting to friends on social networks, while boys were more absorbed by computer games.
- Advice from Tablets for Schools to avoid computer addiction: Use real alarm clocks instead of cellular phones, Set time limits on how youngsters can use devices with specific times during the day or week for being 'unplugged', Impose boundaries on the way in which we use our digital devices, Set a dialogue with the youngsters on computer use.

Case 4: Digital divide

1. Read the article on digital divide in the Philippines: “Faster economic growth thru SME-friendly connectivity: An AFFI appeal to TELCOS” at <http://affi.com.ph/2014/06/faster-economic-growth-thru-sme-friendly-connectivity-an-affi-appeal-to-telcos/>
2. After reading, answer the following questions:
 - What were the positive effects of having faster internet speed as shown in the McKinsey Global Institute research?
 - Describe the internet connection status in the Philippines, in terms of number of people with internet connection, the average internet broadband download speed compared to other countries, and the average cost of monthly Internet services.
 - How does the Philippines’ slow Internet connection affect the SMEs? Do you think a faster Internet connection can promote better income for them? Explain your answer.
 - Do you think commercial stores or offices should have websites? What are the advantages and disadvantages that can you foresee?
3. Summarize the answers.
4. Choose a reporter to present the answers in class. The reporter may use presentation software or cue cards.

EVALUATION (15 MINS)

Presentations

1. Present the rubrics to the learners.
2. Provide critical and constructive feedback after presentations.
3. Emphasize that technology has its pros and cons. Share this quote with the learners: “Technology... is a queer thing. It brings you great gifts with one hand, and it stabs you in the back with the other.” --C.P. Snow, New York Times, 15 March 1971
4. Synthesize the lesson by:
5. Presenting the advantages of using technology and the Internet to develop literacy and advancement in life.
6. Highlighting the issues of using technology in these contexts: unguarded by adults or guardians, lack of connectivity and facilities, bullying.

Teacher Tip

Sample answers:

- The positive impacts of having faster internet connection according to McKinsey Global Institute are the following: Strong internet connectivity offers to aggressively drive economic growth in developing countries; the Internet was also a catalyst for job creation; Internet connectivity benefits all parties involved – the provider, the SME, the consumer, and the country.
- Today the Philippines lags behind the world in terms of internet connectivity, internet broadband download speed, and in internet cost accessibility. In September 2013, 71% of Filipinos had no access to the Internet through any means. The Philippines’ average connection speed per user was only around 2Mbps compared to South Korea’s 21.9 Mbps, Japan’s 12.8 Mbps, Hong Kong’s 12.2 Mbps, Taiwan’s 8.3 Mbps, Singapore’s 7.9 Mbps, and the global average of 3.8 Mbps. On average, consumers pay around P1,000 a month for Internet service with speeds of up to 2 Mbps. Expensive compared to other countries like Singapore (15 Mbps internet for around P1,312 a month) and Thailand (12 Mbps for P1,100).
- AFFI as an association is focused on Small and Medium Enterprises, whom together with micro-enterprises, comprise 99% of all Philippine business establishments, 60 percent of Philippine exporting firms, employs 55 percent of the Philippine labor force and contributes 30% to total domestic volume in the Philippines.

Oral Presentations Sample Rubric

Criteria	4	3	2	1
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
Graphics	Student's graphics explain and reinforce screen text and presentation.	Student's graphics relate to text and presentation.	Student occasionally uses graphics that rarely support text and presentation.	Student uses superfluous graphics or no graphics
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling errors and/or grammatical errors.
Eye Contact	Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.
Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.

Source: Rubric presentation: Evaluating student's presentation. Retrieved <https://www.ncsu.edu/midlink/rub.pres.html>

Legal, Ethical, and Societal Issues in Media and Information Literacy (Lab)

Content Standards

The learners demonstrate an understanding of the legal, ethical, and societal issues in the use of media and information.

Performance Standards

The learners shall be able to conduct a case study on an offense, investigation, or decision pertaining to any of the media and information issues within their community.

Learning Competencies

- Put into practice their understanding of the intellectual property, copyright, and fair use guidelines. **MIL11/12LESI-IIIg-17**
- Demonstrate proper conduct and behavior online (netiquette, virtual self). **MIL11/12LESI-IIIg-18**
- Put into action their personal resolve to combat the digital divide, computer addiction, copyright infringement, and bullying. **MIL11/12LESI-IIIg-19**
- Explain actions that promote ethical use of media and information. **MIL11/12LESI-IIIg-22**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Distinguish best practices and research-based suggestions to promote netiquette.
- Formulate policies or guidelines in using the internet that promote ethics and goodwill to humanity.
- Orally present these policies, guidelines, or netiquette to the class.

LESSON OUTLINE

Review	Picture Talk	5
Instruction	Case Studies	70
Evaluation	Presentations	30
Enrichment	Synthesis	10
Assignment	Reflection	5

Materials

computers with Internet connection, materials and resources

Resources

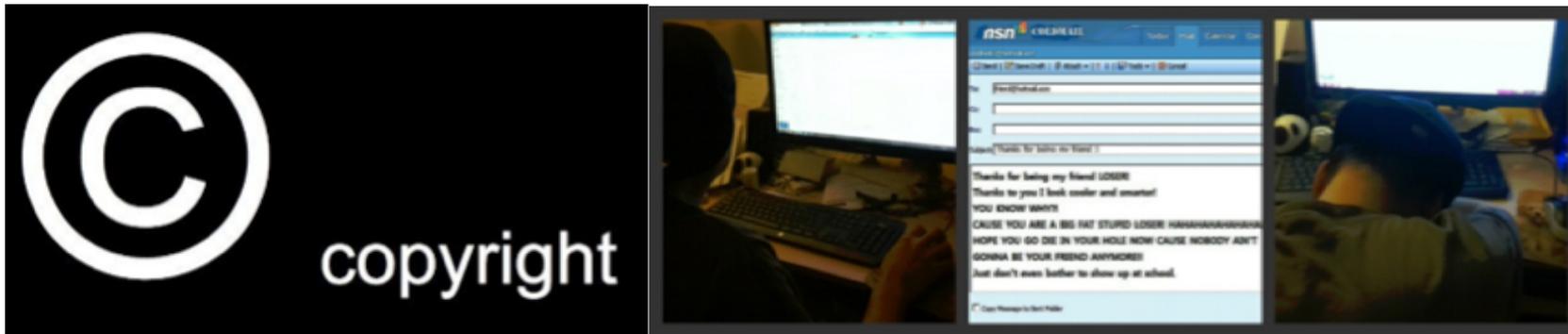
- Clark, L. (2014, May 9). Four in ten teenage girls 'are addicted to internet': Youngsters increasingly showing signs of compulsion with their tablets and smartphones. Retrieved from <http://www.dailymail.co.uk/news/article-2623903/Four-ten-teenage-girls-addicted-internet-Youngsters-increasingly-showing-signs-compulsion-tablets-smart-phones.html>
- Ramoral, C. (2013, September 22). UP student plagiarizes prize-winning photos. Retrieved from <http://www.rappler.com/move-ph/39566-up-student-admits-plagiarized-photos>
- Spot.ph. (2013, October 2). Copycat Nation: 10 High-Profile Plagiarism Cases in the Philippines. Retrieved from <http://www.spot.ph/newsfeatures/54502/copycat-nation-10-high-profile-plagiarism-cases-in-the-philippines?page=1>
- Starr, L. (2015). Is Fair Use a License to Steal? Retrieved from http://www.educationworld.com/a_curr/curr280b.shtml#sthash.qaat0Dud.dpuf
- Vibar, I. (2012, August 23). Carabuena: From bully to cyberbullying victim. Retrieved from <http://news.abs-cbn.com/lifestyle/08/23/12/carabuena-bully-cyberbullying-victim>

REVIEW (5 MINS)

- Present to class some of the best media and information presentations about the latest trends in technology
- Review using a Picture Talk! Show the first picture (copyright), then ask, “What specific Philippine law discusses copyright?” Republic Act No. 8293 or the Intellectual Property Code of the Philippines
- Show the next photo (cyberbullying by email), then start a quick discussion: “Excessive gaming at places like Internet cafes may cause computer addiction among teenagers. Should online games be totally banned at Internet cafes near schools, or should they be regulated?”

Teacher Tips

- Review with the learners the ethical, legal, and societal issues of using the Internet.
- Use these images to keep learners interested, but may choose another topic depending on the available resources.



COPYRIGHT SYMBOL

CYBER BULLYING BY EMAIL

Image source: Vivianlee2005 (creator). (2012, December 7). Cyber bullying by email. Retrieved from https://commons.wikimedia.org/wiki/File:Email_final.jpg.

INSTRUCTION (70 MINS)

Case Studies

1. Instruct the learners by stating the tasks for the lesson. Remind the learners that they previously identified and discussed issues in media. Inform the learners that the day's lesson will have to do with using the Internet legally and ethically, by promoting netiquette, policies, and guidelines.
2. Have the learners break off into groups and assign the case studies. Their output must be either a slide presentation or multimedia presentation.

Teacher Tips

- Inform the learners of the importance of staying in the same group to implement the activities.
- Since the activity has different instructions for each group, discuss the rubrics in the Assessment part. Stress that the rap, play, and oral presentations are graded differently based on the context.

Case 1: Protecting the Artist's Copyright

1. Your task is to compose a short rap that promotes anti-plagiarism with the following mechanics:
 - The message encourages the youth to fight plagiarism of works, such as photography, artistic visual designs, academic works, and others. The message should also inspire youth to create their own original work.
 - The melody may be adapted from a local or foreign music, but the lyrics must be original.
 - The rap may last for 30 seconds to 2 minutes.
2. You may use the quotation below as springboard for your discussion on copyright infringement:
"The students are so blinded and jaded by the concept of stealing. They burn CD's off the Internet, each other's CD's, etc. They see nothing wrong with this and they do not see anything wrong with taking other people's words." (Snyder, N. Garber, G. & Dobbs, A., 2006).
3. Record your rap using a recording device (either from school or from your cellular phone) and present it to the class.
4. You may research for samples of protest raps online.

Case 2: Bridging Digital Divide

1. Your task is to make a short play that shows how to bridge the digital divide in your school or community.
2. You may set the scene by describing how technology helps the lives of the students or people in the community.
3. Choose a director, scriptwriter, performers, etc.
4. The time limit for the play is 3-5 minutes.
5. You may record your play using a device or perform live.
6. After the presentation, state the message of your play for emphasis.

Case 3: Drafting Netiquette

1. Your task is to draft netiquette rules for your school.
2. If your school has existing netiquette, you may evaluate its strengths, weaknesses, implementation, and its overall impact to the school. Discuss if you want to retain, reject, or revise some rules. After your deliberation, draft a new netiquette.
3. You may discuss your experiences with using the internet such as emailing, chatting, posting messages, and others as your basis for the netiquette.

Teacher Tip

As the purpose of the activity is to express the content of the rap, you may opt to allow learners to use the language they are most comfortable with.

Teacher Tip

As the purpose of the activity is to express the content of the play, you may opt to allow learners to use the language they are most comfortable with.

Teacher Tip

For the netiquette, if the school has existing policies, let the students evaluate the policies' implementation and then draft new policies.

4. You may also visit this website for sample guides: http://wnmu.edu/old/facdev/files/SC_netiquette/NetiquetteGuidelines.pdf
5. Here is some sample netiquette from Cheryl Redinger Human Services:
 - Always think before you write. In other words without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
 - Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
 - Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
 - Make sure that you are using appropriate grammar and structure. In other words I don't want to see anyone writing "R U" instead of "are you". There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate.
 - Treat people the same as you would face-to-face. In other words it is easy to hide behind the computer.
 - You may also research for other schools observing netiquette as a basis for your new policies.
 - When drafting the netiquette for your school, be sure to cite your sources properly.
 - For your presentation output, you may write the netiquette down on Cartolina or Manila paper, or use presentation software.

Case 4: Regulating Internet Cafes Near Schools

1. Your task is to make a position paper on the operation of Internet cafes near public elementary or secondary schools. Use the following questions as your guide:
 - Should students be allowed to use the Internet cafe during school hours?
 - Should students be allowed to play computer games in Internet cafes near the school?
 - Who should help in implementing policies concerning Internet cafes?
 - What sanctions do you suggest for internet cafes that violate your policies?
 - What rewards do you suggest for internet cafes that implement your policies?
2. Visit this website to see sample format of a position paper.
3. Synthesize your answers.
4. For your presentation output, you may write on Cartolina or Manila paper, or use presentation software.

Teacher Tip

For the group on internet cafe regulations, the teacher may need to prepare in advance research on the local government unit's existing policies.

PRESENTATION AND EVALUATION (30 MINS)

Present the rubrics below. Have the learners present their work. Limit each presentation to 3-5 minutes per group. Provide positive and encouraging comments to the presenters. All presentations with brief description must be uploaded at the MIL Portal.

Oral Presentation Sample Rubric

Criteria	4	3	2	1
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
Graphics	Student's graphics explain and reinforce screen text and presentation.	Student's graphics relate to text and presentation.	Student occasionally uses graphics that rarely support text and presentation.	Student uses superfluous graphics or no graphics
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling errors and/or grammatical errors.
Eye Contact	Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.
Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.

Rubric for Student Oral Presentation

Source: Rubric presentation: Evaluating student's presentation. Retrieved <https://www.ncsu.edu/midlink/rub.pres.html>

Rap Presentation Sample Rubric

Criteria	4	3	2	1
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Content	Shows a full understanding of the topic. Includes explanations of all the required elements.	Shows a good understanding of the topic. Includes explanations of most of the required elements.	Shows a good understanding of parts of the topic. Includes explanations of some of the required elements.	Does not seem to understand the topic very well.
Enthusiasm and Pitch	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. Pitch was often used and it conveyed emotions appropriately.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented. Pitch was not used to convey emotion.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

Source: Lewis, Mrs. (n.d.) Oral presentation rubric: Rap or poem rubric. Retrieved http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=1436538&

Role Play Sample Rubric

Criteria	4	3	2	1
Achievement of purpose	Purpose is clearly established and effectively sustained	Purpose is clearly established and generally sustained	Purpose is established but not sustained	Purpose is vaguely established and may not be sustained
Presentation of character	Convincing communication of character's feelings, situation and motives	Competent communication of character's feelings, situations and motives.	Adequate communication of character's feelings, situations and motives.	Limited communication of character's feelings, situation and motives.
Use of non-verbal cues (voice, gestures, eye contact, minimal costumes)	Impressive variety of non-verbal cues are used in an exemplary way	Good variety of non-verbal cues are used in a competent way	Satisfactory variety of non-verbal cues are used in an acceptable way	
Imagination and creativity	Choices demonstrate insight and powerfully enhance role play	Choices demonstrate thoughtfulness and completely enhance role play	Choices demonstrate awareness and developing acceptably enhance role play	Choices demonstrate little awareness and do little to enhance role play.
Participation in preparation and presentation	Always willing and focused during group work and presentation	Usually willing and focused during group work and presentation.	Sometimes willing and focused during group work and presentation.	Rarely willing and focused during group work and presentation.

Source: Role play rubric. Retrieved from [gres.ied.edu.hk/lang_arts/tasks/Portfo_story_drama/yr2009/story_drama09\(C.Y\)Rubric.pdf](http://gres.ied.edu.hk/lang_arts/tasks/Portfo_story_drama/yr2009/story_drama09(C.Y)Rubric.pdf)

ENRICHMENT (10 MINS)

Go over the highlights of each presentation. Quote some of their essential lines. Stress the significance of the Internet and technologies to society, and the dangers of abusing it.

ASSIGNMENT (5 MINS)

Ask learners to write their reflections about the lesson using the organizer below. Submit the reflection to the MIL Portal.

Thing/topic I enjoyed	Thing/topic I learned	Thing/topic I find challenging	Thing/topic I want to learn more
Why?	Why?	Why?	Why?

Teacher Tip

For the reflection, print this on a bond paper and have the learners answer. The reflection may also be downloaded and sent via the MIL portal.

Opportunities and Challenges in Media and Information (Lec)

Content Standards

The learners demonstrate an ability to concretely identify the opportunities and challenges in media and information.

Performance Standards

The learners shall be able to construct a mind map on the opportunities and threats of media and information.

Learning Competencies

- The learners understand opportunities and challenges in media and information. **MIL11/12OCP-IIIh-24**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Analyze the opportunities of the Internet in the fields of citizen journalism and tourism support.
- Examine the possible threats of the Internet to banking through phishing and human trafficking.

LESSON OUTLINE

Motivation	Mind Maps	15
Instruction	Casework	30
Evaluation	Presentations	15

Materials

manila/bond papers, pen, printed scenarios/topics

Resources

- Cook, A. & Heintz, C. (2014, May 3). Human trafficking in Asia going online. Retrieved <http://www.eastasiaforum.org/2014/05/03/human-trafficking-in-asia-going-online/>
- Dizon, D. (2015, September 19). Inside job? Senior citizen loses P159,000 via unauthorized online transfer. Retrieved <http://www.abs-cbnnews.com/business/09/18/15/inside-job-senior-citizen-loses-p159000-unauthorized-online-transfer> on
- Making A Map : Mind Map Rubric. Retrieved http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1095617&
- MyCebuPartners (2015, August 12). Tourism in Southern Cebu gets digital boost from Talk 'N Text, Internet.org. Retrieved [http://mycebu.ph/article/southern-cebu-tourism-digital-boost/Pinlac, M. \(2007, July 6\). Power to The People?](http://mycebu.ph/article/southern-cebu-tourism-digital-boost/Pinlac, M. (2007, July 6). Power to The People?)
- Pinlac, M. (2007, July 6). Power to The People? Retrieved <http://cmfr-phil.org/media-ethics-responsibility/ethics/power-to-the-people/>
-

MOTIVATION (15 MINS)

Mind Mapping

1. Begin by asking the learners if they or anyone they know has experience with online shopping. Ask them to share about items they bought and how successful they were at using online shopping systems. Present a mind map of online shopping (see below).
2. Ask the following questions:
 - What forms of payment are accepted in online shopping?
 - If customers have concerns or inquiries about the product, what support mechanisms are provided?
 - How will the customers receive the purchased product?
3. Ask the learners how the mind map helped them to understand the concept of online shopping. Encourage the learners to define a map. After they give their definitions, present this definition to the class:

“A Mind map is a graphical technique for visualizing connections between several ideas or pieces of information. Each idea or fact is written down and then linked by lines or curves to its major or minor (or following or previous) idea or fact, thus creating a web of relationships.”

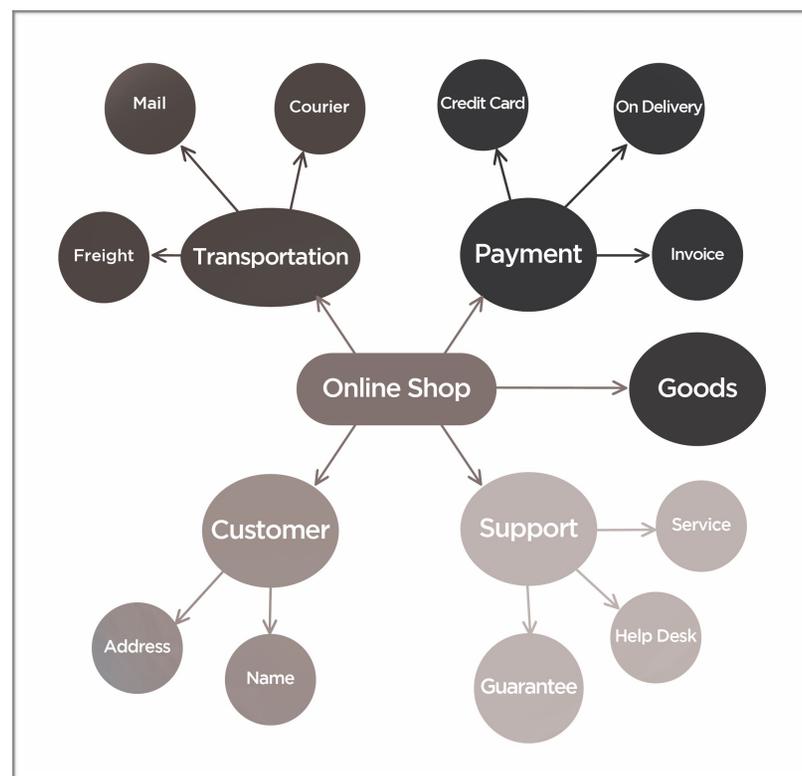
INSTRUCTION (30 MINUTES)

Casework

1. Have the learners divide into four groups (depending on the number of learners and number of issues you want to address). The following are the suggested issues of using unguarded internet for the grouping (Citizen Journalism, The Internet as a Tourism Support, Phishing and Human Trafficking)
2. Let each group choose the topic under your supervision, and then inform the of each group’s task. The groups are to present a mind map on a specific MIL opportunity or threat. Each group should elect the following: leader, secretary, reporters, and mind map designers. Give the the time limit and hand out each group’s task.

Teacher Tips

- You may have other examples depending on the context or the learners’ backgrounds.
- Your choice and presentation of mind map should not be overly complicated to avoid confusing the learners.
- The mind map may also be called a ‘concept map.’
- This definition is from <http://www.businessdictionary.com/definition/mind-mapping.html#ixzz429bA0Beu>
- You do not necessarily have to be too technical about the definition, but should stress on the key words.



SAMPLE MIND MAP OF ONLINE SHOPPING

Topic 1: Citizen Journalism

Everybody in the group must read the article “On the rise of citizen journalism: Power to The People?”
Source: Pinlac, M. (2007, July 6). Power to The People? Retrieved <http://cmfr-phil.org/media-ethics-responsibility/ethics/power-to-the-people/>

Answer the following guide questions and discuss your answers as a group:

- *What is Citizen Journalism? What are the advantages of Citizen Journalism? Cite some examples.*
- *How does the Internet change the way news is reported? Do media companies limit their stories to their journalists only? Why/why not?*
- *What are the issues of Citizen Journalism? What mechanisms do they have to prove the accuracy of their stories?*
- *Do you think making ordinary citizens news reporters on TV or online develops more awareness on news content and mass media literacy?*

Synthesize your answers by creating a mind map. The mind map may be drawn and written on cartolina or Manila paper, or be done through presentation software. Discuss the answers as a group and be sure that the reporters are ready to present the mind map to class.

Topic 2: Topic: The Use of the Internet as Tourism Support

Everybody in the group must read the following articles: “Tourism in Southern Cebu gets digital boost from Talk ‘N Text, Internet.org”

Source: MyCebuPartners (2015, August 12). Tourism in Southern Cebu gets digital boost from Talk ‘N Text, Internet.org. Retrieved <http://mycebu.ph/article/southern-cebu-tourism-digital-boost/>Pinlac, M. (2007, July 6). Power to The People?

Answer the following guide questions and discuss your answers as a group:

- *How did the Internet help in promoting tourism in Aloguinsan, Cebu?*
- *How did it improve the lives of the local community?*
- *If you could apply the Aloguinsan digital experience to your community, what local tourist spots, culture, or practices would you promote? Why?*

Synthesize your answers by creating a mind map. The mind map may be drawn and written on cartolina or Manila paper, or be done through presentation software. Discuss the answers as a group and be sure that the reporters are ready to present the mind map to class.

Teacher Tip

This article discusses the definition, context, and challenges of citizen journalism. It also presents citizen journalism’s opportunity to empower ordinary citizens to be journalists but also shares its issues on conducting training to these citizen journalists to promote credible and objective news.

Teacher Tip

The article presents a case of a southern Cebu town which uses ICT to promote eco-tourism. It presents the partnership of the local community and private sectors in conducting training among the locals to promote digital advertising and marketing of the town.

Topic 3: Topic: Phishing

Everybody in the group must read the article "Inside job? Senior citizen loses P159,000 via unauthorized online transfer".

