

# Personal and Pedagogical-Didactical Competencies of Senior High School Media Educators

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## ABSTRACT

This study surveyed the personal and pedagogical-didactical competencies of Senior High School Media Teachers. The paper defined the significant relationship between the two competencies. The findings became the foundation for the creation of a Learning and Development Proposal for the Training on Media and Information Literacy.

The study utilized the descriptive-developmental research design to establish the personal and pedagogical-didactical competencies of Senior High School Media Educators. The findings pointed out that the Media Educators assessed themselves as Proficient in most of their personal competencies and Intermediate in most of their pedagogical-didactical competencies. The ADDIE model was used in the creation of the Learning and Development Plan for the Training on Media and Information Literacy.

**Keywords:** *media competencies, media educators, learning and development proposal, training on media and information literacy*

## Introduction

Because of how widespread mass media is in our lives, the media has become one of the most potent institutions for socialization (Duran et al., 2008).

In the past, the term “media” was used to refer to mass media, which included publications like newspapers, books, magazines, radio, film, and television. Today, the term “media” includes the Internet, mobile applications, and social networking sites. As a result, the media environment has drastically transformed. Everybody can now be referred to be a producer thanks to the tremendous accessibility of technology over the past fifteen years (Jenkins, 2006). Since everyone may now produce media, it no longer just shapes the community; it is the community. The emergence of common people as media producers represents a paradigm change from people’s imagined roles as audiences and viewers in the past.

The development of digital technology facilitated the fusion of many media platforms and forms, which democratized the production and dissemination of information. People today need a variety of competencies to succeed in a world that is always evolving. People can no longer get by with just learning reading, writing, and math (Tuazon, 2015 as cited in Bautista 2021).

The incorporation of media and information literacy instruction in senior high school (SHS) curricula is the most recent and major accomplishment in the Philippines. MIL is currently a

relatively new field; hence it is unclear how this subject will be taught in the Philippines' SHS (Bautista, 2021).

People who are media literate are more equipped to participate in society. Although family is very crucial in this situation, media is not limited to the parental household. Therefore, educational institutions have a vital responsibility to prepare learners (pupils and students) for responsible media use. Due to the pervasiveness of media, it is crucial to define the presence and usage of media inside the setting of the classroom (for example, student use of mobile phones or online activity inside the classroom). In some ways, such control entails limiting media consumption, but more importantly, instruction can assist in educating children about media by demonstrating how to deal with its possibilities and negative effects. The pedagogical goal of education includes improving students' media literacy, along with teaching traffic safety, sustainable education, social skills, and other facets of global living. To promote pupils' media literacy, explicit media education is essential. In addition to a critical examination of the role of media in society, education should emphasize the active and innovative use of media as a learning tool both inside and outside of the classroom. Additionally, according to Simons et al. (2017), education should increase learners' literacy and promote reading as well as their understanding of current events.

According to the MIL Curriculum Guide (2013), MIL at the Philippine Senior High School intends to familiarize the students (or learners) with a fundamental understanding and overview of media and information as a platform or channel of communication and tools for the development of persons and societies. The curriculum seeks to assist young students in becoming imaginative and responsible media platform users and producers.

Teachers, especially MIL teachers, must recognize their crucial role in empowering students by teaching them how to critically assess information as well as by establishing values and ethics. This job goes beyond only imparting facts to pupils. This is desperately needed in the Philippines because it has been discovered that young people oversee the troll armies that control the disinformation cyber highway (UNESCO, 2020).

However, a study by Labangon and Zabala (2018) concluded that the lack of sessions and training for such led to most of the MIL instructor-respondents not having any prior training exposure. This increases the haziness surrounding how effectively they coach their students. The MIL instructors perceived school libraries as actively supporting them. Less people were aware of public libraries. Reading centers in the barangay were not highlighted as additional resources for MIL training.

It was also deduced in a study by Bautista (2019) that the participants expressed dissatisfaction that no one was accessible to ask for advice on how to teach MIL. In a different study, Bautista (2021) came to a similar conclusion that the media teachers admitted they were not academically and technically competent to teach MIL. Additionally, they lacked any tools or supplies.

In this regard, a study surveying the personal and pedagogical-didactical competencies of media educators of SDO Nueva Vizcaya is needed to determine the areas in need of improvement to become more effective media teachers. As well as to ascertain whether there is a significant relationship between the media educators' personal competencies and pedagogical-didactical competencies and to develop a Learning and Development Plan for an activity to boost the Media and Information Literacy skills of Media.

## Methodology

This research utilized the Descriptive-Developmental Research Design in determining the personal and pedagogical-didactical competencies of media educators of SDO Nueva Vizcaya. The study also aimed to determine if there was a significant relationship between the media educators' personal competencies and pedagogical-didactical competencies and to craft a Learning and Development Proposal.

