

FOREWORD

A Beacon in the Information Archipelago: Unveiling the Philippine Journal of Media and Information Literacy

It is with a profound sense of anticipation and purpose that we unveil the inaugural issue of the Philippine Journal of Media and Information Literacy (PJMIL). This maiden voyage marks a monumental moment in the archipelago of Philippine discourse, beckoning us toward a critical engagement with the tumultuous, ever-evolving landscape of media and information.

The Philippines, a vibrant tapestry of cultures and voices, finds itself at the heart of a global information storm. Social media surges with unprecedented currents, traditional media channels morph and converge, and the very air hums with a cacophony of narratives vying for attention. In this dynamic, often dizzying, realm, navigating the treacherous waters of truth and falsehood has become an essential, yet increasingly complex, act of citizenship.

This is where PJMIL rises like a lighthouse, casting a steady beam on the perilous reefs of misinformation and misinterpretation. As the first dedicated academic journal of its kind in the Philippines, it serves as a vital platform for scholars, educators, researchers, and practitioners to dissect, analyze, and illuminate the intricate interplay between media, information, and our lived realities.

Amidst a landscape of declining trust in objective facts and the rise of post-truth narratives, this keynote speech **“Of Truth Decay and Post-Truth Worldview: MIL is the Key”** delivered by Ron Jabal of PAGEONE during the National Forum on Media and Information Literacy (NFMIL) champions Media and Information Literacy (MIL) as the linchpin for rebuilding a shared reality. The article explores how equipping individuals with critical thinking skills, source evaluation expertise, and awareness of manipulation tactics can empower them to navigate the complex information ecosystem. It delves into innovative MIL strategies for combating disinformation, enhancing civic engagement, and fostering informed decision-making. Ultimately, this article contends that by cultivating a population of discerning information consumers, we can pave the way for a more truth-driven and responsible future.

The first research article is on **“Media and Information Literacy (MIL) of College Freshmen of a Public Higher Education Institution (HEI) in Cagayan Valley Philippines: Towards A Proposed Library Media and Information Literacy Instruction Program”** by Dolores M. Ricardo-Cayaban. Navigating the ever-shifting landscape of information in the digital age requires adeptness, and this research shines a light on the Media and Information Literacy (MIL) competencies of college freshmen in a Cagayan Valley HEI. It delves into their current understanding of source evaluation, critical thinking, and responsible information consumption, paving the way for a proposed library-based MIL instruction program tailored to their specific needs. This research offers not only valuable insights into the current state of MIL in Philippine higher education, but also proposes a concrete blueprint for empowering students to become discerning and responsible information users in our post-truth era.

In a critical juncture where media literacy navigates the complex world of senior high school education, this research entitled **“Personal and Pedagogical-Didactical Competencies of Senior High School Media Educators”** by Ma. Julie Anne C. Gajes & Dindo John H. Moreno, Ph. D., delves into the vital competencies of media educators. It examines both their personal qualities, such as

ethical integrity and creativity, and their pedagogical-didactical skills, encompassing instructional strategies and assessment techniques. By analyzing these crucial strengths, the research paves the way for understanding the current landscape of media education and lays the groundwork for future initiatives. Ultimately, this exploration seeks to illuminate the multifaceted profile of a successful media educator, ensuring impactful learning experiences for students navigating the ever-evolving media landscape.

In the face of an ever-evolving information landscape, the research on **“Perspectives of Select Media and Information Literacy (MIL) Educators on the MIL Curriculum”** by Ricalyn A. Perlas sheds light on the critical perspectives of select Media and Information Literacy (MIL) educators towards the existing curriculum. Their nuanced voices offer valuable insights into the strengths and areas for development within the current framework, exploring issues like content relevance, pedagogical approaches, and assessment strategies. By highlighting diverse perspectives and fostering dialogue, this research paves the way for refining the MIL curriculum and, ultimately, empowering educators to cultivate a generation of discerning and critically-informed information consumers.

In an information-saturated world, equipping educators with robust Media and Information Literacy (MIL) skills is paramount. The research on **“Assessment on Media and Information Literacy (MIL) Competency of Senior High School Teachers in the National Capital Region (Philippines): Basis for a Competency Framework”** by Rudolf Anthony A. Lacerna delves into the MIL competencies of senior high school teachers in the National Capital Region, providing a crucial snapshot of their strengths and areas for improvement. By critically analyzing their knowledge, skills, and attitudes towards MIL, the research lays the groundwork for establishing a comprehensive competency framework. This framework, rooted in data-driven insights, holds the potential to guide professional development initiatives and ultimately ensure that teachers are equipped to empower their students as discerning and responsible information consumers in the Philippines' dynamic digital landscape.