Source: Inside job? Senior citizen loses P159,000 via unauthorized online transfer

Dizon, D. (2015, September 19). Inside job? Senior citizen loses P159,000 via unauthorized online transfer. Retrieved <http://www.abs-cbnnews.com/business/09/18/15/inside-job-senior-citizen-loses-p159000-unauthorized-online-transfer> on 20 September 2015.

Answer the following guide questions and discuss your answers as a group:

- *How can you tell if someone is phishing on your account?*
- *How did Mr. Malibiran lose his money in the bank? Narrate the incident.*
- *Do you think online banking is still safe? How can you avoid becoming a victim of phishing?*

Synthesize your answers by creating a mind map. The mind map may be drawn and written on cartolina or Manila paper, or be done through presentation software. Discuss the answers as a group and be sure that the reporters are ready to present the mind map to class.

Topic 4: Topic: Human Trafficking

Everybody in the group must read the article about human trafficking

Source: Cook, A. & Heintz, C. (2014, May 3). Human trafficking in Asia going online. Retrieved <http://www.eastasiaforum.org/2014/05/03/human-trafficking-in-asia-going-online/> on 15 September 2015.

Answer the following guide questions and discuss your answers as a group:

- *Was there progress in the fight to stop human trafficking after ASEAN signed the Declaration Against Trafficking in Persons, Particularly Women and Children?*
- *What is the percentage of child victims of human trafficking in the ASEAN Region?*
- *How does the Internet contribute to the increased number of human trafficking cases? Do you think that the Internet can be used as a tool to victimize people? Explain your answer.*
- *Suggest at least 3 ways to help stop human trafficking.*

Synthesize your answers by creating a mind map. The mind map may be drawn and written on cartolina or Manila paper, or be done through presentation software. Discuss the answers as a group and be sure that the reporters are ready to present the mind map to class.

Teacher Tip

The news articles presents incidents of people who were victims of phishing. It presents definition of phishing, causes, and possible solutions to fight this problem.

Teacher Tip

This article reports how human trafficking increased due to the internet. It discusses human trafficking in the ASEAN region and proposes suggestions to stop such problem.

EVALUTION (15 MINUTES)

- Let the reporter from each group present a 1 minute update about their mind map.
- Inform them that the mind map will be presented next meeting in which each group will be given 2-3 minutes. During the presentation each group shall answer the pertinent questions and present the process and content of the mind map.
- Presents the rubrics.

Oral Presentation Sample Rubric

Criteria	4	3	2	1
Subject Knowledge during the Oral Presentation	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.

Adapted from Evaluating student's presentation. Retrieved from <https://www.ncsu.edu/midlink/rub.pres.html>

Mind Map Sample Rubric

Criteria	4	3	2	1
Mind map format	Mind map follows the branch or hook format.	Mind map partially follows the branch or hook format.	Mind map follows another format, such as bubbles, circles, boxes, lines, etc.	Mind map does not consistently follow any format or is chaotic and difficult to understand.
Content	The mind map includes the MAJOR points of the material.	The mind map misses some major points of the material.	The mind map misses most major points of the material.	The mind map presents no major points.
Verbosity	The mind map presents only one word or name per branch or hook.	The mind map presents multiple words or names on some branches.	The mind map presents multiple words or names on many branches.	The mind map presents multiple words or names on most or all branches.
Radiance	The mind map radiates from the center of the page. Ideas branch out from other ideas in a logical and organized manner.	The mind map radiates from a central point. Some ideas branch out of other ideas; some branches are a single line extending from the center.	The mind map radiates from a central point. Few ideas branch out of other ideas; most branches are a single line extending from the center.	The mind map radiates from a central point. No ideas branch out of other ideas; all branches are a single line extending from the center. OR: The mind map does not radiate from a central point.
Illustrations	The mind map includes at least relevant 6 illustrations. The illustrations make the mind map memorable.	The mind map includes at least 4 relevant illustrations. The illustrations make the mind map memorable.	The mind map includes at least relevant 2 illustrations. The illustrations make the mind map memorable.	The mind map includes no relevant illustrations or the illustrations do not make the mind map memorable.

Adapted from Making A Map : Mind Map Rubric. Retrieved http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1095617&

Opportunities and Challenges in Media and Information (Lab)

Content Standards

The learners demonstrate a concrete understanding of the opportunities and challenges in media and information.

Performance Standards

The learners shall compose a 500-word essay on how the power of media and information is being harnessed to affect change.

Learning Competencies

- The learners research and cite recent examples of the power of media and information to affect change. **MIL11/12OCP-IIIh-25**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Identify and distinguish the advantages and disadvantages of the Internet in a given context.
- Write a 500-word essay about the power of media and information to affect change, as well the responsibilities of the users.

LESSON OUTLINE

Introduction	Presentation of Mind Maps	20
Practice	Essay Writing	80
Evaluation	Presentations	20

Materials

computers with Internet connection, references and resources

Resources

Essay rubric from readwritethink.org. (2013) Retrieved from <http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf>

INTRODUCTION (20 MINS)

Presentation of Mind Maps

1. Have the reporter/s present the mind map for 2-3 minutes.
2. After the presentations, call on two learners to give their comments about the presentations.
3. Synthesize the four presentations and the learner's feedback.
4. Remind the learners that they need to submit their mind map with brief description at the MIL Portal.
5. Inform the learners that their task for today is to write an essay, and that the mind maps can help form the content of their essay.

Teacher Tips

- Have the learners post their mind maps on the board before presenting. If the learners used presentation software (Powerpoint, etc) be sure to have a way to store the files and project to the class.
- Remind the learners of the rubric of the mind map.

PRACTICE (80 MINS)

Pre-writing (20 mins)

Give each group the assigned activities below and provide the following steps for in-group discussion:

- Think. In your groups, each member must fill in the blanks to complete the paragraph about a specific MIL issue.
- Pair up. Each member shares his or her answers with a partner.
- Share. One of the partners will share their answers with the group.
- Synthesize. The leader of the group synthesizes the answers of all the members.

Teacher Tip

This activity meant to prepare the learners for their essay, and gives them the chance for a group discussion before writing it. The essay's topic will be "The Power of Media and Information and the Responsibility of the Users."

Topic 1: Citizen Journalism

Citizen journalism can empower ordinary people to be _____. It can promote _____. However, it can also pose problems such as _____. In order to avoid such problems, we must _____.

Topic 2: The Internet as a Tourism Support

The Internet can empower local tourism through _____. It can help develop _____. However, the Internet can also pose issues or problems to local tourism. Some examples of these problems are _____. In order to maximize the power of the Internet to promote local tourism, we must _____.

Topic 3: Phishing

The Internet can empower banking through _____. It can have positive developments in _____. However, the Internet can also pose issues or problems to online banking or commerce. Some examples of these problems are _____. In order to maximise the power of the Internet to promote and improve online banking or commerce, we must _____.

Topic 4: Human Trafficking

The Internet can make communications and job applications _____. It can help develop _____. However, the Internet can also promote human trafficking by _____. In order to fight human trafficking, we must _____.

Writing (60 mins)

Give the learners time to write their essays. Present the following mechanics:

- The essay prompt is “The Power of Media and Information, and the Responsibility of the Users.”
- The essay must have an introduction, body, and conclusion.
- The number of words must be 450-500.
- The essay must be submitted to the MIL portal.
- The essay will be graded according to the rubric below.

Teacher Tip

Consult or collaborate with the English or Creative Writing teacher for this activity to help the learners become more confident in writing essays.

EVALUATION (20 MINS)

Post-Writing

1. Request for at least two learners to read their essays out to the class. Be sure to encourage the presenters.
2. Synthesize the activity by highlighting the idea that ICT can provide both opportunities and challenges to humanity. The Internet can offer modes for empowerment and convenience, but it can also promote the digital divide and fraud.
3. All essays should be uploaded at the MIL Portal.

Rubric for Essays

Criteria	4	3	2	1
Focus & Details	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Voice	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Sentence Structure, Grammar, Mechanics, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics understanding, and/or spelling, but they do not interfere with	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding

Source: Essay rubric from readwritethink.org. (2013) Retrieved from <http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf>

Current and Future Trends of Media and Information (Lec)

Content Standards

The learners demonstrate an understanding of envisioning the future of media and information.

Performance Standards

The learners shall be able to make a prototype of what they think is the future of media and information.

Learning Competencies

- Evaluate current trends in media and information, and how they affect both individuals and the society as a whole.

MIL11/12CFT-IIIi-26

- Define and describe what massive open online courses.

MIL11/12CFT-IIIi-27

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Analyze the benefits and challenges of a massive open online course; and
- Fill in a sample pre-enrolment form for a MOOC

LESSON OUTLINE

Motivation	Watch Your Day in 2020	7
Instruction	Discussion	35
Evaluation	MOOC Enrolment	18

Materials

computers with Internet connection, printed articles

Resources

Iiversityclips (2013, August 18). What is a MOOC? Retrieved from https://www.youtube.com/watch?v=b_N_NHbC80E.

I Choose Technology (n.d.) Technology in the 20th century. Retrieved from <http://www.ichoosetechnology.com.au/home/what-is-ict/ict-in-the-future>

GetManiatech, (2015 Jan 19). Watch your day in 2020: Future technology. Retrieved from <https://www.youtube.com/watch?v=zJUQENC-SVQ>

Plourde, M. (2013). Massive open online courses. Retrieved from <http://www.wamda.com/2013/05/what-are-moocs-what-mean-for-middle-east>

Pritchard, D. E. (2015, September 25). Innovative humanities MOOC, "Visualizing Japan," nominated for the Japan Prize. Retrieved from <http://news.mit.edu/2015/visualizing-japan-mooc-nominated-for-japan-prize-0925> on September 27, 2015.

MOTIVATION (7 MINS)

Watch Your Day in 2020

1. Have the learners watch the “Watch Your Day in 2020” video,
 - Source: Youtube from GetManiatech from <https://www.youtube.com/watch?v=zJUQENC-SVQ>
2. Pose the following guide questions:
 - According to the video, what information will you be able to see in the bathroom mirror?
 - What will be the features of the appliances in the kitchen and bedroom?
 - Do you think these features can make the world better, as the video states?

INSTRUCTION (35 MINS)

Key Points of the Article

1. The learners read the article “Technology in the 20th Century,”
 - Source: [ichoosetechnology.com.au](http://www.ichoosetechnology.com.au) from <http://www.ichoosetechnology.com.au/home/what-is-ict/ict-in-the-future>.
2. Many of the technological advances we are seeing today will shape our daily life in the future – the way we relax, interact, communicate and conduct business. From virtual worlds, avatar emotions, artificial intelligence, computer generated storytelling and narrative, interactive 360 holographic images, mixed reality, stress disorder virtual therapies and so much more. ICT will continue to advance, empower and transform every aspect of our life. Check out some of these emerging technologies and trends.
 - **Haptics technology** -- Is a feedback technology (using computer applications) that takes advantage of the user’s sense of touch by applying force, vibrations and/or motions to the User. Simple haptics is used in game controllers, joysticks and steering wheels and is becoming more common in Smartphones. Haptics is gaining widespread acceptance as a key part of virtual reality systems (i.e. computer simulated environments) - adding the sense of touch to previously visual-only solutions. It is also used in virtual arts, such as sound synthesis, graphic design and animation. There are many possibilities for Haptics to be applied to gaming, movies, manufacturing, medical, and other industries. Imagine your doctor operating on your local hospital from his computer in Australia.
 - **Contextual awareness** -- By combining ‘hard sensor’ information such as where you are and the conditions around you, combined with ‘soft sensors’ such as your calendar, your social network

Teacher Tips

- Post-video, emphasize how future technologies can answer current gaps or issues.
- Example: How might the information of your weight and heart rate visible in your bathroom mirror improve your health?

Teacher Tip

- Let your students read in advance the articles, “Technology in the 20th Century” and the MOOC interview.

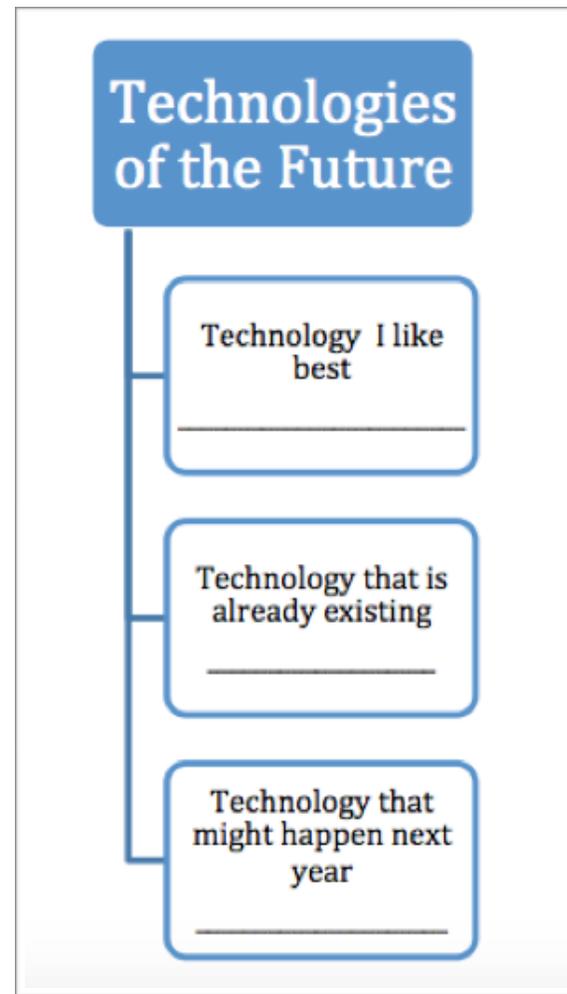
and past preferences - future devices will constantly learn about who you are and how you live, work and play. As your devices learn about your life, they can begin to anticipate your needs. Imagine your PC advising you to leave home 15 minutes early or take a different route to avoid a traffic jam on your way to work. Consider a "context aware" remote control that instantly determines who is holding it and automatically selects the Smart TV preferences for that person.

- **Voice and tone recognition** -- Not only can voice and tone recognition be used to confirm a person's identity but tone recognition can be used to detect a person's health or emotional state. This technology will open new opportunities in security and healthcare – with mobile applications.
- **Intelligent routing to devices** -- This future technology will be useful to, for example, local councils. While on the move, staff will be able to provide the precise description and location of a street-based issue using Smartphones and mobile devices that can take photos and have GPS (global positioning system) support. Intelligent routing will then alert the responsible team to action.
- **Eye tracking technology** -- Eye tracking technology measures eye positions and movements which are analysed through computer applications. Future laptops, smartphones and tablets could contain thousands of tiny imaging sensors built into the display screen. Eye tracking technology could have many possible applications, including:
 - Law enforcement – lie detection
 - Airport security – identifying suspicious behaviour, e.g. to catch terrorists before they strike
 - Retail – recording, monitoring and analysing consumer behaviour to 'tailor' marketing to individuals
 - Safety - alerting and awakening a drowsy or distracted driver would save many lives
 - Health care – assisting people with disabilities or paralysis to communicate (laptop) and improve mobility (electric wheelchair)
 - Human-computer interaction – using screen icons and a blink here or a gaze there. Say goodbye to the mouse and keyboard.
- **Internet glasses!** -- Technology that can display images directly onto our retinas while not blocking our sight is being developed. This technology can be used in eyeglasses and have uses ranging from e-Gaming to military defense. In the next 10-20 years experts predict that Internet glasses will replace Smartphones. Imagine these viewing experiences:
 - Seeing building schematics and locations of others (especially useful for security or fire fighters)
 - Giving a speech while information is streamed to your eyeglasses in real time

- Receiving turn by turn directions as you walk toward your destination
- Viewing virtual recipes while cooking without losing your rhythm
- Walking down the street, seeing one of your friends show up "on screen" 2 blocks and 1 cafe away

Discussion

1. Enumerate to the learners the technological advances discussed in the article. Ask the following questions:
 - Which ones did you like best?
 - Which ones already exist?
 - Which ones do you think might become a reality next year? Explain your answer.
2. Have the learners answer by filling in the mind map (see sample).
3. Discuss further the following questions with the learners:
 - Do you think these technological advances can make communication in life better?
 - What problems or issues can they solve?
 - What possible issues can you foresee with these technologies? Explain your answer.
4. Relate the topic to the future of education. Discuss with the learners how education has evolved, and will continue to evolve in the future, and that one of these advancement is through MOOC.
5. Relate the topic to the future of education. Discuss with the learners how education has evolved and will continue to evolve in the future, and that one of these advancements is through MOOC.
6. Have the learners read the following interview: " Innovative humanities MOOC,"
 - Source: Visualizing Japan," (Retrieved from <http://news.mit.edu/2015/visualizing-japan-mooc-nominated-for-japan-prize-0925>)
7. Ask the following questions and discuss the answers:
 - When and where can a student who has enrolled in an MOOC study and submit projects or answers?
 - Describe "Visualizing Cultures" as a traditional subject. How many students first enrolled in the course? Why did the professors change the course "Visualizing Japan" into an MOOC platform? What are its effects? Did it improve its number of students? How many professors worked on the MOOC subject?
 - Do you think the Philippines should have an MOOC in the future? Explain your answer.



SAMPLE MIND MAP ON TECHNOLOGIES OF THE FUTURE

EVALUATION (18 MINS)

MOOC Enrolment

Give the following activity to the learners. They will pretend that they will enroll in a MOOC by searching for available MOOCs. Guide the learners in their selection and research. Provide these instructions:

Situation: Your school supports MOOCs. Your principal or head of the school encourages you to enrol in one of the following courses. This course will be credited to your Senior High School Curriculum which can be helpful in your college or university education.

Task: Fill out this Registration Form. Submit to your output with brief description at the MIL Portal.

Teacher Tips

- Have the learners experience a MOOC for themselves by letting them read sample MOOCs and allowing them to enroll in one course.
- Provide them a list of MOOCs that can guide them in their choices:
 - coursera.org
 - novoed.com
 - mooc-list.com
 - edx.org
 - model.upou.edu.ph

Massive Open Online Registration Form	
Name:	
Grade:	
Email address:	
Preferred MOOC:	
Brief description about the MOOC:	
Course objectives:	
Name of professors/instructors	
Give their academic qualifications	
State your reasons of enrolling in the MOOC	
Your signature:	
Date:	

Current and Future Trends of Media and Information (Lab)

Content Standards

The learners demonstrate an understanding of the future of media and information.

Performance Standards

The learners shall be able to create a prototype projection on the future of media and information technologies.

Learning Competencies

- Predict future media innovations. **MIL11/12CFT-IIIi-27**
- Synthesize their overall knowledge of media and information by producing a prototype of what the learners think is a future media innovation. **MIL11/12CFT-IIIi-28**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Compare and contrast media and information technologies in the past and present.
- Create a prototype technology for the future

LESSON OUTLINE

Motivation	Wearable Technology	10
Practice	Prototyping	70
Evaluation	Presentations	30
Synthesis	Discussion	10

Materials

computers with Internet connections, video clips, printed articles and references

Resources

2015 Top 5 Smartband. Retrieved from <https://www.youtube.com/watch?v=3uLYJTFBBgo>

ABS-CBN (2015, May 21). Why food security is a problem in the Philippines. Retrieved from <https://www.youtube.com/watch?v=AC0IRDDhz2M>

DW (2013, Sept 13). Philippines: How the Fishing Industry is Tackling Climate Change. Retrieved from <https://www.youtube.com/watch?v=jz-CHSLpYg4>

IICD.org (2014, Feb 25). Youth, ICTs and Agriculture. Retrieved from https://www.youtube.com/watch?v=vTDvQT_Kenw

GMA News and Public Affairs (2012). Investigative documentaries: Indigenous communities. Retrieved from <https://www.youtube.com/watch?v=M1B1bFHHWbE>

Matham, P. (2015, Jan 19). ICT to help increase fish production. Retrieved from <https://www.youtube.com/watch?v=uVpTBgKidYc>

RagsIIRiches (2008). Rags2Riches featured on BBC. Retrieved from <https://www.youtube.com/watch?v=-g2x8QreMoE>

MOTIVATION (10 MINS)

Wearable Technology

Have the learners watch the 5-minute video entitled, “2015 Top 5 Smartband” (Youtube at <https://www.youtube.com/watch?v=3uLYJTFBBgo>) then pose the following guide questions to the learners:

- What are the top 3 features of the Smartband that you like best?
- Do you think Smartbands can make communication among Filipinos easier or faster?
- Which gadgets do you think would benefit each of the following sectors the most: fisher-folk, agriculture, and women? Explain your answer.

PRACTICE (70 MINS)

Prototyping

1. Synthesize the learners’ answers on the benefits of wearable technology in marginalized Filipino sectors.
2. Emphasize the role of Media and Information Literacy for Sustainable Development. Emphasize that innovations in technology can improve the media and information literacy of society.
3. Inform the learners that they will be doing a group case study on the impact of media and information literacy to selected sectors. Have them form 4 groups and provide the following instructions.
 - a. The task of each group is to design a prototype of a piece of technology that will help the lives of Filipinos in the following sectors:
 - Fishing
 - Agriculture
 - Women
 - Indigenous People
 - b. A prototype is an original model on which something is patterned (for a full definition, you may look up the word ‘prototype’ in a dictionary). Your prototype must exhibit features of what the later type would look like. Imagine a company will actually fund the creation of this prototype and you are going to pitch the idea to them.

Teacher Tip

- The teacher should highlight the idea that innovation of technology can and should empower society, especially the marginalized sectors.

Teacher Tips

- You may choose other sectors more important to the context of the learners (ex: persons with disability, factory workers, etc).
- You may omit some details in the table that the learners feel least important as long as they can create a sound prototype.
- The presentations may be submitted in either hard or soft copy form.
- Encourage learners to “show, don’t tell”. Make their prototypes as realistic and visual as possible. They need not be perfect.

Group 1: Fishing Sector

- Your task is to design a prototype of something that will improve the lives of people in the fishing sector.
- The group should watch these two videos:
 - The first video is about a fishing village in Verde Island Passage in the northern Philippines whose marine habitat is increasingly under threat from coastal erosion and rising water temperatures. The video may be viewed here: <https://www.youtube.com/watch?v=jz-CHSLpYg4>
 - The second video is about the Community Based Fisheries Value Chain model in India whose project uses GIS technology to map water bodies and analyze their fish production potential. The video may be viewed here: <https://www.youtube.com/watch?v=uVpTBgKidYc>
- In order to come up with your prototype, fill in the table below using the information from the videos. The information can then guide you in your design. Afterward, you may then draw your prototype.
- Submit the answered table and the prototype to your teacher or to your MIL portal. You may use cartolina or manila paper, or presentation software.
- Choose presenter/s from the group to present your output to the class.

Teacher Tip

DW (2013, Sept 13). Philippines: How the Fishing Industry is Tackling Climate Change. Retrieved from <https://www.youtube.com/watch?v=jz-CHSLpYg4> on 2 March 2016

The video is about a fishing village in Verde Island Passage in the northern Philippines whose marine habitat is increasingly under threat from coastal erosion and rising water temperatures.

Matham, P. (2015, Jan 19). ICT to help increase fish production. Retrieved from <https://www.youtube.com/watch?v=uVpTBgKidYc> on 3 March 2016.

This 7-minute video is about the Community Based Fisheries Value Chain model in India whose project uses GIS technology to map water bodies and analyze their fish production potential.

FISHERFOLK SECTOR							
What information do Filipino fisherfolks need to have a better catch and to protect the marine life?	Why do they need those information?	How they will get them?	How do they validate them?	How do they disseminate those information?	Are there current ways/technologies to get, validate, and disseminate those information?	If yes, are they efficient enough? What innovations/ prototypes can you design?	If no, what innovations/ prototypes can you design? What are the features of this prototype?