The respondents of this study were 116 Teachers of SDO Nueva Vizcaya chosen using the Purposive Sampling Method based on the following criteria: 1) He/she should be a Senior High School Educator of SDO Nueva Vizcaya; 2) He/she should have been a Media and Information Literacy Teacher for at least 3 years; and 3) He/she should have taught all the competencies in the Media and Information Literacy Curriculum. The electronic questionnaire distributed to the respondents was adapted from Simons et al. (2017). The survey was divided into two parts: The Teachers' Personal Competencies in the Field of Media Literacy; and Pedagogical-Didactical Competencies in the Field of Media Literacy. Each part is made up of 5-point Likert scale questions. The following scale was used for the interpretation of mean percentage scores:

Table 1. **Summary on qualitative description/interpretation to be use for Personal and Pedagogical-Didactical Competencies in the Field of Media Literacy**

Numerical Rate	Range	Qualitative Description
5	4.50 – 5.00	Advanced (A)
4	3.50 – 4.49	Proficient (P)
3	2.50 – 3.49	Intermediate (I)
2	1.50 – 2.49	Novice (N)
1	1.00 – 1.49	Incapable (In)

Descriptive Statistics was used to determine the Mean and Qualitative Description of the Personal and Pedagogical-Didactical Competencies in the Area of Media Literacy while Pearson's r was used to establish the significant relationship between the Media Educators' Personal and Pedagogical-Didactical Competencies in the Field of Media Literacy.

The creation of the learning and development training in Media and Information Literacy plan was based on the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) Instructional Model.

## Results and Discussions

### Teachers' Personal and Pedagogical-Didactical Competencies in the Field of Media Literacy

Table 2a presents SDO Nueva Vizcaya Teachers' Personal Competencies in the Field of Media Literacy. The table shows that most media educators are Proficient in terms of the different Personal Competencies in the Field of Media Literacy.

It can be gleaned from the table that most of the teachers were Proficient in 9 competencies while they were Advanced in 3 competencies. The teachers got the highest mean of 4.93 in personal competency in they stated that individuals can deliberately pick between various media devices according to their purpose (e.g. computer, smartphone, or tablet, navigate through hyperlinks) followed by a rating of 4.56 were in they asserted that they can resolutely use several sources of data and media tools (e.g. search for details using social network sites, the cyberspace). It is remarkable, however, that they assessed themselves as the lowest ( $m=3.54$  or Proficient) in the competency wherein they can contribute to the public debate through media (e.g. show dedication using (social) media, get in touch with organizations by email, reader reactions, or social media).

It can be concluded from the competencies with the highest mean percentage scores that most of the teachers were knowledgeable in the utilization of media apparatus such as mobile phones, tablets, and computers. This matched with the results of Ghavifekr and Rosdy (2015) that teachers' well-equipped groundwork with ICT tools and facilities is one the prime factors in the success of technology-based teaching and learning. It was also deduced that professional development programs for teachers played a key role in increasing students' quality of learning. However, even though the nation is known as the "social media capital of the world" due to the prevalence of social media use (Pablo, 2018) and belongs to the top 20 countries with the highest Internet penetration rate (Internet World Stats, 2018), the teachers-respondents nevertheless gave themselves the lowest ratings for engaging in the public discussion via the media. (e.g. show commitment using (social) media, contact organizations by email, reader reactions or social media), communicating and presenting content using media (e.g. structure and adapt a presentation, publish media content through an appropriate channel such as blogs, directories, YouTube), and creating media content (e.g. write an article, create a photo or video document, set up a blog). The reason for the teachers' rating could be found in a study conducted by Tagaytay et al. (2017) that for teachers, instead of adding and enriching learning, the consumption of computer technology became a source of anxiety.

Proposed training on the enhancement of Media and Information Literacy Competencies should include creating media content and participation in public debates.

Table 2a. *Personal Competencies in the Field of Media Literacy*

Personal Competencies in the Field of Media Literacy	Advanced		Proficient		Intermediate		Novice		Incapable		m	σ	QD
	f	%	f	%	f	%	f	%	f	%			
1. I can use media devices in a technical sense (e.g. computer, projector, tablets, smartphone, interactive whiteboard).	68	59%	36	31%	9	8%	1	1%	2	2%	4.44	.75	<b>P</b>
2. I can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks).	57	49%	41	35%	15	13%	1	1%	2	2%	4.93	.80	<b>A</b>
3. I can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet)	71	62%	39	43%	3	3%	2	2%	0	0	4.56	.64	<b>A</b>
4. I know that media represent information in a selective way and know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...)	47	41%	48	41%	18	16%	1	1%	2	2%	4.18	.80	<b>P</b>
5. I know how media production and distribution works(e.g. from source to article, the filtering of news, the intersection between politics, media and democracy).	36	32%	47	41%	26	23%	4	4%	1	1%	3.99	.87	<b>P</b>
6. I know how media content is tailored to the target audience (e.g. selection possibilities, personalized online offer through cookies, newspapers/television channels/websites and their target audience).	39	34%	46	40%	23	20%	5	4%	1	1%	4.03	.90	<b>P</b>
7. I can evaluate media content taking into account various criteria. (e.g. accuracy of information, comparison of information, appreciation of aesthetic aspects).	40	35%	55	48%	17	15%	3	3%	0	0	4.15	.76	<b>P</b>

