Media and Information Literacy

Quarter 3 – Module 5:
Indigenous Media and Information Sources

Name of Learner: ___________________________
Grade & Section: ___________________________
Name of School: ___________________________
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Indigenous media can strengthen indigenous identities by showcasing the tribal heritage, maintaining local languages, and providing a public sphere for debate about indigenous issues. Indigenous media can also convey significant meaning as an indicator of cultural and societal change.

When indigenous society encounters change, media is an important means to engage with social movements, cultural changes, and the maintenance of endangered languages. From a cultural policy perspective, indigenous media records and preserves traditions, enhance and facilitates cultural forms such as music and crafts, and can also build connections to the wider world. Quality media productions can positively represent indigenous people and raise cultural visibility.

Information is power and an essential ingredient in decision-making. To obtain timely, relevant, and quality information for your study or research work, you need to know the various sources of information available. This module is expected to deepen your knowledge of sources of information in print, non-print, and electronic formats. The module also shows where information sources could be found, e.g., archives, libraries, and the internet.

Get ready to learn more about Indigenous Media and Information Sources in this module. Throughout the discussion, you are expected to:

- Discuss the salient concepts of indigenous media and information sources
- Compare potential sources of media and information
- Contrast indigenous media to the more common sources of information such as a library, internet, etc.

Directions: Read each statement below carefully. Write the word TRUE if the statement is correct and FALSE if the statement is wrong. Please answer on a separate sheet of paper.

1. Indigenous media refers to diverse audiovisual production activities involving indigenous people. 
2. Popular media can always reach rural areas. 
3. Indigenous media and information are highly credible because they are near the source and are seldom circulated for profit. 
4. Ignoring indigenous media and information can result in development and education programs that are irrelevant and ineffective. 
5. Indigenous media stores information in memories.
6. Secondary sources are also called the "raw materials of history—original documents and objects created at the time under study." _________

7. A special library serves cities and towns of all types. _________

8. In evaluating information, reliability refers to the closeness of report to an actual data. _________

9. Sources with an established expert on the subject matter are considered as having sound authority on the subject. _________

10. A librarian is more of an information condenser than information retriever. _________

Lesson 5

INDIGENOUS MEDIA AND INFORMATION SOURCES

In the previous discussions, we have learned that the media plays a vital role in our everyday lives, especially when gathering academic purposes. Information is widely accessible from various sources—the library, indigenous media, internet, etc.

Since the 1970s, a growing number of indigenous communities have adopted recording and broadcast technologies for their purposes. Throughout the closing decades of the twentieth century, indigenous media activity evolved to engage national and international audiences. The emergence of computer networks and digital media has enabled further innovations. Indigenous media productions reveal distinctive cultural imperatives and ways of seeing. Anthropologists' attention to indigenous media has contributed to new conceptualizations of culture and cultural processes.

What's In

Media and information sources refer to the resources that serve to communicate to a general public audience. In this module, we will learn about indigenous media and other sources of information.

What is the indigenous media?

Indigenous media is defined as forms of media expression conceptualized, produced, and circulated by indigenous peoples worldwide as vehicles for communication, including cultural preservation, cultural and artistic expression, political self-determination, and cultural sovereignty. It also refers to diverse audiovisual production activities involving indigenous people. Indigenous people's experience of media technologies dates to their earliest contacts with European explorers and scientists.
Indigenous media varies from one place to another. An individual may look for local examples of how communication is passed on within local communities. The key to this is identifying the source of information and the key authorities in a community. Local meetings such as kapihan, baliktakakan, and kwentong barbero are examples of how news and stories are passed on within a community.

- Popular media cannot reach some rural areas. While print, broadcast, and new media have a wide reach, there are still areas that these media forms 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 their direct access to local channels.
- Ignoring indigenous media and information can result in development and education programs that are irrelevant and ineffective.

Indigenous media is also known as community media—it refers to any form of media utilizing indigenous knowledge that is made and managed by, for, and about the community. Indigenous knowledge refers to the unusual source of information delivered through people media or indigenous media. Indigenous knowledge is defined as the knowledge unique to a given culture or society (Warren, 1991). Indigenous people create this to scatter appropriate information, usually in the community's language, regarding the community's needs and interests.