Group 2: Agriculture Sector

- Your task is to design a prototype of something that will improve the lives of people in agriculture.
- The group should watch these two videos:
 - The first video presents the state of agriculture sector that has been neglected for more than two decades. With both aging farmers and climate change in the equation, food security in the Philippines is becoming a big challenge. The video may be viewed here: <https://www.youtube.com/watch?v=AC0IRDDhz2M>
 - The second video illustrates a youth's ICT-enabled journey into profitable farming, based on the publication 'ICT4D Effects: Youth, ICTs and Agriculture' The video may be viewed here: https://www.youtube.com/watch?v=vTDvQT_Kenw
- In order to come up with your prototype, fill in the table below using the information from the videos. The information can then guide you in your design. Afterward, you may then draw your prototype.
- Submit the answered table and the prototype to your teacher or to your MIL portal. You may use cartolina or manila paper, or presentation software.
- Choose presenter/s from the group to present your output to the class.

Teacher Tip

ABS-CBN (2015, May 21). Why food security is a problem in the Philippines. Retrieved from <https://www.youtube.com/watch?v=AC0IRDDhz2M> on 3 March 2016.

The video presents the sad state of agriculture sector that has been neglected for more than two decades. Also, with aging farmers and climate change in the equation, food security in the Philippines is becoming a big challenge.

IICD.org (2014, Feb 25). Youth, ICTs and Agriculture. Retrieved from https://www.youtube.com/watch?v=vTDvQT_Kenw on 3 March 2016

The second video illustrates a youth's ICT-enabled journey into profitable farming, based on the publication 'ICT4D Effects: Youth, ICTs and Agriculture.. Through the use of ICT as a tool and driver for development and social change, IICD continues to accelerate development by building capacities of farmers, entrepreneurs, teachers, students and health professionals, with a special focus on women and the youth.

AGRICULTURE SECTOR							
What information do Filipino farmers need to have better rice production and sales?	Why do they need those information?	How they will get them?	How do they validate them?	How do they disseminate those information?	Are there current ways/technologies to get, validate, and disseminate those information?	If yes, are they efficient enough? What innovations/ prototypes can you design?	If no, what innovations/ prototypes can you design? What are the features of this prototype?

Group 3: Women's Sector

1. Your task is to design a prototype of something that will help entrepreneurial women.
2. Watch the video on how the women in Payatas, Quezon City (a dumping site) became entrepreneurs through the help of Rags2Riches and fashion designer Rajo Laurel. The video may be viewed here: <https://www.youtube.com/watch?v=-g2x8QreMoE>
3. In order to come up with your prototype, fill in the table below using the information from the videos. The information can then guide you in your design. Afterward, you may then draw your prototype.
4. Submit the answered table and the prototype to your teacher or to your MIL portal. You may use cartolina or manila paper, or presentation software.
5. Choose presenter/s from the group to present your output to the class.

Teacher Tip

Rags2Riches (2008). Rags2Riches featured on BBC. Retrieved from <https://www.youtube.com/watch?v=-g2x8QreMoE> on 2 March 2016.

The video on how the women in Payatas, Quezon City, a dumping site became entrepreneurs through the help of Rags2Riches and fashion designer Rajo Laurel.

WOMEN'S SECTOR							
What information do these women need to increase their income?	Why do they need those information?	How they will get them?	How do they validate them?	How do they disseminate those information?	Are there current ways/technologies to get, validate, and disseminate those information?	If yes, are they efficient enough? What innovations/ prototypes can you design?	If no, what innovations/ prototypes can you design? What are the features of this prototype?

Group 4: Indigenous Peoples

1. Your task is to design a prototype of something that would help to improve the lives of people in indigenous groups.
2. The group must watch the following video about the indigenous communities in Aurora and how their lives are affected by the establishment of an economic zone. The video may be viewed here: <https://www.youtube.com/watch?v=M1B1bFWHWbE>
3. In order to come up with your prototype, fill in the table below using the information from the videos. The information can then guide you in your design. Afterward, you may then draw your prototype.
4. Submit the answered table and the prototype to your teacher or to your MIL portal. You may use cartolina or manila paper, or presentation software.
5. Choose presenter/s from the group to present your output to the class.

Teacher Tip

GMA News and Public Affairs (2012). Investigative documentaries: Indigenous communities. Retrieved from <https://www.youtube.com/watch?v=M1B1bFWHWbE>

This documentary video about the indigenous communities in Aurora and how their lives are being affected by the establishment of an economic zone.

INDIGENOUS PEOPLE SECTOR							
What information do the indigenous communities need to have a better life?	Why do they need those information?	How they will get them?	How do they validate them?	How do they disseminate those information?	Are there current ways/technologies to get, validate, and disseminate those information?	If yes, are they efficient enough? What innovations/ prototypes can you design?	If no, what innovations/ prototypes can you design? What are the features of this prototype?

EVALUATION (30 MINS)

Presentation of Prototype

1. Call up the presenter/s for each group's output. Have the presentation begin by showing the answers of the table as the framework of each prototype.
2. Limit each presentation to 3-5 minutes only.
3. Have each group post their prototypes in the classroom for their classmates to view.
4. Have learners from other groups give their comments.
5. All outputs with brief description should be submitted at MIL Portal.

Teacher Tip

If there is ample time after the presentation, have the learners do a gallery walk of each group's prototype.

Oral Presentation Sample Rubric

Criteria	4	3	2	1
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
Graphics	Student's graphics explain and reinforce screen text and presentation.	Student's graphics relate to text and presentation.	Student occasionally uses graphics that rarely support text and presentation.	Student uses superfluous graphics or no graphics
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling errors and/or grammatical errors.
Eye Contact	Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.
Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.

Prototype Sample Rubric

Criteria	4	3	2	1
Prototype Format	The project follows the format to an outstanding degree.	The project follows the format to a satisfactory degree.	The project follows the format.	The project follows the format to a slight degree.
Prototype's Insight	The project shows superior insight into the work's theme, conflicts, or characterization.	The project shows good insight into the work's theme, conflicts, or characterization.	The project shows decent insight into the work's theme, conflicts, or characterization.	The project shows limited insight into the work's theme, conflicts, or characterization.
Creativity	The project shows excellent creativity in design.	The project shows average creativity in design.	The project shows moderate creativity in design	The project shows little creativity in design

Sources for Rubrics:

- Rubrics for creative projects. Retrieved from http://bhsd228.schoolwires.net/cms/lib6/IL01001099/Centricity/Domain/709/Rubric_for_Creative_Projects.pdf
- Rubric presentation: Evaluating student's presentation. Retrieved <https://www.ncsu.edu/midlink/rub.pres.html> on 7 February 2016.

SYNTHESIS (10 MINS)

1. Highlight the strengths of each prototype.
2. Call up two learners to give their synthesis about the prototypes and on how they can these prototypes help empower the assigned sectors.
3. Synthesize how media and information prototypes can help in the advancement of society, especially in the marginalized sectors discussed. Challenge the learners to continue designing technologies and coming up with innovations that can help the country.

Teacher Tip

Ask the learners to do the synthesis before the presentation so that they may have time to prepare.

Media and Information Literate Individual (Lec)

Content Standards

The learners demonstrate an understanding of the overall impact of media and information on individual and society as a whole.

Performance Standards

The learners shall be able to conduct a debate about the present status of MIL in the country and its value to nation building with a global perspective.

Learning Competencies

- The learners synthesize the overall impact of media and information on an individual (personal, professional, educational, and others) and on the society as a whole (economic, social, political, educational, and others).

MIL11/12MILI-IIIj- 29

Specific Learning Objectives

At the end of the lesson, the learners are able to analyze the benefits and challenges of social networking platforms to government advocacies and non-government organizations.

LESSON OUTLINE

Motivation	Lola Techie	10
Instruction	Discussion	35
Evaluation	Social Media	15

Materials

video clips, articles, references

Resources

- GMA News and Public Affairs (2013, June 28). SONA: Lola Techie, hinikayat ang ibang may edad na tulad niya na maging tech savvy. Retrieved from <https://www.youtube.com/watch?v=e7iUOliB3Zo>
- Koltay, T. (2011). The media and the literacies: media literacy, information literacy, digital literacy *Media Culture & Society*, Vol. 33, No. 2, 2011, 211-221. Retrieved from <http://mcs.sagepub.com/cgi/content/abstract/33/2/211>
- Tapnio & Rood (2011). Social Media in the Philippines is Widespread, but what is its Impact?. Retrieved from <http://asiafoundation.org/in-asia/2011/10/12/social-media-in-the-philippines-is-widespread-but-what-is-its-impact/> on September 28, 2015.

MOTIVATION (10 MINS)

Lola Techie

1. Have the learners watch the 3-minute video clip about senior citizens who are technology savvy.
 - Source: GMA News and Public Affairs (2013, June 28). SONA: Lola Techie, hinikayat ang bang may edad na tulad niya na maging tech savvy. Retrieved from <https://www.youtube.com/watch?v=e7iUOliB3Zo>
2. Ask the learners to answer the following questions:
 - *How did the senior citizens in the video use technology and the Internet in their daily lives?*
 - *How did the government help the senior citizens become more media and information literate?*
 - *What makes senior citizens, or people in general, media and information literate?*
3. Ask the learners about their grandparents, or any senior citizens they personally know, and whether they are as “techie” as Lola Techie. Have them explain how.

INSTRUCTION (35 MINS)

Discussion

1. Relate the learners’ answers to the characteristics of a media literate individual.
 - Use the framework of Aufderheide (1992 as cited in Koltay, 2011): *A media literate person can decode, evaluate, analyze and produce both print and electronic media. The fundamental objective of media literacy is critical autonomy relationship to all media. Emphases in media literacy training range widely, including informed citizenship, aesthetic appreciation and expression, social advocacy, self-esteem, and consumer competence.*
2. Emphasize to the learners that there are many technologies that people use for their businesses, commerce, and communications.
3. Have the learners read the article “Social Media in the Philippines is Widespread, but what is its Impact?”. It can be accessed here: <http://asiafoundation.org/in-asia/2011/10/12/social-media-in-the-philippines-is-widespread-but-what-is-its-impact/> Give the following guide questions:
 - *How did social networking help in the Philippine elections?*
 - *How did the Asia Foundation help the advocacies of some human rights-based organizations?*
 - *How did USAID and the authors help non-government organizations help in their advocacies and objectives?*

Teacher Tip

If there are other videos available, use them as long as they feature the impact of technology on people. (Ex: a video of a physically handicapped individual accessing digital information using assistive technologies).

Teacher Tips

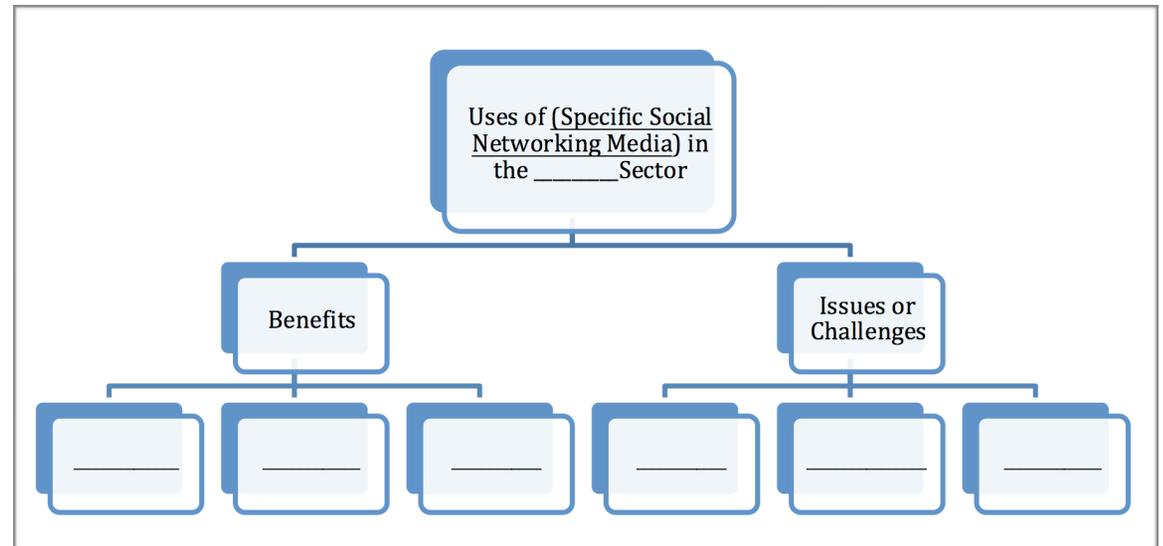
- Give the readings in advance to prepare the learners for the discussion.
- For large class sizes, break the class into smaller groups and assign each group one question to discuss among themselves.

- How did Ardan Sali of the Bangsamoro Center for Just Peace in the Philippines use social networking in its advocacies?
- What was the purpose of hashtag #WeWantPnoyTo? Do you think it was an effective tool for awareness and change?

EVALUATION (15 MINS)

Examining Social Media

1. Group the students into 3-4 to answer the graphic organizers.
2. Have each group choose a social media network such as Facebook, Twitter, Instagram, etc.
3. Have each group choose any of the following sectors/communities as discussed in the previous lessons: education, tourism, business, fisherfolk, farmers, barangay level, student council, news company, etc.
4. Inform the learners that they need to use key words only. Have them limit their answers to 3 for the benefits and 3 for the issues/challenges as well as others, allowing media content to flow across various platforms.



Media and Information Literate Individual (Lab)

Content Standards

The learners demonstrate an understanding of the overall impact of media and information on the individual and society as a whole.

Performance Standards

The learners shall be able to conduct a debate about the present status of MIL in the country and its value in nation building through a global perspective.

Learning Competencies

- The learners synthesize the overall impact of media and information on the individual (personal, professional, educational, and others) and on the society as a whole (economic, social, political, educational, and others).

MIL11/12MILI-IIIj- 29

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Synthesize the overall impact of technology on education, business, politics, and governance.
- Present a debate on the said effects of technology on specific sectors.

LESSON OUTLINE

Motivation	The Anxiety Over the Impact of Technology on Children	10
Instruction	Introducing Debate	40
Practice	Debate	60
Synthesis	Discussion	10

Materials

video clips, articles, references

Resources

Intelligence Squared Debates (2015, May 15). The Anxiety Over the Impact of Technology on Children. Retrieved from <https://www.youtube.com/watch?v=EheCmXH0jU0>

Krieger, D. (2005). Teaching debate to ESL students: A six-class unit. Retrieved from <http://iteslj.org/Techniques/Krieger-Debate.html>

MOTIVATION (10 MINS)

The Anxiety Over the Impact of Technology on Children

1. Have the learners watch the 3-minute excerpt of the debate ("The Anxiety Over the Impact of Technology on Children," viewable here: <https://www.youtube.com/watch?v=EheCmXH0jU0>)
2. Have the learners answer the following questions and discuss:
 - a. *What is the stand of Mr. Nicholas Carr on the issue? Is he on the affirmative or on the negative? What are his arguments?*
 - b. *What is the stand of Ms. Genevieve Bell on the issue? Is she on the affirmative or on the negative? What are her arguments?*
 - c. *Do you think elementary school children should be allowed to own smart phones? Explain.*

Teacher Tips

- To avoid Internet connection issues, download/pre-load the file from Youtube.com.
- If there are more contextualized videos available, feel free to use them.

INSTRUCTION (40 MINS)

Introducing Debate

Discuss with the learners the mechanics of the classroom debate: conduct, time, rebuttal, and the roles of students. Discuss the flow of the debate using the structure of LeBeau, Harrington, Lubetsky (2000 as cited in Krieger, 2005):

(1 min) Speech 1: The first affirmative speaker introduces the topic and states the affirmative team's first argument.

(1 min) Speech 2: The first negative speaker states their first argument.

(1 min) Speech 3: The second affirmative speaker states their second argument.

(1 min) Speech 4: The second negative speaker states their second argument.

(1 min) Speech 5: The negative team states two rebuttals for the affirmative team's two arguments and summarizes their own two reasons.

(1 min) Speech 6: The affirmative team states two rebuttals for the negative team's two arguments and summarizes their own two reasons.

(1 min) Speech 7: The negative team states two rebuttals for the affirmative team's two arguments and summarizes their own two reasons.

(1 min) Speech 8: The affirmative team states two rebuttals for the negative team's two arguments and summarizes their own two reasons.

(1 min) Speech 9: The negative team states their closing arguments

(1 min) Speech 10: The affirmative team states their closing arguments

(Source: Krieger, D. (2005). Teaching debate to ESL students: A six-class unit. Retrieved from <http://iteslj.org/Techniques/Krieger-Debate.html> on September 27, 2015)

Teacher Tips

- Depending on the context of the learners, you may have other topics more feasible and realistic to utilize in-class.
- Example of another topic: Media and information technologies promote economic opportunities.

Group the class into the following categories:

- Topic: **Media and information technologies promote greater socio-political participation among the citizens.**
 - Affirmative Group
 - Negative Group
- Topic: **Media and information technologies improve learning environments.**
 - Affirmative Group
 - Negative Group

Present to the groups the debate guidelines (see below) and rubrics (found at the end of this guide):

- Time limit: Research and discussion (30 minutes)
- Presentation per group (12 minutes)

PRACTICE (60 MINS)

Debate

Facilitate the debate among the learners. Ensure that the mechanics of the debate are followed, and that the learners have had ample time to prepare for the discussion. Have the learners themselves make statements that synthesize what they have learned.

SYNTHESIS (10 MINUTES)

1. Give the graded rubrics to each group.
2. Provide positive and encouraging comments to the debaters. From the debate, synthesize the arguments of the students.
3. What are the benefits of being a media and information literate individual? Stress that being a media and literate individual can make a lot of difference to the community.
 - a. Improved quality of life
 - b. Greater political participation
 - c. Better economic opportunities
 - d. Improved learning environment
 - e. More cohesive social units
 - f. Others
4. Challenge the learners to share their knowledge on media and information literacy to the community to with the aim to improve lives.
5. Media artifacts of the debate and reflection papers should be uploaded at MIL Portal.

Teacher Tips

- Provide learners with the topic at least a week before the lesson and encourage learners to research beforehand.
- Emphasize to the learners that small-group discussions and consultations before their presentations are welcome.

Teacher Tips

- Ask learners to synthesize what they have learned in 1-2 sentences.
- Debates might lead to conflicts between learners, process these at the end of the lesson. Make sure to moderate the discussion to keep it within the topic.

Levels of Performance for the AFFIRMATIVE TEAM Sample Rubric

Criteria	4	3	2	1
<p>Organization & Clarity: Main arguments and responses are outlined in a clear and orderly way.</p>	Completely clear and orderly presentation	Mostly clear and orderly in all parts	Clear in some parts but not overall	Unclear and disorganized throughout
<p>Use of Argument: Reasons are given to support the resolution</p>	Very strong and persuasive arguments given throughout	Many good arguments given, with only minor problems	Some decent arguments, but some significant problems	Few or no real arguments given, or all arguments given had significant problems
<p>Use of cross-examination and rebuttal: Identification of weakness in Negative team's arguments and ability to defend itself against attack.</p>	Excellent cross-exam and defense against Negative team's objections	Good cross-exam and rebuttals, with only minor slip-ups	Decent cross-exam and/or rebuttals, but with some significant problems	Poor cross-exam or rebuttals, failure to point out problems in Negative team's position or failure to defend itself against attack.
<p>Presentation Style: Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience's attention and persuading them of the team's case.</p>	All style features were used convincingly	Most style features were used convincingly	Few style features were used convincingly	Very few style features were used, none of them convincingly

Rubrics: adapted from Debate Grading Rubric via <http://www.csun.edu/~ds56723/phil338/hout338rubric.htm>

Levels of Performance for the NEGATIVE TEAM Sample Rubric

Criteria	4	3	2	1
<p>Organization & Clarity: Main arguments and responses are outlined in a clear and orderly way.</p>	Completely clear and orderly presentation	Mostly clear and orderly in all parts	Clear in some parts but not overall	Unclear and disorganized throughout
<p>Use of Argument: Reasons are given against the resolution</p>	Very strong and persuasive arguments given throughout	Many good arguments given, with only minor problems	Some decent arguments, but some significant problems	Few or no real arguments given, or all arguments given had significant problems
<p>Use of cross-examination and rebuttal: Identification of weakness in Affirmative team's arguments and ability to defend itself against attack.</p>	Excellent cross-exam and defense against Affirmative team's objections	Good cross-exam and rebuttal, with only minor slip-ups	Decent cross-exam and/or rebuttal, but with some significant problems	Poor cross-exam or rebuttal, failure to point out problems in Affirmative team's position or failure to defend itself against attack.
<p>Presentation Style: Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience's attention and persuading them of the team's case.</p>	All style features were used convincingly	Most style features were used convincingly	Few style features were used convincingly	Very few style features were used, none of them convincingly

Rubrics: adapted from Debate Grading Rubric via <http://www.csun.edu/~ds56723/phil338/hout338rubric.htm>

People Media (Lec)

Content Standards

The learners demonstrate an understanding of people media and gain the comprehensive knowledge to effectively evaluate them.

Performance Standards

The learners shall understand the similarities and differences of people as a medium of information.

Learning Competencies

- Cite studies to support theories on the positive and negative effects of media and information on the individual and society. **MIL11/12PM-IVa-1**
- Describe the different dimensions of people media. **MIL11/12PM-IVa-1**
- Categorize different examples of people and state reasons for such categorizations. **MIL11/12PM-IVa-2**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Explain from the studies how media affects the individual and the society.
- Identify and explain the different roles of people in media and information.
- Describe how people can be a medium of communication to other people.
- Write an article on how social media affects each learner’s own family, community, and self.

LESSON OUTLINE

Introduction	People in Media	10
Instruction	Discussion about People in Media	35
Practice	Analysing Media Jobs	15

Materials

raw materials, school supplies

Resources

Florangel Rosario-Braid and Ramon R. Tuazon Communication Media in the Philippines 1521-1986 Philippine Studies vol. 47, no. 3 (1999): 291–318 Copyright © Ateneo de Manila University

Florangel Rosario- Braid Ramon R. Tuazon Post-EDSA Communication Media Philippine Studies vol. 48, no. 1 (2000): 3–25 Copyright © Ateneo de Manila University

Raul Pertierra(2012) The New Media, Society and Politics in the Philippines Published by fesmedia Asia Friedrich-Ebert-Stiftung Hiroshimastrasse 28 10874 Berlin, Germany

“The Wave Story” Universal McCann. Retrieved from <http://wave.umwww.com/index.html>

Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

INTRODUCTION (10 MINS)

1. Present the topic titles on different resources of media and information:
 - a. People Media
 - b. Text
 - c. Visual
 - d. Audio
 - e. Motion
 - f. Manipulatives / Interactive
 - g. Multimedia
2. Highlight that People Media and Information as the topic for today's session. State the objectives of the lesson.
3. Show to the learners prepared ads (cutouts of ads from newspapers and/or printouts from the Internet) on media-related jobs.
4. Distribute the materials to groups and ask them to identify the different jobs found in the ads.
5. Ask the learners to identify the following from each ad: Job title; Function or job description; Qualifications; Benefits/compensation/salary
6. Explain to the learners that careers in media have changed throughout the history of the Philippines.

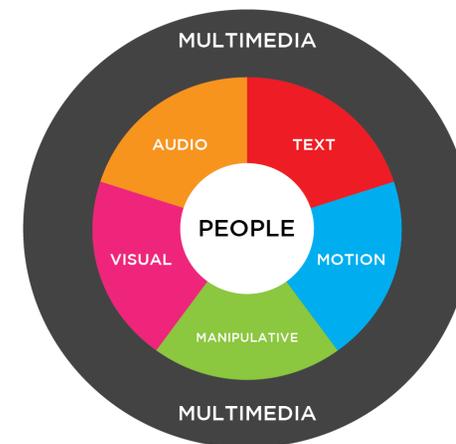
INSTRUCTION (35 MINS)

Discussion about People in Media

1. Explain briefly how Philippine media has grown throughout history and how new professions for people in media have evolved.
2. Discuss how traditional media has affected Filipinos in the past, throughout the different eras.
 - a. Pre-Spanish Era – knowledge was passed on through folk media and indigenous forms of media. Careers: Town crier, messenger, community scribe.
 - b. Spanish Era – while education was limited to the elite, publication of books (i.e., Noli Me Tangere and El Filibusterismo) and newspapers (La Solidaridad) advanced the Propaganda movement which led to the people's revolution against Spanish rule. Filipinos at that time did not have a common language. Only the elite spoke and understood Spanish. Thus, communication was limited. Pen names were used to avoid political oppression. Careers: book writers, newspaper writer, editor, publisher, copyreader, artist.