In an age of overflowing information, gauging the Information Literacy (IL) skills of Senior High School (SHS) students is crucial. This research on **“Senior High School (SHS) Information Literacy (IL) Skills Assessment Using the Tool for Real-time Assessment of Information Literacy Skills (TRAILS)”** by Candy May N. Schijf leverages the Tool for Real-time Assessment of Information Literacy Skills (TRAILS) to comprehensively assess the IL prowess of SHS students. By analyzing student performance and pinpointing strengths and weaknesses, the research lays the groundwork for tailored interventions and curricula that can effectively equip SHS students with the vital critical thinking and information navigation skills needed to thrive in our hyper-connected world.

In an era where Media and Information Literacy (MIL) is more crucial than ever, this research on **“Co-constructing MIL in Public Senior High Schools: Harnessing the Potential of Participatory and Self-Reflexive Inquiry”** by Madelyn P. Garcia champions a groundbreaking approach: co-constructing MIL in public senior high schools. Moving beyond traditional top-down models, it advocates for participatory and self-reflexive inquiry, a collaborative process where educators and students share their expertise and experiences to shape effective MIL learning environments. This research delves into the transformative potential of this inclusive approach, exploring how co-construction fosters critical thinking, empowers stakeholders, and cultivates a sense of ownership over MIL education. Ultimately, it offers a compelling vision for reimagining MIL as a dynamic, shared endeavor, laying the groundwork for future initiatives that empower

our youth to become responsible and discerning information consumers in a complex and ever-evolving world.

Navigating the fraught terrain of online political discourse, the last research article on **“Evaluating the Communication Approaches of Political Campaigns Online of Female UST-SHS Students: How Electoral Disinformation and Online Attacks Influence Feminist Discourse Using Facebook”** by Jun Carlo Duldulao, Maurice John Ramos & Rosie Jane Mosquera examines the communication approaches of female UST-SHS students during political campaigns on Facebook. It delves into the interplay between electoral disinformation and online attacks, and their insidious influence on feminist discourse within this platform. By critically analyzing campaign strategies and student interactions, the research sheds light on the unique challenges faced by young women engaging in online political discourse. It paves the way for crucial conversations about mitigating disinformation, fostering respectful online discourse, and empowering young feminists to navigate the complexities of online political engagement. Ultimately, this research offers valuable insights and actionable steps towards creating a more inclusive and equitable digital space for diverse voices to be heard and respected.

This research on **“Training Needs, Attitudes Toward Teaching and Media and Information Literacy Competencies of Selected Teachers in the Philippines”** delves into the crucial intersection of teacher training, teaching attitudes, and Media and Information Literacy (MIL) competencies in the Philippines. It paints a multifaceted picture by assessing the specific training needs of educators, their outlook towards instructional practices, and their proficiency in navigating the complex world of information. By analyzing these intertwined elements, the research sheds light on potential gaps and opportunities for professional development, ultimately striving to empower teachers to become more discerning MIL educators.

The final set of articles are essays written by chosen PAMIL fellows, Renz Kevin M. Alcazar, Yhna Therese P. Santos, and Norberto M. Natano, who delve into MIL promotion and education. Another article by PAMIL Board Member, Maria Cecilia H. Ranola-Villegas, focuses on MIL's contributions to social change.

PJMIL is not merely a journal; it is a mission. It is a commitment to nurturing a generation of empowered Filipino citizens, media-savvy and critically aware. It is a call to action for educators to equip our youth with the tools to analyze, dissect, and ultimately, become the architects of their own informed narratives.

This maiden issue is just the first ripple in a wave of intellectual engagement. We invite you, the reader, to join us on this critical journey. Submit your research, share your insights, and let us collectively craft a discourse that illuminates the pathways towards a more informed, empowered, and equitable Philippines.

As the sun sets on one era and another dawns, casting its rays upon the ever-shifting sands of the information landscape, let us celebrate the launch of PJMIL, a beacon that promises to guide us towards a future where media and information literacy form the bedrock of a truly democratic and empowered citizenry.

Mabuhay ang Philippine Journal of Media and Information Literacy!

JOSE REUBEN Q. ALAGARAN II, PhD
Editor-in-Chief

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