Table 2a. *Personal Competencies in the Field of Media Literacy (continuation)*

8. I am aware of the effects of media (e.g. influence on purchasing behavior, undesired effects such as hate or addiction).	69	60%	37	32%	7	6%	2	2%	0	0	4.50	.69	A
9. I am aware of my own media behavior (e.g. copyright, illegal downloads, dangerous media behavior).	68	59%	34	30%	11	10%	1	1%	1	1%	4.45	.71	P
10. I can create media content (e.g. write an article, create a photo or video document, set up a blog).	32	28%	37	32%	34	30%	11	10%	1	1%	3.77	.99	P
11. I can communicate and present contents using media(e.g. structure and adapt a presentation, publish media content through an appropriate channel such as blogs, directories, YouTube).	30	26%	38	33%	33	29%	12	11%	1	1%	3.74	.99	P
12. I can participate in the public debate through media(e.g. show commitment using (social) media, contact organizations by email, reader reactions or social media)	23	20%	35	31%	39	34%	15	13%	2	2%	3.54	1.01	P

Table 2b presents SDO Nueva Vizcaya Teachers' Pedagogical- Didactical Competencies in the Field of Media Literacy. The table shows that most of the media educators were Intermediate in terms of the different Pedagogical-Didactical Competencies in the Field of Media Literacy.

As shown in Table 2b, out of 12 Pedagogical-didactical competencies of Media Educators, 7 competencies were rated as Intermediate while 5 were rated as Proficient. The competency of learners being able to utilize media devices in a technical advantage (e.g. computer, projector, tablets, smartphone, interactive whiteboard) was rated with the highest mean of 3.87 or Proficient followed by the learners being able to persistently use several sources of information and media tools (e.g. search for information using social network sites, the internet) with a mean rating of 3.77 or Proficient. Competencies rated the lowest were that students can contribute to the public discourse through media (e.g. display commitment using(social) media, contact

organizations by email, reader reactions or social media) with a mean of 3.25, learners being sentient of their media behavior(e.g. copyright, illegal downloads, dangerous media behavior) with a mean of 3.34, and learners being able to create media content (e.g. write an article, generate a photo or video document, set up a blog) with a mean of 3.36.

The low mean results coincided with the findings of Tagaytay et al. (2017) wherein it was found that the digital divide and the lack of ability to manipulate computers and navigate the internet, as well as having no access to internet technologies, caused difficulty among students in their learning, making them feel inadequate compared to those who had internet access.

Table 2b. *Pedagogical-Didactical Competencies in the Field of Media Literacy*

Pedagogical-Didactical Competencies in their the Field of Media Literacy	Advanced		Proficient		Intermediate		Novice		Incapable		m	σ	QD
	f	%	f	%	f	%	f	%	f	%			
1. Learners can use media devices in a technical sense (e.g. computer, projector, tablets, smartphone, interactive whiteboard)	36	31%	37	32%	33	29%	9	8%	0	0	3.87	.95	<b>P</b>
2. Learners can consciously choose between different media devices, based on their function(e.g. computer, smartphone or tablet, navigate through hyperlinks)	29	25%	41	36%	31	27%	10	9%	4	3%	3.70	1.05	<b>P</b>
3. Learners can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet).	35	30%	33	29%	35	30%	10	9%	2	2%	3.77	1.04	<b>P</b>
4. Learners know that media represent information in a selective way and know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/ article/film/video/...)	17	15%	43	37%	38	33%	16	14%	1	1%	3.51	.94	<b>P</b>
5. Learners know how media production and distribution works (e.g. from source to article, the filtering of news, the intersection between politics, media and democracy)	12	11%	27	32%	44	39%	18	16%	3	3%	3.32	.95	<b>I</b>

Table 2b. *Pedagogical-Didactical Competencies in the Field of Media Literacy (continuation)*