Teacher Tip

Show the learners the multimedia diagram.



Teacher Tip

Classified ads are available both online and through both national and local newspapers. There may also be some jobs online in the field of media and information, such as: bloggers, web designer, online instructor, videographer, etc.

Teacher Tip

Several journals on Philippine Studies, including a summary on Philippine Communication Media, are available from Ateneo. You may find that these make good reading materials, and that select parts of the studies may be given to the learners to read.

- c. American and Japanese Era - During this era, major newspaper (i.e. Manila Times and Manila Bulletin), radio broadcasting and movies became available. Media was used for propaganda by government and other groups.
Careers: book writers, newspaper writer, editor, publisher, copyreader, artist, cartoonist, reporter, producer, broadcaster.
 - d. Post-war Era – the golden age of Philippine Journalism. Advertising, Communication Education, and press freedom flourished in this era.
Careers: book writers, newspaper writer, editor, publisher, copyreader, artist, cartoonist, reporter, producer, media technicians, advertisers.
 - e. Martial Law Era - Highlights of this era include the government takeover of media and the press and the image engineering of the Marcoses in the name of nationalism.
 - f. Post-EDSA Era - People Power brought greater freedom for Philippine media. During this era, the new Constitution recognized the vital role of communication and information in nation-building. Press freedom influenced the growth in media careers.
 - g. Modern Era – Careers: web designer, online instructors, digital producers, bloggers, animators, programmer, archivist, metadata analyst, data miner, user experience designer, call center agents, virtual assistants.
3. Inform the learners that next meeting’s topic will be “people as media”, which will be discussed during laboratory work.

Teacher Tip

Focus the discussion on how information was distributed in the past and the role of media in bringing out key events in Philippine history.

PRACTICE (15 MINS)

Analysing Media Jobs

1. Form the learners into groups. Using the materials from the introduction, have the learners evaluate the advertisements.
2. Have the learners suggest groups in which they will categorize the jobs from the advertisements. Write their answers on the board.
3. Ask each group to classify the jobs based on at least 2 categories written on the board. Assign the categorization scheme to the groups. Inform them that they must use the qualifications and job descriptions/functions when classifying the jobs.
4. Have each group briefly share the basis of their categorization to the rest of the learners.
5. End the activity by discussing how the standards of the media and information industries may be gleaned from the functions of each job and the qualifications required by the industry for that job.

Teacher Tip

Suggested Categories:

- print, broadcast and new media
- education, entertainment, news, archiving
- formal or informal
- communications, mass communications, ICT, management

People Media (Lab)

Content Standards

The learners demonstrate an understanding of people media and gain the comprehensive knowledge to effectively evaluate them.

Performance Standards

The learners shall understand the similarities and differences of people as a medium of information.

Learning Competencies

- Cite studies to support theories on the positive and negative effects of media and information on the individual and society. **MIL11/12PM-IVa-I**
- Describe the different dimensions of people media. **MIL11/12PM-IVa-I**
- Categorize different examples of people and state reasons for such categorizations. **MIL11/12PM-IVa-2**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Explain from the studies how media affects the individual and the society.
- Identify and explain the different roles of people in media and information.
- Describe how people can be a medium of communication to other people.
- Write an article on how social media affects each learner's own family, community, and self.

LESSON OUTLINE

Introduction	Review	5
Instruction	Discussion	30
Practice	Wave Studies	45
Evaluation	Presentations	40

Materials

computers with Internet connection, resources and references

Resources

"The Wave Story" Universal McCann. Retrieved from <http://wave.umww.com/index.html>

INTRODUCTION (5 MINS)

Review the careers of people in media and ask learners who among them want to have such careers. Focus on new careers in modern media. Ask who among them would like to be a blogger, an animator, or a social media manager. Have them explain why.

INSTRUCTION (30 MINS)

Discussion

1. Discuss with the learners people in social media. Explain that social media has enabled people to be channels of information, thereby becoming a medium of communication.
2. Discuss with the learners the following:
 - a. People as media - Individuals serve as channels of information. Traditionally, this is limited to folk media, writing, or creating a media artefact. With the advent of social media, individuals have been empowered to not just create media artefacts but to give feedback, edit and add on to the media artefact.
 - b. Characteristics of social media:
 - Individualized, builds profiles (includes personal details, pictures, likes)
 - Connects with friends and people (includes referrals by other friends or by the site itself)
 - Uploads content in real time
 - Enables conversations (both private and public)
 - Provides tracking (history and threads)
 - c. Formats and examples of social media
 - Relationship or Social networks - Facebook
 - Micro-blogging - Twitter, Instagram
 - Special interest networks -LinkedIn, Pinterest
 - Media Sharing - YouTube, Flickr
 - Collaborative news -Reddit, Waze,
 - Discussion Forums - Google Groups
 - Group buying/merchant sites - OLX, Groupon, Dealgrocer
 - Virtual worlds - Farmville, World of Warcraft, Secondlife, Minecraft

Teacher Tips

- For a source of statistics on social media and information in different countries, refer to Universal McCann at the Wave site (see Resources).
- There is no fixed classification of formats of social media. There is a wide variety of classification made by different experts. New formats are continually emerging. Check for new formats and emerging trends on the Internet.

d. Advantages and limitations of using social media in the following areas:

Areas	Advantages	Limitations
Relationships	People who are physically apart can continue to communicate at a lower cost, send pictures, use live-streaming, thereby strengthening the ties between them.	Demands on relationship-building increases with social media. People expect friends and family to respond immediately. Some private conversations can be made vulnerable to exposure.
Diversion/ Entertainment	Social media can provide great entertainment and allow users to have a respite from their busy schedules.	This form of entertainment can often be addictive. Others find it more difficult to manage their time wisely and to focus on the task at hand.
Learning	Social media provides a platform for real time collaborative learning. Resources can be made readily available. Learners can take control of their own learning.	Teachers need to develop skills for a more inclusive and personalized way of facilitated learning. Not all information is valid, accurate, or beneficial.
Recognition	Instant recognition by the way of simply liking a post can be very gratifying and encouraging.	Social media has created a specific need for validation and attention.
Career progression	It has become easier to market oneself through social media. Connections and referrals are established more quickly.	There is no separation of private and professional. What is posted about the private self may affect the professional.

The 5 areas above are the key important reasons why social media is popular, and hint at the value of social media.

PRACTICE (45 MINS)

Wave studies

Use the resource cited above for this activity. The wave studies may be downloaded in advance if Internet connection is slow or unavailable. The wave studies are part of the research conducted annually by Universal McCann to study trends in social media and analyze usage, motivations and content. The research draws insights primarily for market analysis but also provides insights on how societies around the world are affected by what is currently available on the Internet.

1. Group learners into 8 groups and assign a wave study to each group.
2. Instruct the learners to study the growth of social media and how it has changed people.
3. Have them compare Philippine data to global data, if available. If this is not available have them

Teacher Tips

- The teacher should note that Wave may take some getting used to, and practice using the site ahead of time.
- Use link provided to access individual reports. Prior to the class, the teacher should check if the reports are still available using the given link in the resources. If they are longer available, other studies may be used.

compare data from Asia with other continents.

4. Have each group discuss among themselves how to look for their assigned study on the Internet and/or the downloaded materials. Have them divide the reading among themselves.
5. Have the groups create a 3-minute slide presentation to summarize what they have learned.
6. Guide Questions:
 - a. *What are the drivers of change?*
 - b. *What changes in our culture and way of life were directly affected by these drivers?*
 - c. *Are these changes beneficial? Why or why not?*
 - d. *How does the Philippines compare with its neighbors?*
 - e. *What have you learned about human nature?*

Teacher Tip

This activity requires time for learners to read the materials. Provide time for the learners to read the materials thoroughly, with the aim of having the learners develop the skills and aptitude for research-based learning.

EVALUATION (40 MINS)

Presentations

1. Have each group report what they have learned to the class.
2. Highlight the key ideas from each group.
3. Allow each group to answer 1 to 2 questions from the class.

Teacher Tip

During presentations, share some of your observations of best practices in research-based learning that was evident in the groups. Identify processes and methods that are worth highlighting.

Oral Presentations Sample Rubric

Criteria	4	3	2	1
Content	Shows full understanding of the study.	Shows a good understanding of the study.	Shows a good understanding of parts of the study.	Does not seem to understand the study.
Cohesiveness	Report made full use of the lesson and is fully consistent with lessons taught in class.	Report made good use of the lesson and is consistent with lessons taught in class.	Parts of the report made good use of the lesson.	Report is not related to the lesson taught.
Delivery	Speaks clearly.	Speaks clearly most of the time.	Speaks some points with hesitation	Mumbles most of the time.

Text Media and Information (Lec)

Content Standards

The learners demonstrate an understanding of text media and information, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to produce a text-based presentation anchored on design principles and elements.

Learning Competencies

- Describe the different dimensions of text information and media.
MIL11/12TIM-IVb-3
- Comprehend how text information and media is/are formally and informally produced, organized, and disseminated. **MIL11/12TIM-IVb-4**
- Evaluate the reliability and validity of text information and media and its/ their sources using selection criteria. **MIL11/12TIM-IVb-5**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Identify the basic elements in creating a text-based presentation
- Evaluate the text-based presentation through the design principles and elements.

LESSON OUTLINE

Introduction	Learning Objectives	3
Motivation	Fraudulent Text Messages	6
Instruction	Discussion	30
Practice	MIL Design Framework: Brochure	15
Evaluation	Brochure Content	6

Materials

projector and computer with presentation software, manila papers, markers, references and resources

Resources

Robins, W. (2008). *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice*. Peachpit Press.
Parekh, R. (2006). *Principles of multimedia*. Tata McGraw-Hill Education.
Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). *Media and Information Literacy: Curriculum for Teachers*. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

INTRODUCTION (3 MINS)

Communicate Learning Objectives

1. Review the key points in the discussion of People Media from the previous lesson.
2. Present the topic titles on the different resources of media and information:
 - a. People Media
 - b. Text
 - c. Visual
 - d. Audio
 - e. Motion
 - f. Manipulatives / Interactive
 - g. Multimedia
3. Emphasize that Text Media and Information as the topic for today's session. State the objectives of the lesson.

MOTIVATION (6 MINS)

Show to the learners an example of a fraudulent text message:

I am Attorney Robert Limco of Happy Cola Company. Congratulations! Your SIM card number has been chosen in our raffle draw. You have won 500,000 pesos. Please give me your bank account number so we can deposit your reward. For more details, please contact me.

Pose the following questions to the learners and discuss:

- What is the tone of this fraudulent message? (enticing, scary, informative, formal, encouraging, etc.)
- Why do you think Filipinos fall for this kind of fraudulent or scam text message?
- Do you think that text-based messages are powerful?

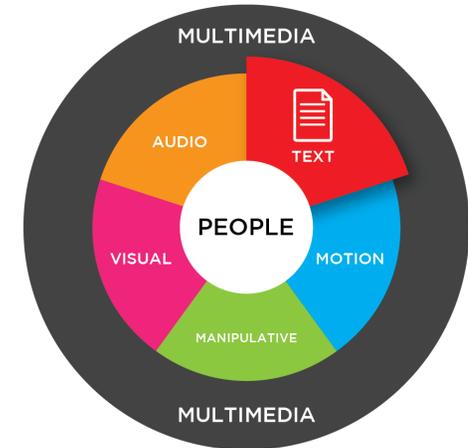
INSTRUCTION (30 MINS)

Discussion: definition, characteristics, format and types, and selection criteria.

Text – a simple and flexible format of presenting information or conveying ideas whether hand-written, printed or displayed on-screen.

Teacher Tip

Show the learners the multimedia diagram.



Teacher Tip

Note that text-based messages are not only found in mobile phones, and can also read or show a fraudulent email.

Teacher Tip

Prepare a slide show for this discussion. Use examples such as existing posters/visuals that students see everyday.

Types of Typefaces:

Serif

Serif - connotes formality and readability in large amount of texts. This font is usually used for the body text of books, newspapers, magazines and research publication. Also, serif fonts give a classic or elegant look when used for title or heading.

Examples: Times New Roman, Garamond, Baskerville

Sans Serif

Sans serif - brings a clean or minimalist look to the text. This font is used for clear and direct meaning of text such as road signage, building directory or nutrition facts in food packages. Also, sans serif fonts give a modern look and is used primarily in webpage design.

Examples: Arial, Helvetica, Tahoma, Verdana, Calibri

Slab Serif

Slab serif- carries a solid or heavy look to text. This font can be used for large advertising sign on billboards.

Examples: Rockwell, Playbill, Blackoak

Script

Script- draws much attention to itself because of its brush-like strokes. This must be used sparingly and not to be used in large body text. This font is usually used in wedding invitation cards or other formal events.

Examples: Edwardian, Vladimir, Kunstler

Decorative

Display or decorative- caters to a wide variety of emotions (such as celebration, fear, horror, etc.) or themes (such as cowboys, circus, holidays, summer, kiddie, etc.)

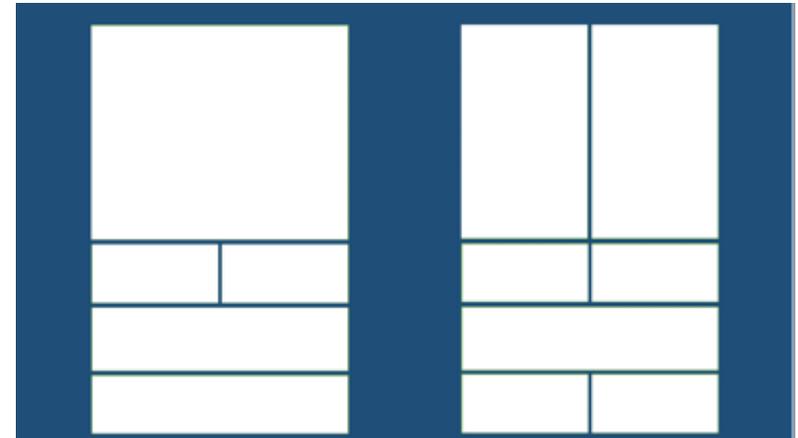
Examples: Chiller, Jokerman, Curlz MT

Teacher Tip

Share real examples of posters and billboards. Make it more fun by using popular logos that learners are very familiar with.

Design principles and elements – the principles in designing text elements are Emphasis, Appropriateness, Proximity, Alignment, Organization, Repetition and Contrast.

1. **Emphasis** - refers to the importance or value given to a part of the text-based content. When trying to make a point or highlighting a message, you can make the text bold, italicized, have a heavier weight, darkened or lightened (depending on your background color) or enlarged.
2. **Appropriateness** - refers to how fitting or suitable the text is used for a specific audience, purpose or event. In the creation of text-based content, make sure that the selection criteria (tone, style, purpose, clarity) is followed. As for the choice of typefaces to be used, refer to the discussion of the characteristics of the fonts. When it comes to large body text, the font should be clear enough to read.
3. **Proximity** - refers to how near or how far are the text elements from each other. When two things are closely related, we bring them close together. Otherwise, we put text elements far from each other. For example, the main title and subtitle are usually placed close to each other.
4. **Alignment** - refers to how the text is positioned in the page. This can be left, right, center or justified.
5. **Organization** - refers to a conscious effort to organize the different text elements in a page. Organization ensures that while some text elements are separated from each other (based on the principle of proximity), they are still somehow connected with the rest of the elements in the page. When there are many elements needed to fit in a page, start by creating a framework or a compartment for the elements. Divide the space by creating lines across the page, making it look like a cabinet with various space sizes. Once you are done compartmentalizing, you can place the different text elements on the boxes.
6. **Repetition**- concerns consistency of elements and the unity of the entire design. Repetition encourages the use of repeating some typefaces within the page. When several typefaces are used on a page, it might distract the audience and fail to communicate what you want them to get from the content. To strike a balance, do not also use just a single typeface for a visual design product.
7. **Contrast**- creates visual interest to text elements. Contrast is achieved when two elements are different from each other. When you place a white text on a very light yellow background, contrast is not achieved and the text will be difficult to read, but when you put a white text on a dark brown background, contrast is created. Contrast can be achieved in various ways, by joining the following elements: large font with a small font, serif and sans serif, thin elements with thin elements, cool color and warm color.



AN EXAMPLE FOR CREATING A FRAMEWORK OR COMPARTMENTALIZING

Ask the learners if they have questions or if they need any clarifications on the concepts presented. Summarize the principles of design.

PRACTICE (15 MINS)

1. Divide the class into four groups.
2. Have the learners imagine that each group is an advertising firm. The task for each group is to discuss creating a brochure for a client with specific needs.
3. Assign each group based on the topics:
 - a. Group 1 – Tourism Campaign – This brochure will invite the readers to spend their summer vacation in your city.
 - b. Group 2 – Election Campaign – This brochure will promote to the readers a local politician who will run for mayor in the upcoming election.
 - c. Group 3 – School Admission – This brochure will advertise to the readers a college/university in your place.
 - d. Group 4 – Community Advisory – This brochure will inform the readers about the new policy for garbage collection schedule and segregation in your community.
4. Have the learners identify the appropriate content for the brochure based on the Media and Information Design Framework. Using the manila paper and markers, the learners will provide answers in the table:

Component	Guide Questions	Learners' Answers
Target Audience	Who are the possible readers of this brochure?	
Sender/Author	Who is the author of this brochure?	
Key content	What is the tone of the text in the brochure? What are the sample phrases or taglines that you will? What are the facts/figures that you will include in the brochure?	
Purpose	What is the intention of the brochure?	
Form/Style	What are the font types/colors/ highlights that you will use in the brochure? What are the words or phrases that you need to emphasize in the brochure?	
Medium / Format	What are the blank of the brochure? - paper type, texture, glossy, matte <ul style="list-style-type: none"> • folding (three-fold, two-fold) • full color, black and white Aside from the brochure, what other text-based formats that you can use to deliver your message?	

EVALUATION (6 MINS)

After the groups have completed the table, have them post them on the walls of the classroom and ask the learners to go around and read the answers of each group.

Text Media and Information (Lab)

Content Standards

The learners demonstrate an understanding of text media and information, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to produce a text-based presentation anchored on design principles and elements.

Learning Competencies

- Evaluate the reliability and validity of text information and media and its/ their sources using selection criteria. **MIL11/12TIM-IVb-5**
- Produce and evaluate a creative text-based presentation using design principles and elements. **MIL11/12TIM-IVb-6**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Create a text-based presentation (campaign poster) by using design principles and elements.
- Evaluate the text-based presentation (campaign poster) through design principles and elements.

LESSON OUTLINE

Introduction	Review	15
Practice	Making Typography Posters	90
Evaluation	Presentations	15

Materials

computers with Internet connection, printed activity sheet, stickers

Resources

Robins, W. (2008). *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice*. Peachpit Press.
Parekh, R. (2006). *Principles of multimedia*. Tata McGraw-Hill Education.
Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). *Media and Information Literacy: Curriculum for Teachers*. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

INTRODUCTION (15 MINS)

Review

Review the key points in the discussion of Text Media and Information in the previous lesson. Ask some learners to discuss their answers on the things to consider in creating their brochures: Tourism campaign, election campaign, school admission and community advisory.

PRACTICE (90 MINS)

Making Typography Posters

1. Have the learners form groups of 3 members each. Tell the learners to identify an advocacy or issue that they would like to campaign about through a typography poster design. The campaign poster will have a statement consisting of 10-20 words.
 - a. *Poster statement example: "Let our children learn and play. Keep them in schools. Stop child labor."*
2. Remind the learners of the principles of design. Bearing in mind the principle of contrast, have them make some text elements large or bold while other text elements are thin or small to create visual interest. The learners may also use basic shapes, lines, and some symbols in this design activity.
3. Give the MIL Design Framework to give focus and guidance in the planning phase.

Questions for Poster Planning	
Target Audience	Who are the possible readers of this poster?
Sender/Author	Who is the author of this poster?
Key content	What is the tone of the text in the poster? What are the sample phrases or taglines that you will? What are the facts/figures that you will include in the poster?
Purpose	What is the intention of the poster?
Form/Style	What are the font types, colors and shapes that you will use in the poster? What are the words or phrases that you need to emphasize in the poster? How will you organize your text elements?
Medium / Format	What are the blank of the brochure? - paper type, texture, glossy, matte, folding (three-fold, two-fold), full color, black and white , totally online

Teacher Tips

- Ensure that there will be no duplication of topics or issues so that there will be a variety of campaign posters. Another suggestion for the learners could be to use previous topics that were discussed in class (example: human trafficking, phishing, computer addiction, cyber-bullying, plagiarism, others)
- May use of the following online applications or tools:
 - Piktochart (www.piktochart.com)
 - Canva (www.canva.com)
 - Picasa (www.picasa.google.com)
 - Smore (www.smores.com)
- Provide guidance and answer pertinent questions.

4. In the bottom part of a poster, include an explanation (150-200 words) about the campaign.
5. Have the learners perform the activity using a desktop publishing software. Give the rubrics to the learners at the start of the activity.

EVALUATION (15 MINS)

Presentations

1. Have the learners do a “gallery walk.” Give each learner three star stickers. Have them go around the different computer stations and vote for their three favorite campaign posters using the stickers. Group members may not vote for their own group’s work. A prize may be given to the group with the most number of stickers.
2. Have the learners answer the following questions for reflection:
 - a. *Why did you choose this advocacy or issue for this campaign poster?*
 - b. *How effective do you think is your message to your target audience?*
3. All outputs including reflections should be submitted to the MIL Portal and licensed under CC.

Typography Campaign Poster Sample Rubric

Typography project rubric (2016, February 8). Retrieved from <http://www.rcampus.com/rubricshowc.cfm?code=U787A3&sp=true>

Rubric for poster (2016, February 8). Retrieved from <http://ced.ncsu.edu/mmania/>

Criteria	4	3	2	1
Communication to the audience	The combination of elements takes communication to a superior level.	There is evidence of the use of text and other elements combined to adequately deliver a high impact message.	There is little sign of mutual reinforcement among the text elements. There is some tendency toward random use of elements to communicate the message.	The poster is either empty and plain or confusing and cluttered.
Organization of elements (font types, shapes, color, etc.)	The organization of elements is smartly thought of.	The organization of elements is clear and direct.	There is an organization of the elements but it is confusing.	There is no clear organization of the elements
Spelling and readability	Most words are carefully chosen; writing is clear and legible. Most words are spelled correctly and proper punctuation is employed.	Most words are carefully chosen; writing is clear and legible. Most words are spelled correctly and proper punctuation is employed.	Words are chosen with less care; writing is sometimes unclear. Most words are spelled correctly and is grammatically correct.	Words are chosen with less care; writing is sometimes unclear; some words are spelled incorrectly and proper punctuation is not employed.

Visual Information and Media (Lec)

Content Standards

The learners demonstrate a familiarity with visual media and gains comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall produce a visual-based presentation anchored on design principles and elements

Learning Competencies

- Describe the different dimensions of visual information and media
MIL-11/12VIM-IVc-7
- Comprehend how visual information and media is/are formally and informally produced, organized and disseminated. **MIL11/12-VIM-IVc-8**
- Evaluate the reliability and validity of visual information and media and its/ their sources using selection criteria. **MIL11/12-VIM-IVc-9**
- Produce and evaluates a creative visual-based presentation using design principles and elements. **MIL11/12-VIM-IVc-10**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Identify the different types of visual content.
- Describe the purposes of visual media and information.
- Analyze the design principles and elements used in a given visual media.
- Critique the effectiveness of visual information.