**Examples of Indigenous Media**

- **Northern Dispatch Weekly (NORDIS) Philippines** – a newspaper and an online news website covering the three regions of Northern Luzon (Ilocos, Cordillera, and Cagayan Valley). According to its website, the newspaper comes out every Sunday, and the website is updated a few hours after.
- **Zigzag Weekly** – a weekly newspaper that is created by and for the people of Baguio City. Like the NORDIS, they also run an online news website—zigzagweekly.net
- **Northern Philippine Times** – a weekly publication of opinion and news from the Cordillera, Ilocos Region, Cagayan Valley, and Central Luzon. They also utilize a website called northphiltimes.blogspot.com

**Characteristics of Indigenous Media**

- The oral tradition of communication
- Stores information in memories
- Information exchange is face-to-face
- Information is contained within the border of the community
- Knowledge is unique to a given culture and society
- Relayed through people media and community media

**Forms of Indigenous Media**

1. **Folk or traditional media** – includes visual, verbal, and aural forms accepted by a specific community and used to entertain, inform, or instruct. It employs vocal, verbal, musical, and visual art forms transmitted to a society or group of societies from one generation to another.
2. Gatherings and social organizations
3. Direct observation – a collection of information using senses. Activities, behavior, and physical aspects of a situation are all documented without depending on peoples’ willingness or ability to respond accurately to questions.
4. Records (written, carved, oral)
5. Oral instruction

What’s New

Activity 1: The Common Ground

What do you think is common among the words/phrases in the box? Why do you think so? (Please answer on a separate sheet of paper.)

diaries   letters   eyewitness testimonies
official reports   home videos   speeches

Activity 2: You Do Note It's the FAKE!

When Marissa scrolls through her social media feed, she has stopped in her tracks by the news that her company is about to be bought out by its biggest rival. She quickly posts a response, shares the story with her contacts, and emails it to her tea so that they can discuss it later.

But then Marissa has a troubling thought. What if the story wasn’t true? What if she just shared a "fake news" story? After all, she didn’t check the source. If she has been a victim of fake news and then added to the rumor mill itself, how will people ever trust her again?

Question: If you were to advise Marissa, what should be the things that she has to consider in evaluating the information she receives? Please answer on a separate sheet of paper.
Types of Information Sources

1. **Primary Sources**. These sources are records of events or evidence as they are first described or happened without any interpretation or commentary. They are information shown for the first time or original materials on which other research is based. Primary sources display original thinking, report on discoveries, or share fresh information. They are also called the "raw materials of history—original documents and objects created at the time under study."

2. **Secondary Sources**. They are works that are one step removed from the original or experiences that provide an interpretation or evaluation of primary resources. They tend to be works that summarize, interpret, reorganize, or otherwise provide an added value to a primary source.

   Examples of secondary sources include bibliographies; biographical works; commentaries and criticisms; conference proceedings; essays or reviews; histories; literary criticism such as journal articles; magazine and newspaper articles; monographs, other than fiction and biographies; reprints of artworks; textbooks (could also be considered tertiary); and websites (could also be considered primary).

3. **Tertiary Sources**. These are sources that index, abstract, organize, compile, or digest other sources. Some reference materials and textbooks are considered tertiary sources when their chief purpose is to list, summarize, or simply repackage ideas or other information. Tertiary sources are usually not credited to a particular author. Examples of tertiary sources are almanacs, abstracts, dictionaries, encyclopedias, and handbooks.

Classification of Information Sources

There are a lot of different sources of information available to you as a student. The following list contains the main sources you are likely to find useful.

1. **Library Sources**. A library is a building or room where literary, musical, artistic, or reference materials (such as books, manuscripts, recordings, or films) are kept for use but not for sale. The primary role of the library is to organize and provide access to information. It supports the students in their studies to broaden their minds, promoting building a knowledge-driven community in the future.
2. **Internet Sources.** Internet is a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols. As there is so much information available and because such information can be published quickly and easily by anybody at any time, you must be vigilant in choosing reliable sources.

**Things to consider in evaluating information:**

a. **Reliability.** Information is reliable if it can be verified and evaluated.

b. **Accuracy.** It refers to the closeness of the report to the actual data.

c. **Value.** Information is valuable if it aids the user in making or improving decisions.

d. **Authority.** Sources with an established expert on the subject matter are considered as having sound authority on the subject.

e. **Timeliness.** Reliability, accuracy, and value of information may vary based on whether it was produced or acquired. While a piece of information may have been found accurate, reliable, and valuable during the time it was produced, it may become irrelevant and inaccurate with time (thus making it less valuable).