6. Learners know how media content is tailored to the target audience (e.g. selection possibilities, personalized on line offer through cookies, newspapers/ television channels/ websites and their target audience).	10	9%	40	35%	44	39%	18	16%	2	2%	3.33	.91	I
7. Learners can evaluate media content taking into account various criteria (e.g. accuracy of information, comparison of information, appreciation of aesthetic aspects).	10	9%	39	34%	43	38%	20	18%	2	2%	3.30	.92	I
8. Learners are aware of the effects of media (e.g. influence on purchasing behavior, undesired effects such as hate or addiction).	20	18%	41	36%	35	31%	16	14%	2	2%	3.53	.99	P
9. Learners are aware of their own media behavior(e.g. copyright, illegal downloads, dangerous media behavior)	15	13%	35	30%	43	37%	18	16%	4	3%	3.34	1.00	I
10. Learners can create media content (e.g. write an article, create a photo or video document, set up a blog).	17	15%	33	29%	42	37%	18	16%	4	4%	3.36	1.02	I
11. Learners can communicate and present contents using media (e.g. structure and adapt a presentation, publish media content through an appropriate channel such as blogs, directories, YouTube)	14	12%	43	38%	34	30%	19	17%	4	4%	3.39	1.01	I
12. Learners can participate in the public debate through media (e.g. show commitment using(social) media, contact organizations by email, reader reactions or social media	13	11%	33	29%	44	38%	20	17%	5	4%	3.25	1.01	I



Learning and development/Training proposals should include teaching strategies on how to participate in public debates through media, awareness of one’s media behavior, and how to create media content.

### **Significant Relationship between the Teachers’ Personal Competencies and Pedagogical-Didactical Competencies in the Field of Media Literacy**

Table 3 presents the Significant Relationship between the Teachers’ Personal Competencies and Pedagogical-Didactical Competencies in the Field of Media Literacy. It can be gleaned from the table that there was a significant positive relationship between the Media Educators’ Personal Competencies and Pedagogical-Didactical Competencies in the Field of Media Literacy.

Based on Table 3, it can be gleaned that there was a significant positive relationship between the Media Educators’ Personal Competencies and Pedagogical-Didactical Competencies in the Field of Media Literacy.  $r(10)=.72, p< .01$ .

Table 3. *Significant Relationship between the Teachers’ Personal Competencies and Pedagogical-Didactical Competencies in the Field of Media Literacy*

	Multiple R	Significance F
<b>Personal Competencies Pedagogical-Didactical Competencies</b>	.72	.01

It can be assumed that there is ambiguity and misinformation regarding teachers’ qualifications to teach MIL. Additionally, due to a lack of suitable training and resources, teachers are ill-equipped to teach the topic. The respondents of the study by Bautista (2021) agree that when asked to teach MIL, they did not have a thorough comprehension of the subject’s relevance, meaning, and range. As a result, the pedagogical-didactical competencies are greatly affected hence, an increase in the media educators’ competencies would also increase the pedagogical-didactical competencies while a decrease in the media educators’ competencies would also mean a decrease in the pedagogical-didactical competencies.

Training on the enhancement of Media and Information Literacy Personal and Pedagogical-didactical competencies is needed to improve the achievement level of senior high school students in the said learning area.

### **Crafting of a Learning and Development Proposal of a Media and Information Literacy Training**

Table 4 presents the process of crafting a learning and development proposal for Media and Information Literacy Training. The researcher used the ADDIE Model in the crafting of the Learning and Development Proposal for the Training on Media and Information Literacy.

As shown in Table 4, the researcher first assessed and analyzed the teachers’ media competencies and then designed a proposal. The researcher then identified the objectives, instructional strategy, delivery method, training structure, and evaluation method. In the

Implementation stage, the researcher created a prototype of the materials for the training and then established a training schedule and prepared the trainers for the delivery and launching of the training.

The method is comparable to that of Alnajdi (2018), who found that trainings created using the ADDIE model have greater performance and more effective learning than standard teaching methods. The success is linked to the built-in interaction capability, feedback system, and program integration, which is why educators should use the model when creating training courses. The impact on learning was impressive.

Table 4. ***Crafting of a Learning and Development Proposal for a Media and Information Literacy Training***

<b>ADDIE Model</b>	<b>Steps Taken</b>
<b>Analyze</b>	The researcher assessed the media educators' personal and pedagogical-didactical competencies through an online survey using Google Forms. The results of the survey were analyzed by the researcher in order to determine the needs of the media educators.
<b>Design</b>	Using the analysis of the results of the survey, the researcher designed a proposal for the conduct of a training on Media and Information Literacy.
<b>Develop</b>	With the proposal as a guide, the researcher identified the objectives and an instructional design strategy, selected a delivery method, determined a training structure and duration, and established an evaluation method for the Media and Information Literacy Training.
<b>Implement</b>	The researcher then created a prototype of the materials for the Media and Information Literacy Training.
<b>Evaluate</b>	After creating a prototype and training materials, the researcher then established a training schedule, prepared trainers for delivery and launching of the training.

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