LESSON OUTLINE

Introduction	Learning Objectives	10
Instruction	Discussion	30
Enrichment	Visual Design Principles and Elements	10
Evaluation	Critique	10

Materials

computer with presentation software and projector, different example son visual media and information, pictures, printed log activity

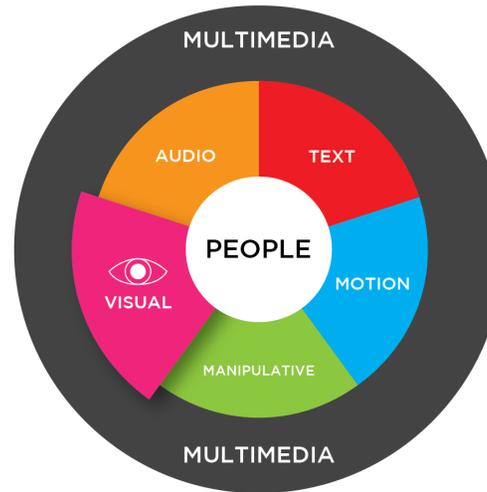
Resources

- Composition and the Elements of Visual Design. Retrieved from http://photoinf.com/General/Robert_Berdan/Composition_and_the_Elements_of_Visual_Design.htm
- Marvin Bartel. Retrieved from <http://www.incredibleart.org/files/elements2.htm>
- Some Ideas about Composition and Design Elements, Principles and Visual Effects. Retrieved from <https://www.goshen.edu/art/ed/Compose.htm#elements>
- The Power of Visual Content [Infographic]. Retrieved from http://www.demandgenreport.com/industry-topics/rich-media/2906-the-power-of-visual-content-infographic.html#.VUDqrFnF_r3

INTRODUCTION (10 MINS)

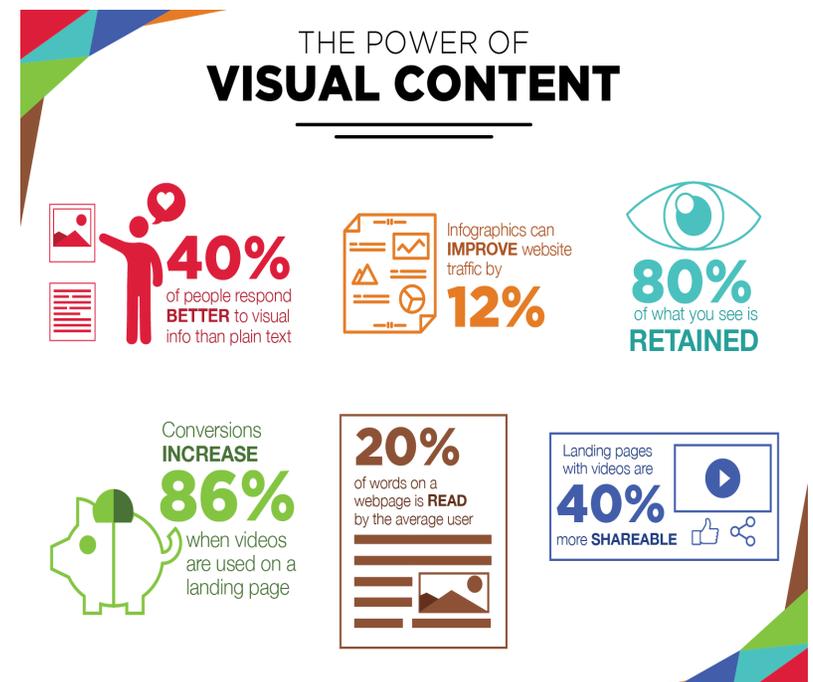
Communicate Learning Objectives

1. Present the topic titles on the different resources of media and information:
 - a. People Media
 - b. Text
 - c. Visual
 - d. Audio
 - e. Motion
 - f. Manipulatives / Interactive
 - g. Multimedia
2. Highlight Visual Information and Media as the topic for today's session. State lesson objectives.
3. Discuss the following survey results about "The Power of Visual Content" by DemandGen Report (2014):
 - a. Forty percent of people will respond better to visual information than plain text.
 - b. Publishers who use infographics grow in traffic an average of 12% more than those who don't.
 - c. Eighty percent of what is seen is retained.
 - d. Conversions increase by 86 percent when videos are used in a landing page.
 - e. Twenty percent of words on a web page is read by the average user.
 - f. Landing pages with videos are 40 times more shareable.
4. Ask the learners what can be concluded about the importance of visual content based on the survey results.
5. Present this infographic to the learners
6. Ask learners whether they thought the infographic was a better way of presenting the results of the survey. The learners must be able to explain why they think so.
7. Ask the learners if there are other ways of presenting the same information.



Teacher Tip

As an alternative introduction, show a variety of interesting and eye-catching visual images, and then ask the learners to comment based on what they see, what information is being communicated, and what emotions are elicited.



Source: <http://www.demandgenreport.com/industry-topics/rich-media/2906-the-power-of-visual-content-infographic>

INSTRUCTION (30 MINS)

Discussion

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 (Give examples of each type and highlight special characteristics of a given type and its application).
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. (Show at least one example for each purpose and ask learners their reactions or responses to each one).
5. **Visual design elements** - the building blocks or basic units in the construction of a visual image. (Show visual media and information that incorporates most of the design elements. Point out why these elements are important). 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 lines.
 - 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 to 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 may elicit emotions from viewers. Color maybe warm, cool, or neutral. It plays a major role in our visual perception, as it influences our reactions about the world around us. It is therefore important to create color palettes that evoke the appropriate audience reactions. Color has three properties.
 - f. **Form** – a figure having volume and thickness. An illusion of a 3-dimensional object can be implied with the use of light and shading. Form can be viewed from many angles.

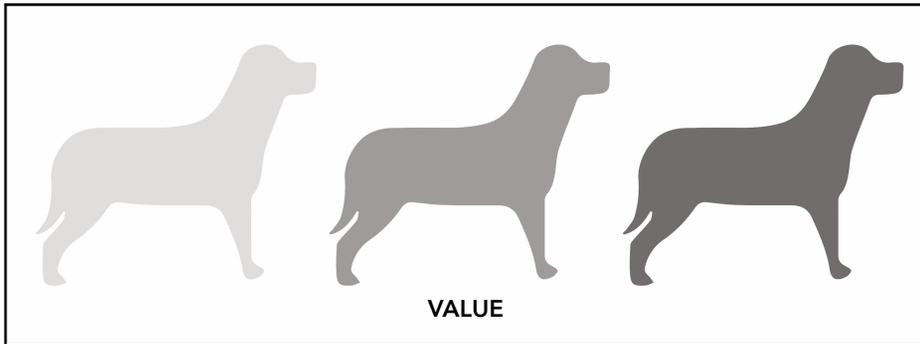
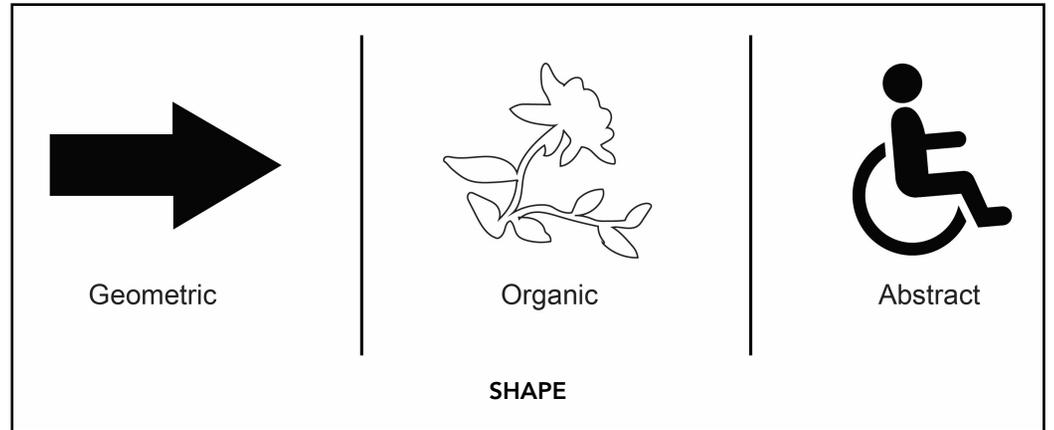
Teacher Tips

- The delivery of instruction is generally visual. A variety of actual or real-life examples are used to illustrate design elements and principles. Ineffective or deficient visual examples may also be used to point out mistakes in visual design. Local examples are preferred over foreign examples.
- Visual design elements are the basic things that can be seen. Design principles are ways of arranging the elements (or basic things) better. Applying design principles is sometimes known as composition.
- The right combination of design elements used according to design principles can effectively communicate your visual instructional message. Learning about design elements and principles will help you create and evaluate visual images for instruction.

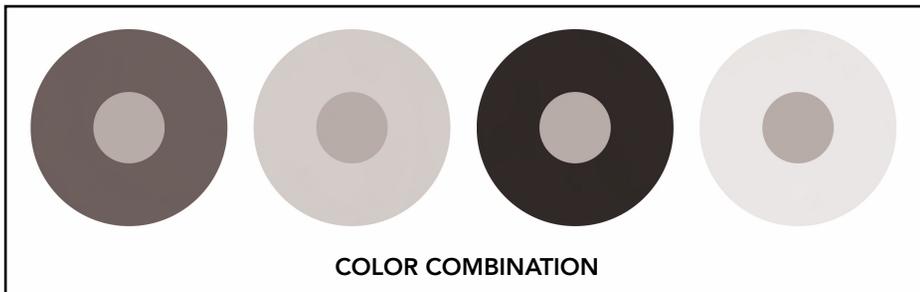
Examples:



VERTICAL VS. HORIZONTAL LINE



VALUE

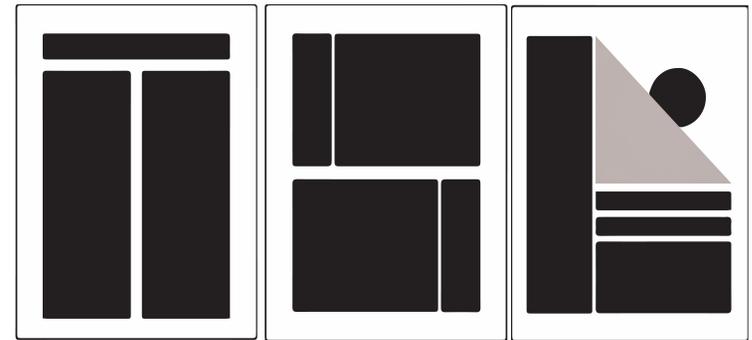


COLOR COMBINATION

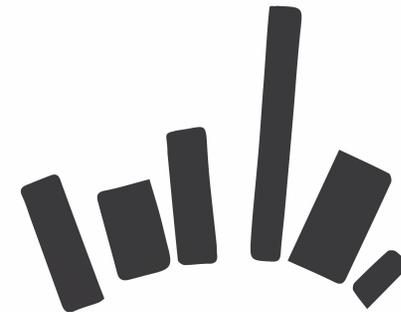


TEXTURE

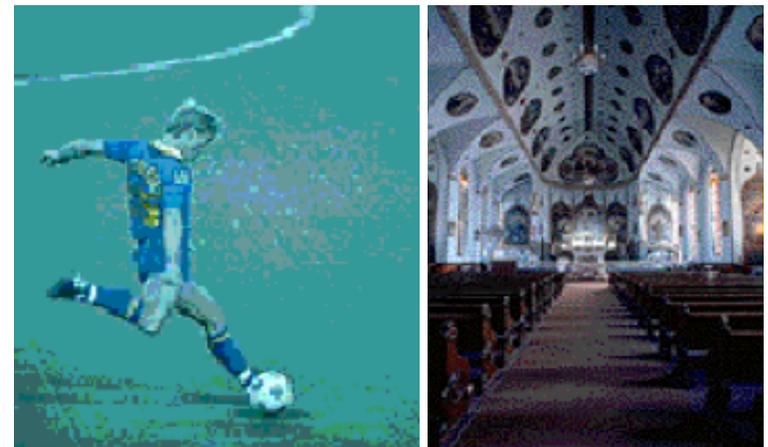
6. Visual Design Principles are:
 7. Consistency of margins, typeface, typestyle, and colors is necessary, especially in slide presentations or documents that are more than one page.
 8. Center of interest – an area that first attracts attention in a composition. This area is more important when compared to the other objects or elements in a composition. This can be by contrast of values, more colors, and placement in the format.
 9. 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.
 10. Harmony – brings together a composition with similar units. If for example your composition was using wavy lines and organic shapes, you would stay with those types of lines and not put in just one geometric shape. (Notice how similar Harmony is to Unity - some sources list both terms).
 11. 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.
 12. 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 pattern. It is with the placement of dark and light areas that you can move your attention through the format.
 13. Rhythm – a movement in which some elements recur regularly. Like a dance, it will have a flow of objects that will seem to be like the beat of music.
 14. Perspective – created through the arrangement of objects in two-dimensional space to look like they appear in real life. Perspective is a learned meaning of the relationship between different objects seen in space.



SYMMETRICAL VS ASSYMETRICAL LAYOUT



HARMONY CAN BE ACHIEVED THROUGH REPETITION AND RHYTHM



MOVEMENT AND PERSPECTIVE

ENRICHMENT (10 MINS)

1. Choose and prepare a visual image that incorporates at least 3 design elements and 3 design principles.
2. In class, show the visual to the learners and have them identify and describe at least 3 design elements and 3 design principles employed.

EVALUATION (10 MINS)

1. Distribute magazine cutouts to learners. Ask the learners evaluate the visual by filling up the media and information design framework worksheet.
2. Learners must submit at the MIL Portal a one-page written critique of the visuals based on the media and information design framework:

Teacher Tip

Based on the learners' answers, discuss the most common misconceptions in the following laboratory meeting.

Component	Guide Questions	Answers
Target Audience	Who is the intended audience?	
Sender/Author	Who is the producer?	
Purpose	What is the purpose?	
Key Content	What is the topic or message? What are the facts?	
Form / Style	How was the information presented? Did it make use of appropriate design elements and principles?	
Medium / Format	Is this the best platform to use? Why?	

Visual Information and Media (Lab)

Content Standards

The learners demonstrate an understanding of the different sources of media and information, their design principles and elements, and their selection criteria.

Performance Standards

The learners produce a visual-based presentation anchored in design principles and elements.

Learning Competencies

- Comprehend how visual information and media are formally and informally produced, organized, and disseminated. **MIL11/12VIM-IVc-8**
- Produce and evaluates a creative visual-based presentation using design principles and elements. **MIL11/12VIM-IVc-10**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Create a visual-based presentation (infographics) using design principles and elements.
- Evaluate the visual-based presentation (infographics) through design principles and elements.

LESSON OUTLINE

Introduction	Review and Communicating Learning Objectives	5
Practice	Making Infographics	90
Evaluation	Presentations	20
Enrichment	Reflection	5

Materials

computers with Internet connection, references and resources, printed activity sheet

Resources

Robins, W. (2008). *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice*. Peachpit Press.

INTRODUCTION (5 MINS)

Review

1. Review the process of evaluating reliability and accuracy of visual media.
2. Review the Media and Information Design Framework.

Communicating learning objectives

1. Clearly communicate the learning objectives and the expectations for the following activity:
 - a. Create a visual-based presentation (infographics) by using the principles of design.
 - b. Evaluate the visual-based presentation (infographics) through the principles of design.
2. Explain that information graphics or infographics are graphic visual representations of information, data or knowledge intended to present information quickly and clearly.
3. Show examples of similar output from other students or from the Internet.
4. Explain the rubrics for assessment of the learner's output (in the last part of this section).

PRACTICE (90 MINS)

Making infographics

1. Ask learners to form teams of 3-5 members each and research facts and figures about a social or ethical issue on media and information literacy.
2. Using any desktop publishing software, the group must create an infographic to show the facts and figures visually. (Alternatively, if research takes a long time or is not practical, the learners can present facts and figures about themselves or topics they are familiar with instead).
3. At the end of 90 minutes, the learners must post their completed work in their MIL Portal.
4. In planning for their infographic, ask the learners to accomplish the Media and Information Design Framework as shown below:

Teacher Tip

Emphasize that learners need to show creativity and innovation in the visual product that will be created.

Teacher Tips

Alternative activities:

- Look for possible project integrations with other subjects that have data and information that need to be presented visually (Statistics, General Math, etc)
- Individual learners can design a personal shield depicting personal mission, goals, and values.
- In small groups, learners design an Information or Educational Campaign poster or leaflet informing about a pressing issue of a community or locality (e.g. garbage, child labor, robbery, etc.) and incorporating visual design elements and principles.

Component	Guide Questions	Answers
Target Audience	Who are the possible readers of this infographic?	
Sender/Author	Who is the author of this infographic?	
Key content	What is the tone of the text in the infographic? What are the sample phrases or taglines that you will use to relate the information? What are the facts/figures that you will include in the infographic?	
Purpose	What is the intention of the infographic?	
Form / Style	What are the font types, colors and shapes that you will use in the infographic? What are the words or phrases that you need to emphasize in the infographic? How will you organize your text and visual elements?	
Medium / Format	Is this the best platform to use? Why?	

MEDIA AND INFORMATION DESIGN FRAMEWORK

EVALUATION (20 MINS)

Presentations

1. The groups should choose a presenter who will be given 2 minutes to present their group's output in class. Other members of the class will be given the opportunity to comment or critique the presentation.
2. Ask the groups to submit all outputs at the MIL Portal and licensed under CC.
3. Use the detailed rubrics below to assess the learner's output.

Teacher Tip

Encourage learners to provide detailed feedback to the presenters. Remind them to use the rubric items as a guide.

ENRICHMENT (5 MINS)

Reflection

Ask the learner to write a short paragraph in their ePortfolio about their evaluation of the activity and their own learning about becoming a media literate person.

Infographics Sample Rubric

Rubric adapted from Teacher Planet via <http://teacherplanet.com>

Criteria	5	4	3	2	1
Content	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
Presentation of Information	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Each member's information is represented and identified with their name.	Presentation flows well. Tools are used correctly. Each member's information is represented and identified with their name. Overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding. Each member's information is represented and identified with their name.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking some of the members' information/ and or information is not identified	Presentation has no flow. Insufficient information and lacking some of the member's information.
Use of Visual Design Elements (point, line, shape, value, texture, and color)	Use of visual design elements are appropriate. Layout is pleasing to the eye.	Visual design elements are appropriate. Layout is cluttered.	Most visual design elements are appropriate	Visual design elements are inappropriate or layout is messy.	No visual design elements used.
Use of Visual Design Principles (consistency of margins; typeface; typestyle; and colors; balance, perspective, harmony, unity, movement, and variety)	Use of visual design principles are used appropriately.	A visual design principle is violated.	Two visual design principles are violated.	Many visual design principles were used inappropriately.	No effort was made to employ correct visual design principles.
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling and or grammar errors. Text is copied.

Audio Information and Media (Lec)

Content Standards

The learners demonstrate an understanding of audio media and information, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to produce an audio-based presentation anchored on design principles and elements

Learning Competencies

- Describe the different dimensions of audio information and media. **MIL-11/12AIM-IVd-11**
- Discuss how audio information and media is/are formally and informally produced, organized, and disseminated. **MIL11/12-AIM-IVd-12**
- Evaluate the reliability and validity of audio information and media and their sources using selection criteria. **MIL11/12-AIM-IVd-13**
- Produce and evaluate a creative audio-based presentation using design principles and elements. **MIL11/12-AIM-IVd-14**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Identify the different types of audio content.
- Describe the purposes of audio media and information.
- Analyze the design principles and elements used in a given audio media.
- Critique the effectiveness of particular audio information.

LESSON OUTLINE

Introduction	Learning Objectives	5
Motivation	Silent Movies	5
Instruction	Discussions	50

Materials

various examples of audio media, projector and computer with presentation software, magazine cutouts with visual information, audio player— computer, mobile phone, other sound recorder

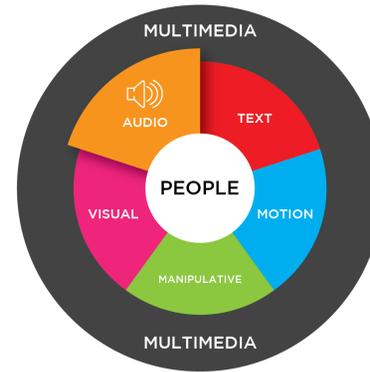
Resources

Heinich, R., Molenda, M., Russel, J. & Smaldino, S. (1999). *Instructional Media and Technologies for Learning*, 6th ed. NJ: Prentice Hall, Inc.
Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). *Media and Information Literacy: Curriculum for Teachers*. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

INTRODUCTION (5 MINS)

Communicate Learning Objectives

1. Present the following resources of media and information:
 - a. People Media
 - b. Text
 - c. Visual
 - d. Audio
 - e. Motion
 - f. Manipulatives / Interactive
 - g. Multimedia
2. Highlight Audio Media and Information as the topic for today's session. State the objectives of the lesson.
3. Review prerequisite knowledge and understanding of text and visual by asking questions about their use and limitations.
4. Ask the learners what the purpose of using text is.
5. Ask the learners to name one design element or principle employed in creating visual media.



MOTIVATION (5 MINS)

1. Show the learners a video clip of a Charlie Chaplin movie (silent movie) without audio.
2. Start a quick discussion about how they found the experience of watching something without audio.
3. Write down key words/ideas on the board. Use those words to highlight the value of audio information and media to the learners. Some sample responses:
 - a. *"I was more focused on the film without the audio"* - Perhaps we are so used to media that use multiple forms and channels. Audio, if not used well, can be distracting. That is why it's important to ensure that the key message and intention are consistent across the different media that you will use.
 - b. *"It was boring"* - We are not used to singular media anymore, and that can be a good example of convergence of media and how it is prevalent in our daily lives. Audio is a powerful tool to set the mood and convey emotions that visuals can't.

Teacher Tip

Charlie Chaplin movie clips are readily available on the Internet (e.g. YouTube). Other movie clips may be used. You should choose short 2-3 minute clips only.

INSTRUCTION (50 MINS)

Types and Categories of Audio Information

1. Play to the learners different samples of audio files. Let the learners identify the type.
 - a. Radio broadcast - live or recorded audio sent through radio waves to reach a wide audience.
 - b. Music - vocal and/or instrumental sounds combined in such a way as to produce beauty of form, harmony, and expression of emotion. It is composed and performed for many purposes, ranging from aesthetic pleasure, religious or ceremonial purposes, or as an entertainment product.
 - c. Sound recording - recording of an interview, meeting, or any sound from the environment.
 - d. Sound clips/effects - any sound, other than music or speech, artificially reproduced to create an effect in a dramatic presentation, as the sound of a storm or a creaking door.
 - e. Audio Podcast - a digital audio or video file or recording, usually part of a themed series, that can be downloaded from a website to a media player or computer.
2. Discuss the different ways of storing audio media:
 - a. Tape - magnetic tape on which sound can be recorded.
 - b. CD - a plastic-fabricated, circular medium for recording, storing, and playing back audio, video, and computer data.
 - c. USB drive - an external flash drive, small enough to carry on a key ring, that can be used with any computer that has a USB port.
 - d. Memory Card - (aka flash memory card or storage card) is a small storage medium used to store data such as text, pictures, audio, and video, for use on small, portable, or remote computing devices.
 - e. Computer hard drive - secondary storage devices for storing audio files.
 - f. Internet/Cloud - websites or file repositories for retrieving audio files, and more precisely the files are stored in some datacenter full of servers that is connected to the Internet.
3. Discuss the different audio file formats:
 - a. MP3 (MPEG Audio Layer 3) - a common format for consumer audio, as well as a standard of digital audio compression for the transfer and playback of music on most digital audio players.
 - b. M4A/AAC (MPEG-4 Audio/Advanced Audio Coding) - an audio coding standard for lossy digital audio compression. Designed to be the successor of the MP3 format, AAC generally achieves better sound quality than MP3 at similar bit rates.
 - c. WAV - is a Microsoft audio file format standard for storing an audio bitstream on PCs. It has become a standard file format for game sounds, among others.
 - d. WMA (Windows Media Audio) - is an audio data compression technology developed by Microsoft and used with Windows Media Player.