3. **Human Sources.** A human "source" is roughly defined as a person who contributes information to a piece of reportage, whether or not it is ultimately published or aired in any venue – print, the internet, radio (audio podcasts included), video on a news report on television, the web or in a documentary film. Any person can be a source of data or information, such as newscasters, teachers, detectives, and the like.

The following are the categories of human sources of information:

<table>
<thead>
<tr>
<th>CATEGORIES OF HUMAN SOURCES</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information generator</td>
<td>Researcher, inventor, astronomer, author, writer, planner, industrialist, etc.</td>
</tr>
<tr>
<td>Information gatherer</td>
<td>Bibliographer, encyclopedist, lexicographer, cartographer, detective, police, reporter, etc.</td>
</tr>
<tr>
<td>Information processor</td>
<td>Technical editor, style editor, language editor, and the general editor</td>
</tr>
<tr>
<td>Information recorder</td>
<td>Scribe, calligrapher, data entry operator, typist, videographer, photographer, painter, etc.</td>
</tr>
<tr>
<td>Information disseminator</td>
<td>Publisher, librarian, documentalist, teacher, advertiser, salesperson, information officer</td>
</tr>
<tr>
<td>Translator</td>
<td>Language translator (e.g. French to English)</td>
</tr>
<tr>
<td>Information condenser</td>
<td>Abstractor</td>
</tr>
<tr>
<td>Information retriever</td>
<td>Librarian, database searcher, internet searcher, etc.</td>
</tr>
<tr>
<td>Information technologist</td>
<td>Information scientist</td>
</tr>
<tr>
<td>Information preserver</td>
<td>Archivist</td>
</tr>
</tbody>
</table>

**Activity 3: Traditional Print or Internet-Only?**

**Directions:** Write TPS if the source is Traditional Print Source and IOS if it is Internet Only Source. Please answer on a separate sheet of paper.

1. Blogs ________________

2. Chat rooms ________________

3. Press releases and advertising ________________
Activity 4: The Site is Right!

In your opinion, what is the best indicator that a website is reliable? Why do you think so? Please answer on a separate sheet of paper.

Activity 5: Primary SOURCE-pect

Directions: From the given words and phrases in the box, choose only five considered primary sources. Please answer on a separate sheet of paper.

<table>
<thead>
<tr>
<th>biographies</th>
<th>literary criticism and interpretation</th>
<th>textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>poems</td>
<td>dictionaries/encyclopedias</td>
<td>dinosaur skull</td>
</tr>
<tr>
<td>directories</td>
<td>indexing and abstracting sources</td>
<td>bibliographies</td>
</tr>
<tr>
<td>interviews</td>
<td>political analyses and commentaries</td>
<td>photographs</td>
</tr>
<tr>
<td>manuals</td>
<td>reviews of law and legislation</td>
<td>autobiographies</td>
</tr>
</tbody>
</table>

1. _____________________  3. _____________________  5. _____________________
2. _____________________  4. _____________________
Activity 6: Evaluating Information

Directions: Match the following phrases/sentences in Column A with their corresponding concepts in Column B. Write the letter only. Please answer on a separate sheet of paper.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Trustworthiness of a source</td>
<td>a. Accuracy</td>
</tr>
<tr>
<td>2. Closeness of the report to actual data</td>
<td>b. Authority</td>
</tr>
<tr>
<td>3. Aids the user in making or improving decisions</td>
<td>c. Reliability</td>
</tr>
<tr>
<td>4. Who authored or published the information?</td>
<td>d. Timeliness</td>
</tr>
<tr>
<td>5. News may become irrelevant and accurate over time.</td>
<td>e. value</td>
</tr>
</tbody>
</table>

1. ____________ 3. ____________ 5. ____________
2. ____________ 4. ____________

What I have learned

Activity 7: Some Summing-Up

A. Directions: Show the interrelationship of the concepts below by completing the Venn diagram about the information sources. In case you do not know how to accomplish this diagram, ask the assistance of your teacher. Please answer on a separate sheet of paper.