Teacher Tips

- Provide a variety of examples that the learners can listen to to demonstrate the principles. Bad quality examples may also be used to point out mistakes.
- Pick interesting examples for each category. To check for understanding, ask learners to provide their own examples.

Teacher Tips

- Show actual examples of audio storage. Alternatively, show them a variety of objects: some of them old audio storage, while some of them are random gadgets/objects. Ask learners to pick out which ones are used for storing audio. It becomes fun especially for objects that are somewhat obsolete that this generation is unfamiliar with.
- Take note that these media storage examples can also store other types of data.

Teacher Tip

- Explain that recordings in a specific file format can only be played on compatible audio players.

Hearing vs Listening

1. Call the attention of the learners and have them be quiet to listen to the short audio clip (Note: This audio clip is a monologue in French):
2. Ask the learners whether they heard the audio or listened to the audio ("Did you hear the audio or did you listen to the audio?")
3. Ask the learners if they can differentiate between hearing and listening.
4. Explain the difference between hearing and listening:
"Hearing is simply the act of perceiving sound by the ear. If you are not hearing-impaired, hearing simply happens. Listening, however, is something you consciously choose to do. Listening requires concentration so that your brain processes meaning from words and sentences. Listening leads to learning." (http://www.d.umn.edu/kmc/student/loon/acad/strat/ss_hearing.html)

Teacher Tip

Choose any sound recording in a language or dialect that the learners do not understand.

Sound Characteristics and Purposes

1. Show to the learners a visual of a stereo or sound mixer and point out the different controls (knobs) and their uses.



2. Discuss the characteristics of sound: volume, tone, pitch, loudness.
3. Discuss the purposes of using sound or audio media:
 - a. Give instruction or information
 - b. Provide feedback
 - c. To personalize or customise
4. Discuss the elements and principles of sound design.
 - a. Elements of Sound Design – the objects or things that we have to work with:
 - Dialogue - speech, conversation, voice-over.
 - Waterfall - As first element fades out, the second element begins at full volume. Better for voice transitions, than for
 - Sound Effects - any sound other than music or dialogue.
 - Music - vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion.
 - Silence - absence of audio or sound.
 - b. Principles of Sound Design – the techniques for combining the different elements or objects.
 - Mixing - the combination, balance and control of multiple sound elements.
 - Pace - Time control. Editing. Order of events: linear, non-linear, or multi-linear.
 - Transitions - How you get from one segment or element to another. Types of transitions:
 - Segue - one element stops, the next begins ("cut" in film).
 - Cross-fade - one element fades out, the next fades in, and they overlap on the way.
 - V-Fade - First element fades to inaudible before the second element begins.
 - Fade to Black - V-Fade with some silence between elements.
 - Stereo Imaging - Using left and right channel for depth.

Audio Information and Media (Lab)

Content Standards

The learners demonstrate an understanding of audio media, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall produce an audio art presentation anchored on design principles and elements.

Learning Competencies

- Comprehend how audio information and media are formally and informally produced, organized, and disseminated. **MIL11/12AIM-IVd-13**
- Produce and evaluate a creative audio-based presentation using design principles and elements. **MIL11/12AIM-IVd-14**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Create an audio-based presentation (podcast) by using design principles and elements.
- Evaluate the audio-based presentation (podcast) through the design principles and elements.

LESSON OUTLINE

Introduction	Review	5
Practice	Producing Podcasts	80
Evaluation		30

Materials

various examples of audio media, projector and computer with presentation software, magazine cutouts with visual information, audio player— computer, mobile phone, other sound recorder

Resources

Heinich, R., Molenda, M., Russel, J. & Smaldino, S. (1999). Instructional Media and Technologies for Learning, 6th ed. NJ: Prentice Hall, Inc.

Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheung, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-07; 978-959-18-0787-8 (ES)

INTRODUCTION (5 MINS)

1. Have the learners listen to a podcast.
2. Review the design elements and principles relative to creating a podcast.

PRACTICE (80 MINS)

Producing Podcasts

1. Divide the learners into small groups. Have the learners plan to design a podcast about their school, class subject, or a class or school activity or advocacy.
2. As a guide for the podcast planning, ask them to answer the questions below (Media and Information Design Framework). Inform each group that they are to create a 5-minute podcast on their topic using any recording device and computer software.

Teacher Tips

- Emphasize the need for creativity.
- Feature podcasts from iTunes U. UP has an iTunes University Channel that can be accessed via iTunes (Mac, Windows, iPhone, iPod) or Tunesviewer (Android).

Teacher Tips

- Be ready to answer queries or provide assistance in doing the practical activity.
- Note that podcasts are audio, and should have the learners' output be audio only.
- Podcasts cover everything from news and politics to sports and music.

Component	Guide Questions	Answers
Target Audience	Who are the possible readers of this infographic?	
Sender/Author	Who is the author of this infographic?	
Key content	What is the tone of the text in the infographic? What are the sample phrases or taglines that you will use to relate the information? What are the facts/figures that you will include in the infographic?	
Purpose	What is the intention of the infographic?	
Form / Style	What are the font types, colors and shapes that you will use in the infographic? What are the words or phrases that you need to emphasize in the infographic? How will you organize your text and visual elements?	
Medium / Format	Is this the best platform to use? Why?	

MEDIA AND INFORMATION DESIGN FRAMEWORK

3. Briefly explain to the learners the general procedure for creating a podcast:
 - a. Planning - choosing a topic and answering the guide questions
 - b. Pre-recording - choosing your equipment and software for recording
 - c. Creating your Podcast - audio recording and converting to MP3
 - d. Uploading your Podcast - choosing where to upload through RSS Feed
4. Informing people about the Podcast
5. Explain the rubrics for assessment of learner's output.
6. After completing the activity, have each group submit their output (podcast) to the MIL Portal.
7. Have the learners write a short reflection on what they learned about podcasts, as well as the importance of sound or audio in media production (to be posted on to their blogs).

EVALUATION (30 MIN)

Group Listening

1. Have each group play their podcast to the class.
2. Give other learners the opportunity to comment or critique the presentation using the rubrics below to assess the group's output.
3. Ask the learners to write a short paragraph evaluating the activity and have them post their paragraphs on their ePortfolio.
4. All outputs including reflections should be submitted at the MIL Portal and licensed under CC.

Teacher Tips

- Podcasts may be tough for learners who are not used to consuming audio-only content. Use their reactions (boredom, losing interest, etc.) to discuss how audio-only content should be different compared to audio-visual and visual-only media.
- You may use the same rubric for individual or group projects.

Podcasts Sample Rubric

Criteria	5	4	3	2	1
Content	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
Presentation of Information	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Each member's information is represented and identified with their name.	Presentation flows well. Tools are used correctly. Each member's information is represented and identified with their name. Overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding. Each member's information is represented and identified with their name.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking some of the members' information/ and or information is not identified	Presentation has no flow. Insufficient information and lacking some of the member's information.
Use of Audio Design Elements	Use of audio design elements are appropriate. Layout is pleasing to the eye.	Audio design elements are appropriate. Layout is cluttered.	Most audio elements are appropriate	Audio design elements are inappropriate or layout is messy.	No audio design elements used.
Use of Audio Design Principles	Use of audio design principles are used appropriately.	An audio design principle is violated.	Two audio design principles are violated.	Many audio design principles were used inappropriately.	No effort was made to employ correct audio design principles.
Mechanics	No grammar errors. Text is in authors' own words.	Few grammar errors. Text is in authors' own words.	Some grammar errors. Text is in authors' own words.	Some grammar errors. Most of text is in authors' own words.	Many grammar errors. Text is copied.
Content	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.

Rubric adapted from Teacher Planet via <http://teacherplanet.com>

Motion Media and Information (Lec A)

Content Standards

The learners demonstrate an understanding of motion media and information, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to produce an motion-based presentation anchored on design principles and elements.

Learning Competencies

- Describe the different dimensions of motion information and media. **MIL11/12MIM-IVef15**
- Comprehend how motion media and information is/are formally and informally produced, organized and disseminated. **MIL11/12MIM-IVef16**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Define motion media and information and key terms such as: animation, frames per second (FPS), rendering, and storyboard.
- Explain the basic steps involved in producing motion media and information.
- Classify motion media according to their format, purpose, method, types, sources, audience.

LESSON OUTLINE

Introduction	Review, Learning Objectives	5
Motivation	Samples of Motion Media and Information	5
Instruction	Flipbook, Motion Media	40
Enrichment	Reflection	10

Materials

flipbook, blank pad papers, adhesives/tape

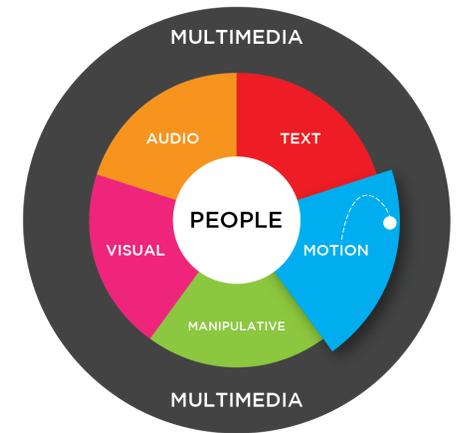
Resources

- Column Five. How to Create Engaging Motion Graphics in four steps. Retrieved from <http://www.columnfivemedia.com/how-to-create-engaging-motion-graphics-in-four-steps>
- Knapp, Jake. Google Venture. Stanford University. 8 Steps to Creating a Great Storyboard. Retrieved from <http://stanford.edu/class/gsbgen542/cgi-bin/files/8StepsGreatStoryboarding.pdf>
- Shelton, S.M. (2004). Communicating ideas with film, video and multimedia: A practical guide to information motion-media. Carbondale: South Illinois Press
-

INTRODUCTION (5 MINS)

Communicate Learning Objectives

1. Present the following resources of media and information:
 - a. People Media
 - b. Text
 - c. Visual
 - d. Audio
 - e. Motion
 - f. Manipulatives / Interactive
 - g. Multimedia
2. Highlight Motion Media and Information as the topic for today's session. Discuss the following points:
 - There is no universally adopted definition for motion media.
 - Motion media in essence is visual media that gives the appearance of movement.
 - Motion media can be a collection of graphics, footage, videos. It is combined with audio, text and/or interactive content to create multimedia
3. Review prerequisite knowledge and understanding of text, visual and audio media by asking questions about their uses, limitations and when it is best to utilize them.
4. State the objectives of today's lesson.



MOTIVATION (5 MINS)

1. Show learners a few samples of motion media and information that they are already familiar with. (Limit to three)
2. Have learners work within groups of three members for each group.
3. Let each group think of three more examples of motion media and information.
4. They should write each example on a 1/8th sheet of paper/cardboard and post it on the board. It may be helpful to ask where they can see motion media and information.

Teacher Tip

- Some examples of motion media and information are animations, videos, live streaming, screencasts, others.
- Encourage learners to think of examples not limited to technology such as – plays, flash mob, others
- Think also of latest trending examples in the social media

INSTRUCTION (40 MINS)

Flipbook

- Bring the learners to a focus by showing an example of a flipbook.
- Challenge learners to quickly create a motion media by making a flipbook.
 - Show a sample of a flip book. Point out how minor changes in the picture for each page create the illusion of motion.
 - After showing the example, have each learner think of a simple motion. Let them draw the picture to show the starting position of the object/subject. This must be drawn in the last page of their flipbook.
 - Next, have them draw the last picture on the top page of their flipbook.
 - Let them draw the pictures in between in the succeeding pages until they finish all the pages of the flipbook.
 - Have them show their flipbook to another learner for feedback.
- Call some learners to describe their work. Ask learners how the picture changes or creates the illusion of movement or blending.

Motion Media

- Discuss with the learners that in motion media:
 - each picture is a frame and that motion is created by rendering or showing consecutively several frames per second.
 - 24 frames (pictures) or more per second makes for a smooth animation.; videos, film, slides also make use of frames.
 - the series of graphics or images follow a sequence to create a story. This sequence is often called a storyboard which shows a set of components (audio, visual, videos, etc) changing in time to create a story or a message.
- Motion media can be produced formally and informally. Informally produced motion media are created by individuals often for personal use. Formally produced motion media are created by professionals who follow industry standards in creating, editing and producing motion media. Formal production of animations involve the following steps:
 - writing the story - writers and directors create the story board

Teacher Tip

- Flipbooks are created by drawing a picture on each page of a pad paper. Each page is slightly different indicating a change in the image. Learners may also use their notebook for the activity.
- Example of a simple flipbook could be found <https://www.youtube.com/watch?v=Z60hRCKyfH0>

- script is written and dialogue is recorded
- animators sketch major scenes; inbetweeners fill in the gaps
- background music and background details are added
- drawings are rendered
- Videos are produced in the same manner except that instead of drawing the scenes they are acted out and shot. Once the scenes have been shot, all clips are edited and put together in a final product.

Motion Media Formats, Types and Sources

- Let each group look at the list on the board (Motivation activity) and ask learners to classify/group the items on the list. They can develop as many classification methods that they can think of.
 - Call one group on the board.
 - Have the group think of one classification and write it on the board.
 - Let the group sort the items on the board by moving the papers (from the Motivation activity) that fall/s to their classification.
 - Let them explain their classification scheme.
 - Do this for other groups. The classification must not be repeated.
- Discuss with the learners that the widely accepted formats, types and sources of motion-media and how these are decided/selected by creators and users of motion media and information and information.
 - According to format:
 - Animations - animated gifs(Graphic Interchange Format), Flash, Shockwave, Dynamic HTML
 - Video formats/Video Codecs - motion media use large resources. Codecs compresses and decompresses video files. Examples are H.26N series, Quicktime, DivX, MPG, MP4
 - According to purpose: education, entertainment, advertising
 - According to source: personal, social media, media companies
 - According to audience: private or public; directed or general
- In some of these, media convergence can be observed with one artefact falling into several categories.

Teacher Tip

- Create a slide presentation (using powerpoint, prezi or other tools) to discuss and summarize the topics.
- Make sure you include animations and transitions to highlight the use of motion information and media.

ENRICHMENT (10 MINS)

Have learners write reflection essay in their ePortfolio (or at the MIL Portal) by answering the following questions:

- What are the best three motion media that they have seen?
- What makes these motion media memorable?
- Other reflections on motion media and information that they may want to share.

Motion Media and Information (Lab A)

Content Standards

The learners demonstrate an understanding of motion media and information, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to produce an motion-based presentation anchored on design principles and elements.

Learning Competencies

- Describe the different dimensions of motion information and media. **MIL11/12MIM-IVef15**
- Comprehend how motion media and information is/are formally and informally produced, organized and disseminated. **MIL11/12MIM-IVef16**
- Evaluate the reliability/effectiveness and validity/appropriateness of motion media and information. **MIL11/12MIM-IVef17**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Examine existing motion media and information on the Internet and identify their possible source, advantages and limitations.
- Make a guideline on selecting reliable motion media and information.
- Critique the effectiveness and appropriateness of these media by designing their own criterion.
- Design a storyboard for a motion media and information.

LESSON OUTLINE

Introduction	Review, Learning Objectives	10
Practice	Media and Information Design Framework: Motion Media	30
Instruction	Discussions	30
Practice	Mini Project Description; Script and Storyboard	50

Materials

computers with Internet connection, pictures, video clips, articles, printed activity sheet

Resources

- Column Five. How to Create Engaging Motion Graphics in four steps. Retrieved from <http://www.columnfivemedia.com/how-to-create-engaging-motion-graphics-in-four-steps>
- Knapp, Jake. Google Venture. Stanford University. 8 Steps to Creating a Great Storyboard. Retrieved from <http://stanford.edu/class/gsbgen542/cgi-bin/files/8StepsGreatStoryboarding.pdf>
- Shelton, S.M. (2004). Communicating ideas with film, video and multimedia: A practical guide to information motion-media. Carbondale: South Illinois Press
-

INTRODUCTION (10 MINS)

- Review key concepts from the previous lesson.
- State the lesson objectives for this lesson.

Teacher Tip

Some examples of motion media and information are animations, videos, live streaming, screencasts, others as well as plays, flash mob, others.

PRACTICE (30 MINS)

- Using the same grouping last meeting, instruct the learners share what they have written in their reflection essay.
- From the group discussion, let them choose one motion media that they are most familiar with and evaluate it using Media and Information Design Framework.

Component	Guide Questions	Answers
Target Audience	Who are the possible viewers of the video? What are their age group? Are there sensitivities that must be considered? (political, cultural, social or spiritual)	
Sender/Author	Who is the owner/creator of the video? What is his agenda, reputation and known advocacy?	
Purpose	What is the intention of the video? What emotions are drawn out by the video?	
Key Content	What is the main message of the motion media? What are the actions/events (key scenes) that helped develop this message?	
Form / Style	How was the information presented? Did it make use of appropriate design elements and principles? What is the tone of the video? How was this conveyed?	
Medium / Format	Is this the best platform to use? Why? How would you classify this video?	

- Synthesize by explaining that while there is a plethora of motion media, appropriate consumption of motion media depends on the factors stated above and that proper evaluation of the media is important.

INSTRUCTION (30 MINS)

- Discuss with the learners the basic methods on determining the credibility of motion media:
 - Validity of information – Is it peer reviewed and verifiable
 - Source - Primary or secondary source? Does the video capture the actual event or does it simply present information learned about an event
 - Relationship of the author to the event – Does he have firsthand knowledge
 - Technical methods of detecting tampering/fake video:
 - Smoothness of video – This is often detected when movements are not smooth; when action seems to jump from one position to another, as if some action was missing
 - Lighting coverage matches - One way to detect lighting matches is to look at the shadows; the source of light determines the size and direction of the shadow
 - Scale and size consistent- scale refers to how the size of the objects in reference to one another are near the real thing. If the picture is reduced or enlarged by a certain percent then all of the objects should be resized by that percent. Objects that are far away are usually smaller than objects that are nearer.
- Discuss with the learners the advantages of motion media and information:
 - It captures motion in a manner that can be viewed repeatedly
 - It can show processes in detail and in sequence
 - Simulations allow for safe observation
 - It can cut across different cultures and groups
 - It allows scenes, history, events and phenomenon to be recreated
 - It enables learning with emotions
- Discuss with the learners the limitations of motion media and information:
 - Compared to other forms of visual media the viewer cannot always interrupt the presentation.
 - It is often times more costly than other forms of visual media.
 - Other data may be presented best using still images. Examples are graphs, diagrams, maps.
 - It is subject to misinterpretation

Teacher Tip

Optional technical methods for advanced learners: Math and physics add up - certain movements are determined by law of physics. Simply put objects often have natural movements (bouncing of a ball, falling to the ground, etc.). Such movements must reflect what we see in actual life.

PRACTICE (50 MINS)

- Have learners read on storyboards using any of the following sites:
 - Columnfivemedia. How to Create Engaging Motion Graphics in Four Steps. Retrieved from <http://www.columnfivemedia.com/how-to-create-engaging-motion-graphics-in-four-steps>
 - Stanford. * Great Steps in Creating A Great Storyboard. Retrieved from <http://stanford.edu/class/gsbgen542/cgi-bin/files/8StepsGreatStoryboarding.pdf>
- Group the learners into groups of four for a mini-project . Ask them to choose a topic agreed upon as a group. Tell the learners

“Think of your target audience for your chosen topic. How would you present the topic to your audience using motion media and information? What is your message? What do you need to know about your message and your audience? Write your thoughts and questions on a sheet of paper.”
- Have learners plan their script and storyboard. The story should be played out in 1 minute. Steps in creating a storyboard:
 - Create a timeline of your story. This will allow you to identify key events in your story.
 - Draw a mind map. Tell learners “ *A mind map will help flesh out all ideas that you have. Write down all your ideas and draw lines to indicate the connections of these ideas.*”
 - Identify key scenes. Tell learners “*Now let us start your storyboard. Get/give a manila paper. Fold it into 8 squares. For each square, draw 3 lines at the bottom. The space above is where you draw your key scenes. The lines below are where you write the details.*”
- Groups should submit their outputs the following format:

A. Mini Project Description (Those in italics are sample answers)

Group #:

Name of Members:

Topic : *Bullying*

Audience : *Children age 13-16*

Description of Audience: *High school children who are leaders in their school*

Message: *Bullying can happen anywhere. Bullying must not be allowed in school.*

Teacher Tips

- Provide a one page summary of the articles
- Learners might request for more time outside class hours. It is better to look at their output at the end of the class and give learners feedback so they would know how to proceed with their project.
- Allow individual work in special cases
- Go around the room and offer assistance and feedback. Provide feedback in the form of questions rather than suggestions or judgements. This will encourage them to think of their project more thoroughly without being limited to your own preferences or ideas.

B. Script

C. Storyboard

Project Name: _____

Page: _____ of _____

By: _____

Date: _____

Teacher Tips

- Check the output of each group- the format,, flow and continuity of their stories.
- The output may be very raw. What is important is that students are able to determine key sequences in their story.
- You may not have enough time to evaluate their work and return their papers in time for the next meeting. Consider self evaluation by learners or peer evaluation by other groups.

- Discuss with learners the rubric for evaluation.

Storyboard Sample Rubric

Criteria	5	4	3	2
Clarity of message	The main idea stands out, completely developed and enhanced with details	The message is clear and completely developed	The main idea is visible; the message is with one or two confusing points	The story has a theme but message is not clear nor developed
Relevance of message	Content is well-suited to audience and purpose, make connections and provide insights	Content is well-suited to audience and purpose; and make connections	Content is relevant but not suited to audience and purpose; some connections may be present	Content is difficult for the audience to understand and does not connect to their experience
Development of story	Attention to detail is evident from the start of the story to the end.; sequencing and pacing is smooth	Sequencing and pacing is evident but a there are segments that lack details; one or two gaps are evident but story can still be understood	One or two segments in the sequencing is/are confusing but story can still be understood. Several gaps are present	Little to no planning done; the story can not be understood
Design (to be used in the following week)	Motion design helps deliver the message and maximizes audience impact	Motion design helps deliver the message and creates some audience impact	Motion design somewhat helps deliver the message and creates some audience impact	Motion design is inappropriate and not helpful

Motion Media and Information (Lec B)

Content Standards

The learners demonstrate an understanding of motion media and information, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to produce an motion-based presentation anchored on design principles and elements.

Learning Competencies

- Describe the different dimensions of motion information and media. **MIL11/12MIM-IVef15**
- Evaluate a creative motion-based presentation using design principles and elements. **MIL11/12MIM-IVef18**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Categorise the different formats of motion media and information and explain how the format affects the design of the media presentation.
- Design a rubric for evaluating the design of popular motion-based media presentation based on their design and use of elements.

LESSON OUTLINE

Introduction	Learning Objectives, Review	10
Instruction	Design Principles and Elements	40
Enrichment	Storyboard	20

Materials

sample motion media, corrected mini project outputs

Resources

- Rogge & Pott (2009) The Basics of Motion Media. Retrieved from <https://vimeo.com/7440725> on 09/01/2015
- Shelton, S.M. (2004) Communicating ideas with film, video and multimedia: A practical guide to information motion-media. Carbondale: South Illinois Press
- Taylor & Francis, (2013) Design Essentials for the Motion Media Artist: A Practical Guide to Principles and Techniques.
-

INTRODUCTION (10 MINS)

Communicate Learning Objectives

- Clearly state the desired learning outcomes.
- Review the previous lesson on motion media and information by asking the following questions:
 - *Do you remember the different design principles and elements you learned in previous lessons on different media and information (text, visual, audio)? Can you identify them.*
 - *Can you apply these design principles and elements to motion media and information? Why or why not?*
- Summarize by focusing on design principles that are relevant to motion media and information.

INSTRUCTION (40 MINS)

- Explain that design principles of motion media and information revolve around the following essential elements:
 - Speed can be constant or variable. The tone of the movement can be highlighted by the speed coupled with music. A fast movement gives vigor and vitality, intensifying emotions. A slow movement connotes lethargy, solemnity or sadness.
 - Direction can indicate a movement from one direction to another. It can also refer to the growing or shrinking of an object. As objects move, the background must remain in scale with the object.
 - Motion Path refers to the route that the object will take. It shows the change in direction of a movement. It is important to note the triggers to the change in direction of an object. These triggers are often key objects or events in a story.
 - Timing can be objective or subjective. Objective timing can be measured in minutes, seconds, days, etc. Subjective timing is psychological or felt. Objective timing is used to produce subjective timing. Timing can be used to clarify or intensify the message or the event. Using a pause can help time the events.
- Explain that these elements when used with other forms of media and information such as audio, visual and people media create movement that convey different emotions, impact and results.

Teacher Tip

- This is a good time to involve everyone by having another learner contribute to what the previous learner has already shared.

Teacher Tips

- Prepare a motion-based presentation for this lecture. A good example is found in this link Vimeo, The Basic of Motion Media, Retrieved from <https://vimeo.com/7440725>
- A added discussion is to ask learners to identify 3 basic emotions relevant to conveying the message "I love you". Possible answers are happy, sad, nervous, and angry. Have them identify the proper color, sound and movement for this. If you have time, have volunteers act it out.
- As an example of timing for text is running text during local news. Or use of movement in showing credits for a movie shown at the beginning or end of a movie.

- Discuss the following design principles in creating movement.
 - Speed, direction and timing should depict natural laws of physics. This included trajectories, impact on objects and reactions of the environment.
 - Timing affects recall. Fast movement sends much information Slow movement provides emphasis and lasting recall.
 - Transitions are used to switch between scenes. Having a clear start and finish in your motion path or scenes Using neutral colors at the start or end of a scene is a good method for creating the right mindset. It is important to know which type of transition to use as this sets the tone for the next event and should provide a smooth connection from one event to another.
 - Sound and color adds depth and meaning to movement.
 - Cartooning your graphic and text provides dynamic movement. This can be done by using the following movements: stretching, rotating, squashing
 - Blurring can be used in different ways. In animation, blurring can provide the illusion of fast movement. In videos, it is often used to censor information for security or decency.
 - Always review the purpose of the movement. Movement is not added for the sake of it.

Teacher Tip

- Look for a local advertisement on TV that uses cartooning as an example.

ENRICHMENT (20 MINS)

- Show an old commercial/advertisement to the learners. You may use this video collection of commercials from Youtube: The Best Commercials in the Philippines (2010-2015). Retrieved form <https://www.youtube.com/watch?v=gHPfCAvXHpY>
- Let them identify the various movements in the video that contributes to the message. Have them discuss in their mini project group how the different elements of motion design are used in the video.
- Return their corrected storyboard. Ask them to discuss some design ideas that they would like to incorporate on their project. Tell them to reflect them to complete their storyboard and to reflect their design concepts on each scene.

Teacher Tip

- It is essential that learners have time to think about this. The principles should be focused on motion and movement and not on other forms of media and information.
- The groups may need time to grow their creativity for the project. Thus, this can also be given as an assignment. Remind them that they only have an hour to create their presentation the following week. Make sure that their projects are doable within the learners' capabilities, availability of equipment and time. The project may be as simple as a slide presentation.

Motion Media and Information (Lab B)

Content Standards

The learners demonstrate an understanding of motion media and information, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to produce an motion-based presentation anchored on design principles and elements.

Learning Competencies

- Produces and evaluate a creative motion-based presentation using design principle and elements. **MIL11/12MIM-IVef- 18**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Categorise the different formats of motion media and information and explain how the format affects the design of the media presentation.
- Critique the design of popular motion-based media presentation based on their design and use of elements
- Create a motion-based media and information presentation using the design elements..

LESSON OUTLINE

Introduction	Storyboard	10
Instruction	Animation Software	30
Practice	Creating Motion-based Presentation	70
Evaluation	Gallery Walk	20

Materials

computers with Internet connection, pictures, video clips, articles,references

Resources

Columnfive. How to Create Engaging Motion Graphics in four steps. Retrieved from <http://www.columnfivemedia.com/how-to-create-engaging-motion-graphics-in-four-steps>

Techwhirl. The Storyboard: An Outline for Visual Technical Communications. Retrieved from <http://techwhirl.com/storyboard-outline-visual-technical-communications/>

Vimeo. The Basics of Motion Media. Retrieved form <https://vimeo.com/7440725>

Youtube. The Best of Commercials in the Philippines. Retrieved from <https://www.youtube.com/watch?v=gHPfCAvXHpY>

INTRODUCTION (10 MINS)

- Ask the learners about their project and their storyboard. Answer pertinent questions.

INSTRUCTION (30 MINS)

- Ask if the learners have experienced making an animation before.
- Let them open an animation maker and teach/demonstrate how to use the software by going through basic features such as:
 - creating movement
 - establishing direction of motion or motion path
 - establishing the speed of the motion
 - other features
- Give the learners ample time to explore the software.

Teacher Tips

- Prior to this class, make that the computers are installed with an animation software.
- Sample free animation maker software :
 - Blender
 - Express animate
 - Scratch
 - Aurora 3D
 - Animaker

PRACTICE (70 MINS)

- Tell the learners that they have the remainder of the period to finish their project. Discuss the rubric for evaluation.
- They can produce their projects using any of the following:
 - Play-acting. Capture the play as a video through their cellphones and cameras.
 - Use an animation-maker software.
 - Using other presentation softwares or other software.
- Go around the room and check on the following:
 - Work is divided equally among members
 - Each member knows what to do
 - Limit their scope to what is doable.

Teacher Tips

- Allow the groups to go out of the classroom if they need to be.
- Previously shot footages of the groups could also be allowed to be incorporated to the final output

EVALUATION (20 MINS)

- When everyone is finished, showcase all projects. Have the learners go around to view the different projects and choose the top three favorites. aside from their ow. Use the rubric as basis for rating; collate the results and announce the top three best projects (the teachers should also part of the evaluators)
- Submit the final storyboard and finished project using the filename: MotionGroup# at the MIL Portal. Learners also need to submit an individual reflection on “*What I learned about designing a motion media*”.

Teacher Tip

- If there is not enough time, this may be done outside class hours. by letting the learners view the projects in the MIL Portal and rate them.

Storyboard Sample Rubric

Criteria	4	3	2	1
Message	Message is clear and relevant to audienc	Message is clear with some confusing points, has some relevance to audienc	Message is not clear, has some relevanc	is not relevant
Storyboard	Sequencing and pacing is smoot	Minimal gaps are evident	Poor and confusing sequencing and pacing. Gaps are present	Little to no planning don
Design	Motion design maximizes audience impact	Motion design creates some audience impact	Motion design creates some audience impact	Motion design is inappropriate and not helpful
Teamwork	Worked cooperatively with partner all the time with no need for adult intervention.	Worked cooperatively with partner most of time but had a few problems that the team resolved themselves	Worked cooperatively with partner most of the time, but had one problem that required adult intervention	Worked cooperatively with partners some of the time, but had several problems that required adult interventio

Manipulatives / Interactive Media (Lec A)

Content Standards

The learners demonstrate an understanding of manipulatives / interactive media and information, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to produce a presentation on manipulatives / interactive media that is anchored on design elements and principles.

Learning Competencies

- Describe the different dimensions of manipulatives / interactive media. **MIL-11/12MPIM-IVgh-19**
- Comprehend how manipulatives / interactive media are produced, organized, and disseminated. **MIL11/12-MPIM-IVgh-20**
- Evaluate the reliability and validity of manipulatives / interactive media, as well as their sources using selection criteria. **MIL11/12-MPIM-IVgh-21**
- Produce and evaluate a creative presentation on manipulatives / interactive, using design principles and elements.

MIL11/12-MPIM-IVgh-22

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Explain what manipulatives / interactive media are.
- Compare the different platforms and uses of manipulatives / interactive media software.

LESSON OUTLINE

Introduction	Communicate Learning Objectives	5
Motivation	Interacting with Social Media	5
Instruction	Discussion	40
Evaluation	Short Quiz	10

Materials

internet connectivity, projector and computer with presentation software

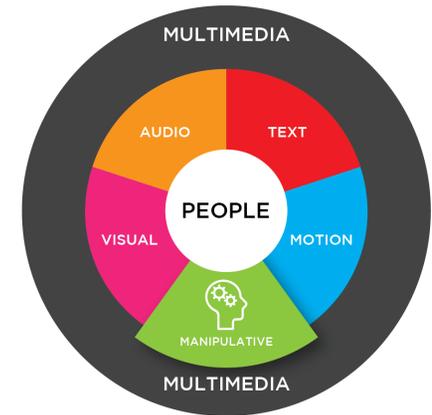
Resources

Investopedia, Interactive Media. Retrieved from <http://www.investopedia.com/terms/i/interactive-media.asp>
Johnson, Marc. Elements of Good Interactive Media Design. Retrieved from http://www.columbia.edu/itc/visualarts/r4110/f2000/week07/07_01_Elements_of_Good_Desi.pdf
Marketing Intercative, Top Ten Most Popular Actions on Facebook. Retrieved from <http://www.marketing-interactive.com>
Rogge & Pott (2009) The Basics of Motion Media. Retrieved from <https://vimeo.com/7440725> on 09/01/2015
Technopedia, Definition: Interactivity. Retrieved from <https://www.techopedia.com/definition/14429/interactivity>

INTRODUCTION (5 MINS)

Communicate Learning Objectives

1. Present the topic titles on different resources of media and information:
 - a. People Media
 - b. Text
 - c. Visual
 - d. Audio
 - e. Motion
 - f. Manipulatives / Interactive
 - g. Multimedia
2. Highlight Manipulatives / Interactive Media as the topic for today's session.



MOTIVATION (5 MINS)

Interacting with Social Media

1. Have the learners think about their experiences using their social media accounts (e.g. Facebook, Instagram, Twitter, etc.).
2. Ask the learners why they think Facebook is very popular. Ask them the ways in which they interact with their social media accounts.
3. Present the following infographic on the "Top Ten Most Popular Actions on Facebook:"
4. Ask the learners which of the actions they have done on Facebook.
5. Start a discussion: "Which of the following actions are interactive?". All of these are, by definition, interactive, since all actions require the user to click a button on Facebook, which itself is an interaction.
6. Ask the learners what content a user is providing to Facebook everytime they do that action. Guide answers:
 - a. Clicked the "like" button (clicking the like button adds the number of likes to the post. New features such as reacting with an emotion such as "love", "wow", etc. can also be discussed)
 - b. Commented on a friend's photo or video (commenting adds text content—the actual comment—to the photo or video)

TOP 10 MOST POPULAR ACTIONS ON FACEBOOK
% of Facebook active users who did the following last month



INSTRUCTION (40 MINS)

1. Discuss the definition of interactive media and interactivity:
 - a. Interactive Media – a method of communication in which the program's outputs depend on the user's inputs, and the user's inputs in turn affect the program's outputs. Interactive media engage the user and interact with him or her in a way that non-interactive media do not. Websites and video games are two common types of interactive media. (Definition taken from Investopedia via <http://www.investopedia.com/terms/i/interactive-media.asp>)
 - b. Interactivity – the communication process that takes place between humans and computer software. The most constant form of interactivity is typically found in games, which need a continuous form of interactivity with the gamer. Database applications and other financial, engineering and trading applications are also typically very interactive. (Definition taken from Technopedia via <https://www.techopedia.com/definition/14429/interactivity>)
 - c. One area where interactivity is most useful is in online training. Interactivities in this area allow learners to interact with the course in terms of action and/or thinking.
2. Have the learners relate their experiences in using interactive media by identifying the software or media used and how they interacted.
 - a. Example 1: Social media (Facebook) - sent friend request; responded to friend request; liked a post; followed a site; commented on a friend's post; uploaded a file; chat with a friend; sent private message.
 - b. Example 2: Online booking - search for flights; booked a flight and paid through credit card; web-check-in.
3. Briefly describe to the learners the different platforms of interactive media:
 - a. Mobile apps - a software application developed specifically for use on small, wireless computing devices such as smartphones and tablets, rather than desktop or laptop computers.
 - b. 3D TV - a television display technology that enables a three-dimensional effect, so that viewers perceive that an image has depth as well as height and width, similar to objects in the real world.
 - c. Video games (multi-player) - a game played by electronically manipulating images produced by a computer program on a television screen or other display screen. Multiplayer games allow two or more players to play with one another or play together.
 - d. Role-playing games (RPG) - a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a narrative, either through literal acting or through a process of structured decision-making or character development.

Teacher Tips

- For ease of delivery of instruction, prepare a slide presentation on the topic that includes snapshots or screenshots of available interactive software or applications.
- One way to motivate students and promote higher-level thinking is to use the following procedure in posing a question or problem to learners:
 - First, learners think of the answer individually.
 - Next, each learner discusses his or her answer with a neighbor.
 - Finally, learners join a small group to share their answers or thoughts about the problem or question, before settling on a final answer.

- e. Massively Multiplayer Online Role Playing Game (MMORPG) - any story-driven online video game in which a player, taking on the persona of a character in a virtual or fantasy world, interacts with a large number of other players.
- f. Interactive websites (pools, surveys, exams, exercises)
- g. Virtual reality and immersive environments - the computer-generated simulation of a three-dimensional image or environment that can be interacted with in a seemingly real or physical way by a person using special electronic equipment, such as a helmet with a screen inside or gloves fitted with sensors.
- h. Social media - websites or online services where users (actual people) are the creators and consumers of the content, and where social interactions (commenting, liking, posting, talking) are the main features of content. Examples are Facebook, Twitter, Instagram, Snapchat, Vine, etc. Relate this topic to their output in the previous activity.

EVALUATION (10 MINS)

1. Have the learners take a short quiz on media and interactivity.
2. Sample Quiz: Short-Response Questions
 - a. Name 3 actions that demonstrate the interactivity of online shopping.
 - b. Name 4 advantages and 4 disadvantages of online gaming.
3. Sample Answers:
 - a. Check specifications; compare prices; compare features of similar items; add to cart; choose payment type; track delivery; get advice from experts;
 - b. Advantages: play against computer; play with others; choose level; educational; entertaining; improve eye-hand coordination; promote quick thinking
 - c. Disadvantages: addictive; false sense of reality; promotes isolation; demand sophisticated equipment which could be expensive; unproductive use of time

Manipulatives / Interactive Media (Lab A)

Content Standards

The learners demonstrate an understanding of manipulatives / interactive media, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to produce a presentation on manipulatives / interactive media that is anchored on design elements and principles.

Learning Competencies

- Describe the different dimensions of manipulatives / interactive media. **MIL-11/12MPIM-IVgh-19**
- Comprehend how manipulatives / interactive media are produced, organized, and disseminated. **MIL11/12-MPIM-IVgh-20**
- Evaluate the reliability and validity of manipulatives / interactive media, as well as their sources using selection criteria. **MIL11/12-MPIM-IVgh-21**
- P Produce and evaluate a creative presentation on manipulatives / interactive, using design principles and elements.

MIL11/12-MPIM-IVgh-22

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Demonstrate through hands-on experience the different types of manipulatives / interactive media.

LESSON OUTLINE

Introduction	Review	10
Practice	Interacting with the Internet	110

Materials

internet connectivity, projector and computer with presentation software

Resources

Investopedia, Interactive Media. Retrieved from <http://www.investopedia.com/terms/i/interactive-media.asp>

Johnson, Marc. Elements of Good Interactive Media Design. Retrieved from http://www.columbia.edu/itc/visualarts/r4110/f2000/week07/07_01_Elements_of_Good_Desi.pdf

Marketing Intercative, Top Ten Most Popular Actions on Facebook. Retrieved from <http://www.marketing-interactive.com>

Rogge & Pott (2009) The Basics of Motion Media. Retrieved from <https://vimeo.com/7440725> on 09/01/2015

Technopedia, Definition: Interactivity. Retrieved from <https://www.techopedia.com/definition/14429/interactivity>

Sperka, Martin and Stolar, Anton. Graphic Design in the Age of Interactive Media. Retrieved from http://newmedia.yeditepe.edu.tr/pdfs/isimd_05/16.pdf

INTRODUCTION (10 MINS)

1. Review with the learners the main concepts of interactivity and interactive media.
2. Explain the objectives of the lesson.

PRACTICE (110 MINS)

Interacting with the Internet

Have the learners perform each activity and follow the instructions given.

1. Social Media:

- a. Name at least 5 actions that give social media its interactivity.
- b. Interact with your teacher's social media account by doing the 5 actions you have listed.
- c. Write a brief evaluation or assessment of the social media you used, focusing on the following:
 - Social media as a means of communicating to people
 - Interactivity of social media
 - Social media as a way of posting of news
 - Other features you would like incorporated, or how it could be improved

2. Online Diagnostic Exam:

- a. Search for an online psychological test on the Internet.
- b. Take the test and submit your results either through email or printout.
- c. Write a brief evaluation or assessment on the diagnostic exam taken, focusing on the following:
 - The practicality of an online diagnostic exam
 - Interactivity of an online exam
 - Other features you would like incorporated, or how it could be improved

3. Online Game:

- a. Search for an online game, read the description and detailed specifications.
- b. List all the interactive actions that are available for game.
- c. Write a brief evaluation or assessment on the online game played, focusing on the following:
 - The enjoyment or entertainment from a game online
 - Interactivity of an online game
 - Other features you would like incorporated, or how it could be improved

4. Online Shopping:

- a. Go to an online shopping site.

Teacher Tip

Be prepared for using social media tools. Create a teacher account, and if needed, ask the IT administrator of your school which sites are open.

Teacher Tip

Some online diagnostic exams are not based on psychology at all. Myths such as "Left-Right Brain dominance" are available on the internet. Be cautious on using such tools.

Teacher Tip

Try Code.org or Minecraft for this activity.

Teacher Tip

Try sites like eBay, OLX, and Amazon that do not require accounts in order to look at a cart.

- b. Choose items to purchase and add to cart.
- c. Determine the total price of all items to be purchased.
- d. Screenshot (PrintScreen) the list of items and their price.
- e. Submit a copy of the screenshot through email.
- f. Write a brief evaluation or assessment on the online shopping experience, focusing on the following:
 - As a means of communicating to people
 - Interactivity of online shopping
 - Other features you would like incorporated, or how it could be improved

Teacher Tip

If the computer lab is not working, use a single computer and project it on the screen. Perhaps ask students to demonstrate, while the rest of the class can watch and write their responses. A discussion of each tool can come afterwards.

Have the learners submit a written reflection at the MIL Portal, including a compilation of their answers to all the questions above and what they have learned is interactivity and interactive media.

Manipulatives / Interactive Media (Lec B)

Content Standards

The learners demonstrate an understanding of manipulatives / interactive media, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to produce a presentation on manipulatives / interactive media that is anchored on design elements and principles.

Learning Competencies

- Describe the different dimensions of manipulatives / interactive media. **MIL-11/12MPIM-IVgh-19**
- Comprehend how manipulatives / interactive media are produced, organized, and disseminated. **MIL11/12-MPIM-IVgh-20**
- Evaluate the reliability and validity of manipulatives / interactive media, as well as their sources using selection criteria. **MIL11/12-MPIM-IVgh-21**
- Produce and evaluate a creative presentation on manipulatives / interactive, using design principles and elements.

MIL11/12-MPIM-IVgh-22

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Demonstrate what interactivity is.
- Discuss the types of interactivity and their purpose.

LESSON OUTLINE

Introduction	Review	10
Instruction	Discussion	45
Enrichment	Future of Broadcasting	5

Materials

internet connectivity, projector and computer with presentation software

Resources

- Investopedia, Interactive Media. Retrieved from <http://www.investopedia.com/terms/i/interactive-media.asp>
- Johnson, Marc. Elements of Good Interactive Media Design. Retrieved from http://www.columbia.edu/itc/visualarts/r4110/f2000/week07/07_01_Elements_of_Good_Desi.pdf
- Marketing Interactive, Top Ten Most Popular Actions on Facebook. Retrieved from <http://www.marketing-interactive.com>
- Rogge & Pott (2009) The Basics of Motion Media. Retrieved from <https://vimeo.com/7440725> on 09/01/2015
- Technopedia, Definition: Interactivity. Retrieved from <https://www.techopedia.com/definition/14429/interactivity>
- Sperka, Martin and Stolar, Anton. Graphic Design in the Age of Interactive Media. Retrieved from http://newmedia.yeditepe.edu.tr/pdfs/isimd_05/16.pdf

INTRODUCTION (10 MINS)

Review

1. Review with the learners the definitions of interactive media and interactivity.
2. Check the learners' understanding by having them complete the worksheet below:

Interactive Media Platform	Example	Non-Interactive Action	Interactive Action
<i>Mobile apps</i>	<i>Candy Crush</i>	<i>Looking at the highest score</i>	<i>Asking others to send you life</i>
Mobile apps			
3D TV			
Video games			
Web design and production			
Virtual reality and immersive environment			
Social media			
Multi-player online game			

Teacher Tips

- Note that the purpose of the activity is to check the learners' understanding of the concepts, and the worksheet need not be graded.
- The second row in the table provides examples on how to fill in the table

INSTRUCTION (45 MINS)

Interacting with Social Media

1. Discuss with the learners the different ways of interacting with the Internet:
 - a. Online shopping - compare prices; compare features of similar items; add to cart; choose payment type; track delivery; get advice from experts; search products; check local availability; get product recommendations.
 - b. Online gaming - choose a game; play with computer; play with others; choose a level, in-game customization, etc.

Teacher Tips

- Supplement the discussion with screenshots and applications on the Internet.
- As an alternative way of presenting the lesson on emerging interactive media, show a video clip on the same topic.

- c. Online classes - interact with content; interact with instructors; interact with classmates.
 - d. Chat - group chat; search groups; search friends; translate language.
 - e. News and information - exchange information; give reaction; news on demand; monitor views.
 - f. Videos - choose your own adventure; get multimedia content; experience game elements.
2. Discuss with the learners some of the types of interactivity and their purposes:
- a. Click on images
 - b. Hotspot - a special region to act as a trigger to another web page. The hotspot could be a circle, triangle, rectangle or polygon.
 - c. Rollover - an image or portion of an image that changes in appearance when the mouse cursor moves over it.
 - d. Tabs - clicking on them displays a relevant content with an appropriate graphic.
 - e. Timeline - a menu slide that branches to different events.
 - f. Numbers/processes - the number of clicks and the time spent in an interactive function provide data points.
 - g. Slideshow - non-linear interactive slideshow where the pathway through the show is determined by the user's interaction with it.
 - h. Frequently asked questions (FAQs)
 - i. Flip cards - a card that when clicked flips to display a description and other information.
3. Discuss with the learners the following emerging interactive media:
- a. Interactive television - also known as ITV or iTV. A form of media convergence, adding data services to traditional television technology. Throughout its history, these have included on-demand delivery of content, as well as new uses such as online shopping, banking, and so forth. ITV enables the viewer to issue commands and give feedback information through an electronic device called a setup box. The viewer can select which program or movie to watch, at what time, and can place orders in response to commercials. New setup boxes also allow access to email and e-commerce applications via internet.
 - b. Allow viewers to participate in games shows - viewers compete with on-screen contestants
 - c. Select alternate endings to their favorite program
 - d. Encourage children to interact with educational programs

Teacher Tips

- Sample responses to the enrichment:
 - Give feedback to the newscaster.
 - Know real-time information how many people are watching.
 - Choose beyond-the-scene video clips.
 - Choose only news items to watch.
 - Choose language/translate news into a different language or dialect.
 - Compile news about a certain topic or issue.
 - Remove advertisement.
 - Choose the broadcaster.
 - Print transcript of news broadcast.