B. Directions: Complete the table below. Please answer on a separate sheet of paper.

<table>
<thead>
<tr>
<th>PRIMARY SOURCE</th>
<th>SECONDARY SOURCE</th>
<th>TERTIARY SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 8: Choose Your Lifeline

As per the existing local Executive Order disseminated in your city/municipality, the age-based stay-at-home guidelines were strictly implemented immediately because of the COVID-19 outbreak. Consequently, you were advised to stay at home since you were still underage. You were perplexed because of the situation, and you want to know how this pandemic affected your community. What is the fastest way to find the updated number of confirmed cases of COVID-19 in your hometown?

**What I Can Do**

a. **Ask a person**

b. **Use printed materials**

c. **Use smartphones**

Photo credit: https://www.teachertoolkit.co.uk/2016/05/16/the-anonymous-teacher/

Photo credit: http://www.penandpeacockwriting.com/printed-materials/

Photo credit: https://sea.pcmag.com/smartphones/73/the-best-phones-for-2020

Photo credit: https://www.britannica.com/technology/computer

d. **Use a computer**
Directions: Now that you have chosen a lifeline, explain why you think it is the fast way to find the number of confirmed cases of COVID-19 in your hometown. Please answer on a separate sheet of paper.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
__________
_____________________________________________________________
______________________________________________________________________

Directions: Multiple Choice. Select the letter of the best answer from among the given choices. Please answer on a separate sheet of paper.

1. It refers to diverse audiovisual production activities involving indigenous people.
   a. indigenous media  b. social media  c. human source  d. website

2. Which statement is true?
   a. Popular media cannot reach some rural areas.
   b. Indigenous media and information are highly credible because they are near the source and are seldom circulated for profit.
   c. Ignoring indigenous media and information can result in development and education programs that are irrelevant and ineffective.
   d. All of the above

3. Which is NOT a characteristic of indigenous media?
   a. It stores information in memories.
   b. Knowledge is unique to a given culture and society
   c. Information can be acquired anywhere
   d. Information is usually shared face-to-face

4. It refers to the performing arts, which can be described as the cultural symbols of the people.
   a. indigenous media  b. social media  c. mass media  d. folk media

5. ______________ is any source about an event, period, or issue in history that was produced after that event, period or issue has passed.
   a. primary source  b. secondary source  c. tertiary source  d. current events

6. This type of source includes dictionaries, encyclopedias, almanacs, and indexes.
   a. primary source  b. secondary source  c. tertiary source  d. current events

7. It serves cities and towns of all types.
   a. academic library  b. public library  c. school library  d. special library
8. Which of the following URL endings is considered to be least credible?
   a. .org  b. .edu  c. .com  d. .gov

9. You are on a .gov site, but you cannot find an author. Can you use this site?
   a. No, because a site must have an author to be credible.
   b. Yes, because government websites that end in .gov are among the most reliable sources on the web.
   c. No, because .gov sites are not reliable.
   d. Yes, because you are in a rush and don't have time to look elsewhere.

10. Why should you be careful about using Wikipedia as a credible source?
    a. References for the information are not listed on the website.
    b. Entries can be written by an anonymous person.
    c. Users can leave comments about the information on the site.
    d. Information can be used by anyone without proper citation.

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**Additional Activities**

**Directions:** Read the questions below and answer. Apply the concepts learned in this lesson. Please answer on a separate sheet of paper.

1. Why is it important to learn about indigenous media?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. Do you think we still need libraries in this age of the internet? Elaborate your answer.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Answer Key

What I Know

1. True
2. False
3. True
4. True
5. True
6. False
7. False
8. False
9. True
10. True

What's New

(Activity 1: The Common Ground)
They are all primary sources (varied explanation)

(Activity 2: You Do Note It's the FAKE)

(Activity 3: TPS or IOS?)

(Activity 4: The Site is Right!)
Varied Answers

(Activity 5: Primary SOURCE-pect)
IN ANY ORDER:
Poems, photographs, interviews, autobiographies, dinosaur skull

(Activity 6: Evaluating Information)

(Activity 7: Some Summing-Up)
Parts A and B:

(Activity 8: Choose Your Lifeline)
Possible answer:
Use a smart phone (varied explanation)

Assessment

What I Have Learned

What I Can Do

Additional Activities

Varied answers
References


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