ENRICHMENT (5 MINS)

Have the learners think about the future of TV News Broadcasting. Ask them to give 5 ways we may soon be able to interact with a TV news broadcast.

Manipulatives / Interactive Media (Lab B)

Content Standards

The learners demonstrate an understanding of manipulatives / interactive media, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to produce a presentation on manipulatives / interactive media that is anchored on design elements and principles.

Learning Competencies

- Describe the different dimensions of manipulatives / interactive media. **MIL-11/12MPIM-IVgh-19**
- Comprehend how manipulatives / interactive media are produced, organized, and disseminated. **MIL11/12-MPIM-IVgh-20**
- Evaluate the reliability and validity of manipulatives / interactive media, as well as their sources using selection criteria. **MIL11/12-MPIM-IVgh-21**
- Produce and evaluate a creative presentation on manipulatives / interactive, using design principles and elements.

MIL11/12-MPIM-IVgh-22

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Create manipulatives / interactive media by making an online interactive form.

LESSON OUTLINE

Introduction	Review	10
Practice	Making an Online Form	110

Materials

internet connectivity, projector and computer with presentation software

Resources

Investopedia, Interactive Media. Retrieved from <http://www.investopedia.com/terms/i/interactive-media.asp>

Johnson, Marc. Elements of Good Interactive Media Design. Retrieved from http://www.columbia.edu/itc/visualarts/r4110/f2000/week07/07_01_Elements_of_Good_Desi.pdf

Marketing Intercative, Top Ten Most Popular Actions on Facebook. Retrieved from <http://www.marketing-interactive.com>

Rogge & Pott (2009) The Basics of Motion Media. Retrieved from <https://vimeo.com/7440725> on 09/01/2015

Technopedia, Definition: Interactivity. Retrieved from <https://www.techopedia.com/definition/14429/interactivity>

Sperka, Martin and Stolar, Anton. Graphic Design in the Age of Interactive Media. Retrieved from http://newmedia.yeditepe.edu.tr/pdfs/isimd_05/16.pdf

INTRODUCTION (10 MINS)

1. Explain the lesson's objectives to the learners.
2. Demonstrate how to create an online form (e.g. Google Forms), how to ask people to fill up the form, and how to collect and use the data

PRACTICE (110 MINS)

Making an Online Form

1. Divide the learners into 8 groups of 4 or 5.
2. Instruct each group to think of a topic for survey research wherein the respondents will be the class.
3. Instruct the groups to pick 5 questions to use for the survey
4. To prepare for the project, have each group fill in the table below:

Component	Guide Questions	Answers
Target Audience	Who are the respondents?	
Sender/Author	Who is the researcher?	
Key content	What are the survey questions?	
Purpose	What is the research problem?	
Form / Style	What are considered in designing the electronic form? What is the software used for creating the electronic form?	
Medium / Format	How would you implement the electronic form?	

5. Using any Internet application or computer software, each group must create an online form that can then be filled up by their classmates.
6. Create a document or post where the links of all online forms of the class shall be made available. Provide enough time for all students to answer all surveys.
7. After all respondents have answered the forms, the group should then collate the data and save it on a worksheet. The learners should create charts or graphs to display the survey results.
8. The learners must also come up with a write up of the survey problem, present the data in graphical form, and give their data analysis of the results.
9. Have each group submit the final output to the MIL Portal.
10. Post-activity, have each learner write a short reflection about the activity, and how it might have helped them become more media-literate.

Teacher Tip

Try making online forms beforehand with tools such as Google Forms, Typeform, and Code Studio so you can answer questions and demonstrate best practices.

Teacher Tips

- Ask the Research or Statistics teacher for possible integrations with their subject.
- Show some previous student work from the Infographics exercise, and relate the data gathering and presentation they will do to making graphs and charts.
- If your laboratory is well equipped, this activity can be done by students individually.

Multimedia Information and Media (Lec A)

Content Standards

The learners demonstrate an understanding of multimedia, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to give suggestions for a multimedia project based on the different concepts discussed.

Learning Competencies

- Describe the different dimensions of multimedia information and media. **MIL11/12MM-IVij-23**
- Comprehend how multimedia information and media are formally and informally produced, organized, and disseminated. **MIL11/12MM-IVij-24**

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Define multimedia and its characteristics.
- Summarize the design principles and elements in different forms of information and media (text, audio, visual, motion and manipulative / interactive).
- Identify the advantages and limitations of multimedia.

LESSON OUTLINE

Introduction	Review	5
Motivation	Classifying Media	5
Instruction	Discussion	10
Practice	Media and Information Design Framework	35
Evaluation	Reflection Questions	5

Materials

manila paper / cartolina, markers, adhesive tape, printed activity sheets

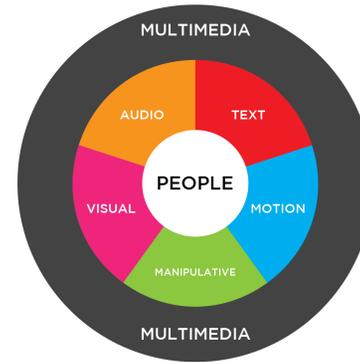
Resources

Norton, P. (2006). Introduction to Computers. McGraw-Hill Education.
Marshall, D. (2001). History of Multimedia. Retrieved from www.cs.cf.ac.uk
Savage, T.M. & Vogel, K.E. (2009). An introduction to digital multimedia. Jones and Bartlett Publishers.

INTRODUCTION (5 MINS)

Review and Learning Objectives

1. Review the key points in the discussion of Manipulative/Interactive Information and Media in the previous lesson.
2. Present the topic titles on different resources of media and information:
 - a. People Media
 - b. Text
 - c. Visual
 - d. Audio
 - e. Motion
 - f. Manipulatives / Interactive
 - g. Multimedia
3. Highlight Multimedia Information and Media as the topic for today's session. State the objectives of the lesson.



Teacher Tip

Emphasize that this is a synthesis of all the components of multimedia discussed in the previous chapter

MOTIVATION (5 MINS)

Classifying Media

1. Show to the learners a 3-minute multimedia video that explains an advocacy, lesson, or concept.
2. After they have viewed the video, ask the learners the following questions:
 - a. What is the video all about?
 - b. Did the video effectively convey the information to you?
 - c. What are the components of the video?
 - d. How did the components contribute to conveying of the information?

Teacher Tip

Prepare a downloaded version of the video if there is no Internet connection at school.

INSTRUCTION (10 MINS)

1. Discuss with the learners how, in the past, people used a single, unique medium when presenting information: As discussed in the first part of the course, people used the human voice as a type of medium until writing was discovered.
2. Over the years, it has been established that information can be expressed through text, speech, sound, graphics or images, animation, and video. A combination of these media sources is considered multimedia.

3. Dave Marshall defines multimedia as “the field concerned with the computer-controlled integration of text, graphics, drawings, still and moving images (video), animation, audio, and any other media where every type of information can be represented, stored, transmitted and processed digitally.”
4. While traditional or analog media still co-exist with computer-controlled media, Savage and Vogel (2009) assert that the contemporary definition of multimedia is mostly in the digital form. Moreover, both trending and emerging forms of multimedia are described as ubiquitous, interactive, massive, and immersive.

PRACTICE (35 MINS)

Media and Information Design Framework

1. Remind the learners that in the previous lessons they have learned about the different types of information and media. For each type, they have learned and made use of design principles and elements for their projects.

Text	Audio	Visual	Motion	Interactive/ Manipulative

2. Display a large version of the table below and put it on the board. Have the learners use meta cards (2 inches x 3 inches cartolina paper or cardboard) to write down at design principles or tips when working with the different formats. Have the learners post their answers on the board.
3. Inform the learners that in creating a multimedia content, they have to consider the components of the Media and Information Design Framework. Review the framework, share this scenario:
You work for a company that creates multimedia content for educational purposes. One day, your supervisor tasks you with the creation of a multimedia product that talks about how green plants manufacture their own food

Teacher Tip

If learners are having a hard time, ask them to think about the challenges that they faced while working with various formats. What worked? What helped them? Ask them to think of those as tips for other learners who would use the media, what tips/design principles can they suggest?

(photosynthesis), a lesson intended for Grade 4 students. What are the things that you will have to consider in creating this multimedia product?

Teacher Tip

Read some responses aloud and provide comments. Use the Media and Information Design Framework as a springboard for classroom discussion.

Component	Guide Questions	Answers
Target Audience	Who are your intended audience? Can you describe the audience in terms of reading or comprehension level, learning styles and socio-economic background?	
Sender/Author	Who is creating this product? What kind of institutions/ companies usually create this kind of product?	
Key content	What topics are included? Is the information well-researched or verified?	
Purpose	What do you intend to accomplish after your audience will use the product? Is the product designed to entertain, to educate, to inform or to call for action?	
Form / Style	What will be the tone of the message? What fonts, color or shapes that you will use? Do you need background music? Does the product have animation or not? Is it interactive or not?	
Medium / Format	What information or media types will you use or combine to create the product? What devices will be used to create and run the product?	

EVALUATION (5 MINS)

1. Have the learners answer the following questions:
 - a. What are the advantages and limitations/disadvantages of multimedia products?
2. Answer key/sample answers
 - a. Advantages - multi-sensorial (sight, hearing, etc.), it can be interactive, caters to a wide audience.
 - b. Disadvantages - can take up a lot of digital storage, some products may cater to the larger population but neglect some groups (i.e. persons with disability, non-native language speakers).

Teacher Tip

You may give this as an assignment for the learners. If the learners have an online blog, they can post their answers there.

Multimedia Information and Media (Lab A)

Content Standards

The learners demonstrate an understanding of multimedia, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to create an electronic portfolio that showcases previous projects.

Learning Competencies

- Synthesize overall knowledge about different information and media sources by producing and subsequently evaluating a creative multimedia presentation (living museum, electronic portfolio, others).

MIL11/12MM-IVij-26

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Use the design process in creating a multimedia product.
- Create a storyboard for their electronic portfolio multimedia presentation.

LESSON OUTLINE

Introduction	Review	5
Instruction	The Design Process	20
Practice	Storyboarding	90
Evaluation	Checklist and Progress Report	5

Materials

computers with Internet connection, printed activity sheets

Resources

Norton, P. (2006). Introduction to Computers. McGraw-Hill Education.
Marshall, D. (2001). History of Multimedia. Retrieved from www.cs.cf.ac.uk
Savage, T.M. & Vogel, K.E. (2009). An introduction to digital multimedia.
Jones and Bartlett Publishers.

INTRODUCTION (5 MINS)

Review and Learning Objectives

Review the key points in the discussion of Multimedia Information and Media from the previous lesson.

INSTRUCTION (20 MINS)

The Design Process

1. Discuss Design Process to the learners:
 - a. Pre-production- research, storyboarding, plan,
 - b. Production- creating the product
 - c. Post-Production- evaluation, redesign, documentation
 - d. Presentation- showcasing, gathering of comments
2. Inform the learners that they will be creating a five-minute video presentation for their electronic portfolio, showcasing their previous projects:
 - Lesson 2: timeline of exposure to traditional/new media
 - Lesson 3: essay about information literacy
 - Lesson 4: sketch on how media is affecting everyday life
 - Lesson 5: essay on media and information sources
 - Lesson 6: presentation on latest technology trends
 - Lesson 7: oral presentation on legal, ethical and societal issue
 - Lesson 8: 500 word essay about the transformative power of media and information
 - Lesson 9: prototype of future media and information
 - Lesson 10: reflection and artefacts on the class debate on the impact of MIL
 - Lesson 11: report on the effect of social media
 - Lesson 12: text-based presentation- typography poster
 - Lesson 13: visual-based presentation- infographics
 - Lesson 14: audio-based presentation- podcast
 - Lesson 15: motion-based presentation- storyboard and video
 - Lesson 16: manipulative/interactive presentation- online survey

Teacher Tips

- Parts of this topic should have already been reviewed in Lesson 15 (motion presentation), ask students to recall or review their notes/blogs.
- Some alternative projects other than producing video:
 - **Project idea 1**
Production of a 3-minute video trailer about a campaign that the learner or group is passionate about. For instance, they can create a video about raising awareness on the garbage problem in the Philippine seas and what people can do about this issue.
 - **Project idea 2**
Creation of a personal website. All the previous projects will be uploaded with appropriate web pages, links, and interactive functionalities.

PRACTICE (90 MINS)

Storyboarding

1. Guide the learners in the creation of their video by reviewing the MIL Design Framework:

Components	Guide Questions
Target Audience	Who are your intended audience? What can they learn about your portfolio?
Sender/Author	How will you introduce yourselves as authors of this video? (Narration, Credit line at the end, etc.)
Key content	What topics are included? What parts are discussed longer or shorter?
Purpose	What do you intend to accomplish after your audience will use the product? Is the product designed to entertain, to educate, to inform or to call for action?
Form/Style	What will be the tone of the message? What fonts, color or shapes that you will use? What type of background music will you use? Does the product have animation or not? Is it interactive or not?
Medium / Format	What information or media types will you use or combine to create the product? What devices will be used to create and run the product?

2. To accomplish the task, have the learners perform the first two stages of the design process (pre-production and production).
3. For the laboratory activity, have the learners:
 - a. Create a storyboard for the multimedia presentation. This will be hand-drawn on bond paper with pen or pencil.
 - b. Review and gather the previous projects mentioned above.
 - c. Identify the multimedia presentation software to be used (refer to the answers in the MIL Design Framework).
 - d. Start multimedia production.

Teacher Tip

Present the rubric for this laboratory activity at the beginning to guide them on setting goals and planning their work.

EVALUATION (5 MINS)

Have the learners fill-up the activity checklist (a sample checklist is provided below). This will also serve as a progress report.

SAMPLE CHECKLIST FOR THE MULTIMEDIA ACTIVITY

Learner's Name:	
Section:	
Electronic Portfolio	<input type="checkbox"/> Lesson 2: timeline of exposure to traditional/new media <input type="checkbox"/> Lesson 3: essay about information literacy <input type="checkbox"/> Lesson 4: sketch on how media is affecting everyday life <input type="checkbox"/> Lesson 5: essay on media and information sources <input type="checkbox"/> Lesson 6: presentation on latest technology trends <input type="checkbox"/> Lesson 7: oral presentation on legal, ethical and societal issue <input type="checkbox"/> Lesson 8: 500 word essay about the transformative power of media and information <input type="checkbox"/> Lesson 9: prototype of future media and information <input type="checkbox"/> Lesson 10: reflection and artefacts on the class debate on the impact of MIL <input type="checkbox"/> Lesson 11: report on effects of social media <input type="checkbox"/> Lesson 12: text-based presentation- typography poster <input type="checkbox"/> Lesson 13: visual-based presentation- infographic <input type="checkbox"/> Lesson 14: audio-based presentation- podcast <input type="checkbox"/> Lesson 15: motion-based presentation- storyboard and video <input type="checkbox"/> Lesson 16: manipulative/interactive presentation- online survey
Storyboard	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Completed
Video Production	<input type="checkbox"/> None <input type="checkbox"/> In Progress
Video Editing Software used	
Action Plans for next laboratory class	

Video Presentation Sample Rubric

Criteria	4	3	2	1
Script/ Storyboard	The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, sound and title tracks incl: text, color, placement, graphics, etc. Notes about proposed dialogue/ narration text are included.	The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.	The thumbnail sketches on the storyboard are not in logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.	There is no evidence of a storyboard or script.
Content/ Organization	The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the project's main idea. Events and messages are presented in a logical order.	Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information.	The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.	Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated. Information is incorrect, out of date, or incomplete.
Quality	Video was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.	Video was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. Movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.	Video was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and choppy with little to no audio reinforcement.	The video had no transitions or audio support of any kind.

Source: Rubrics for video presentation (2016, February 8). Retrieved from wiki.ggc.edu/images/5/54/RubricVideo.doc

Multimedia Information and Media (Lec B)

Content Standards

The learners demonstrate an understanding of multimedia, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to create an electronic portfolio that showcases previous projects.

Learning Competencies

- Synthesize overall knowledge about different information and media sources by producing and subsequently evaluating a creative multimedia presentation (living museum, electronic portfolio, others).

MIL11/12MM-IVij-26

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Explain the characteristics of multimedia selection criteria.
- Create the electronic portfolio multimedia presentation using the multimedia selection criteria.

LESSON OUTLINE

Introduction	Review	5
Instruction	Selection Criteria	15
Practice	Peer Feedback	30
Evaluation	Revisions to Personal Projects	10

Materials

computer with presentation software

Resources

Reddi, U & Mishra, S. (2003). Educational Multimedia: A Handbook for Teacher-Developers. New Delhi: The Commonwealth of Learning. Commonwealth Educational Media Centre for Asia. Retrieved from from <http://cemca.org.in/ckfinder/userfiles/files/Section9.pdf>

INTRODUCTION (5 MINS)

Review and Learning Objectives

1. Review the key points in the discussion of Multimedia Information and Media in the previous lesson.
2. Highlight that today's lesson is a continuation of Multimedia Information and Media, focused on selection criteria and providing feedback.

INSTRUCTION (15 MINS)

Selection Criteria

In evaluating a multimedia product, there are two major aspects that are of prime importance- technology and content. Below are selection criteria that can be used to evaluate multimedia:

CONTENT	Target Audience	Who are the possible users? What aspects of the users are to be considered? (persons with disability, language barrier, reading level, culturally-sensitive, etc.)
	Sender / Author	Who is the author of this multimedia product? How credible is the author?
	Key content	What is the tone (authoritative, informative, encouraging, enticing, etc.) of the multimedia product? Is the information correctly presented?
	Purpose	Does it meet the objectives of the topic?
TECHNOLOGY	Form / Style	What are the elements (text, sound, images, animation, etc.) used? Do the elements help in conveying the message? Do the elements follow the different principles of design? Is it pleasing to the eyes? Do the sound and video run smoothly together?
	Medium / Format	Is the selected format commonly used? Is it easy to use? Does it allow the user to cancel or return to an action? Are the instructions easy to use?

Teacher Tip

Alternatively, facilitate a discussion where the learners can make their own criteria to evaluate each others' work. You can go back to the design principles that the class developed last week.

Uses of Multimedia

- Entertainment and Fine Arts (movies and animation, interactive multimedia, others)
- Education (computer-based training courses, edutainment (blend of education and entertainment, others)
- Engineering, Mathematical and Scientific Research (modelling, simulation, others)
- Industry (presentation for shareholders, superiors and coworkers, employee training, advertising and marketing, others)
- Medicine (virtual surgery, simulation, others)
- Multimedia in Public Places (stand-alone terminals and kiosks in hotels, railway stations, shopping malls, museums, and grocery stores; digital bulletin boards; others)

PRACTICE (30 MINS)

Peer Feedback

1. Have the learners review the multimedia project. Each learner will work with a partner and evaluate their projects based on the selection criteria or on the class' agreed upon design principles.
2. Note that the multimedia project has not yet been completed by the learners at this phase. Remind the learners that it is good to have an assessment of their work even before accomplishing it.

Teacher Tip

Many students would have a hard time sharing unfinished/rough work to others. Emphasize the value of getting feedback early on so they would still have time to add improvements. Remind them that this would not be graded.

EVALUATION (10 MINS)

Revisions

Have the learners review or revise their plan for the multimedia project incorporating the criteria of a good multimedia presentation.

Multimedia Information and Media (Lab B)

Content Standards

The learners demonstrate an understanding of multimedia, and gain comprehensive knowledge on how to effectively evaluate them.

Performance Standards

The learners shall be able to give suggestions for a multimedia project based on the different concepts discussed.

Learning Competencies

- Synthesize overall knowledge about different information and media sources by producing and subsequently evaluating a creative multimedia presentation (living museum, electronic portfolio, others).

MIL11/12MM-IVij-26

Specific Learning Objectives

At the end of the lesson, the learners must be able to:

- Finalize their multimedia project.
- Present and evaluate multimedia projects.

LESSON OUTLINE

Introduction	Review	5
Practice	Finalizing their Presentations	60
Evaluation	Gallery Walk	25
Enrichment	Best Presentations	30

Materials

computers with Internet, printed activity sheet, tokens

Resources

Reddi, U & Mishra, S. (2003). Educational Multimedia: A Handbook for Teacher-Developers. New Delhi: The Commonwealth of Learning. Commonwealth Educational Media Centre for Asia. Retrieved from <http://cemca.org.in/ckfinder/userfiles/files/Section9.pdf>

INTRODUCTION (5 MINS)

Review with the learners the checklist for the multimedia activity. Remind them of the tasks that they have already accomplished, and the tasks to be performed during the session. Be sure to review the design process with the learners.

PRACTICE (60 MINS)

Finalizing their Multimedia Presentations

1. Give the learners time to continue working on their multimedia presentation.
2. Discuss with the learners the following points to remember when presenting the projects:
 - a. **Prepare a spiel.** Before you play your video, prepare an introductory spiel that will discuss what the video is all about. Make sure that you keep your spiels short and concise. It is the multimedia presentation's role to get your message through the audience.
 - b. **Check the technical aspects of the presentation.** There are various elements of your presentation such as audio, screen resolution, connectors, adapters, software compatibility, etc. Make sure that you test the presentation beforehand.
 - c. **Rehearse your presentation.** There may be parts of the presentation that you need to explain or expound further. Make sure that you rehearse what you are going to say and how your explanation will complement with the presentation showed on screen.

EVALUATION (25 MINS)

Gallery Walk

1. Give each learner three tokens (cardboard cutouts, chips, marbles, etc.)
2. Allow the learners time to go around the different computer stations and vote for their three favorite multimedia presentation using the tokens. (Group members may not vote for their own work).
3. You may give a prize to the group with the most number of stickers.

ENRICHMENT (30 MINS)

Best Presentations

1. Choose the five best presentations. Ask them to present to class. Highlight what makes their presentation excellent.
2. Have the learners submit everything at the MIL Portal.

Teacher Tip

- If you still have time during the semester, the final presentation may be conducted as a culminating activity on another day.
- Alternative tokens: place sheets for each station where students can write stars.

Multimedia Presentations Sample Rubric

Criteria	4	3	2	1
Script/ Storyboard	The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, sound and title tracks including: text, color, placement, graphics, etc. Notes about proposed dialogue/ narration text are included.	The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.	The thumbnail sketches on the storyboard are not in logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.	There is no evidence of a storyboard or script.
Content/ Organization	The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the project's main idea. Events and messages are presented in a logical order.	Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information.	The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.	Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated. Information is incorrect, out of date, or incomplete.
Quality	Video was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.	Video was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. Movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.	Video was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and choppy with little to no audio reinforcement.	The video had no transitions or audio support of any kind.
Speaking Skills	Uses a clear voice and speaks at a good pace so audience members can hear presentation. Does not read off slides.	Presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation	Presenter's voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing presentation.	Presenter mumbles, talks very fast, and speaks too quietly for a majority of learners to hear & understand.
Length of Presentation	Within 2 minutes of allotted time +/-.	Within 4 minutes of allotted time +/-.	Within 6 minutes of allotted time +/-.	Too long or too short; 10 or more minutes of allotted time +/-.
Mechanics	Presentation has no misspellings or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has many spelling and/or grammatical errors.

Rubrics for video presentation (2016, February 8). Retrieved from wiki.ggc.edu/images/5/54/RubricVideo.doc

Rubrics for oral presentation (2016, February 8). Retrieved from www.uwplatt.ed

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