

# Assessment on Media and Information Literacy (MIL) Competency of Senior High School Teachers in the National Capital Region (Philippines): Basis for a Competency Framework

**Rudolf Anthony A. Lacerna**

Polytechnic University of the Philippines, Manila, Philippines  
raalacerna@pup.edu.ph

## ABSTRACT

This paper aimed to measure the teachers' Media and Information Literacy (MIL) competency level based on the Global MIL Competency Framework of UNESCO to build Competency Framework for Senior High School Education.

Employing descriptive quantitative, survey on MIL Competency was administered to the 291 randomly selected public and private SHS teachers in 16 Division School in Metro Manila.

In the result, SHS teachers are described to have intermediate level of MIL competency particularly on access, evaluation and creation. Through these data, a competency framework was built to address the needs of the teachers as far as the MIL is concerned. Initiatives and activities are then recommended by the researcher to the Department of Education, Higher Education Institutions, SHS teachers, Learners and future education and communication researchers to promote MIL in the facilitating eLearning process.

**Keywords:** *senior high school education, media and information literacy (mil), media and information literacy (mil) competency, competency framework*

## Introduction

The changes in the education system brought about by the 21st Century Education compelled teachers, education experts, and leaders to work to identify effective strategies to address several concerns and issues to stay on track with this phenomenon.

One of the concerns that arose from the changes brought by this issue is the Framework for the 21st Century Learning that involves 21st Century Student Outcomes and Support Systems (P21, n.d.) where the new expected skills and competencies of the students in this generation are identified. Here, the role of media and information, which include eLearning as a medium and information provider, in education is the central focus of 21st-century Century Education and its identified expected outcomes for the learners.

However, technology and other media used for eLearning have both advantages and disadvantages. First, the Internet and other innovative initiatives contribute additional advantages to the learning process and are enjoyed and enjoyed by both developed and

developing countries (Khvilon, 2002).

It is also needed to understand the vulnerability of society to the misuse and malfunction of eLearning tools or channels. Garcia (2007) explained that the advent of digital tools has given new social and moral problems. Computer crime is on the rise, and misuse or abuse of new media is becoming a moral ill. With that, educators and eLearning professionals must recognize the need to tackle these issues head-on to develop guidelines to lessen and or even eliminate these problems. It is also needed to understand the vulnerability of society to the problems of consuming technology forms of misuse and malfunction of eLearning tools, computer crimes, and the like (Garcia, 2007).

With both concerns on the advantages and disadvantages of communication channels that affect the educational system, literacy is important to take into account. As claimed by UNESCO (2013b), literacy has its effects, particularly in today's state of education where its acquisition and the application of such skills are crucial. With that, literacy, as the basis for lifelong learning, is more than reading and writing that should be considered in handling media and information towards the 21st Century Education.

Media and Information Literacy (MIL), according to Wilson et al. (2011), increases the value of the capability of citizens to enjoy the benefits of basic human rights. This is a set of competencies that empower citizens to access, evaluate, and create using different communication channels critically, yet ethically, for them to participate in different activities in society effectively (UNESCO, 2013a).

According to Horton (2013), MIL should be introduced in different countries, both developed and developing, as a "mandatory" or required competency in all levels of education. In the discussion, however, there is an emphasis on secondary education and teachers' training. Relating to the concept of the 21st Century Education (that emphasizes the role of media and information) this competency is important and must be acquired by individuals primarily teachers in secondary schools.

More specifically, Karsenti et. al. (2012) explained that the volume, frequency, and sources of information have become important because of the development of new media and other digital communication channels. Hence, schools are expected to prepare their learners to deal with the changes in both internal and external environments brought by digital development.

Lastly, Schmidt (2012) recommended that all members of society must develop knowledge, positive attitudes, and skills related to media consumption, development, and analysis which tend them to participate in a democratic culture as well as to compete in the globally competitive modern workforce.

Since MIL is a set of competencies that enable citizens particularly teachers to perform their tasks effectively, this must be assessed to see how MIL competent they are in performing their school tasks. Good thing that UNESCO (2013a) suggested major MIL competencies. These competencies are just suggestions for the country's national institutions and UNESCO points out that no existing MIL competency standards are set for different countries including the Philippines.

Senior High School (SHS) education in the Philippines was approved through Republic Act 10533 (2013). In the Metropolitan Manila of the country's National Capital Region (NCR), sixteen (16) divisions offer SHS education. Of the total of 773 institutions, 151 are public schools and there are 622 private schools.

From these premises, MIL must be introduced in the SHS in the Philippines though this will be offered as a core subject. In addition, it is expected that teachers are MIL competent. However, no existing standards are to be followed by the SHS teachers that will measure how MIL-competent they are. Hence, a framework that will describe the MIL standards must be provided.

According to Adefolami (2016), competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment. Thus, the assessment of teachers' MIL competency is the basis for identifying the standards that can be presented in a competency framework.

Building a proposed MIL competency framework provides a big contribution to the body of knowledge in both fields of education and communication.

Specifically, this is significant to the following:

**The Department of Education.** Since MIL is new in the basic education system of the country, results of this study may serve as baseline information in planning MIL activities as well as the possible formulation of policies and guidelines in the implementation and integration of MIL in the teaching-learning process.

Particularly to the DepEd Schools, including the schools that are not involved in this study, significant output of this paper can be a basis in upgrading and improving their current system of promoting MIL through the formulation of guidelines and school policies.

**Senior High School Teachers.** In addition, the results generated from this study may serve as basis for designing MIL training for SHS teachers, this paper is also significant as the support materials and reference of faculty members because their role is not just to teach but to facilitate learning process even in an alternative mode using communication media and information providers.

**Learners.** Moreover, students in high school, both junior and senior high school, and even college students who are millennials and users of media and information, this study provides a better appreciation on the applied concept of "literacy." Output of the study may give them a better understanding on how to ethically and socially-responsibly handle media and information in whatever use.

**To the Future Researchers.** Furthermore, this study is significant to the communication and education researchers who will continue to expand the limitations of the study and even to develop more MIL paradigm, through research undertakings, to improve the education system in the country. In addition, this study can also be used as support materials in conducting relevant studies especially building models and framework to establish standard measures of MIL competencies.

## Research Problem

With the above-mentioned importance of MIL as a competency, this paper aimed to develop a proposed MIL Competency Framework for SHS teachers in Philippines' NCR to improved their knowledge and skills in handling media and information that include facilitating eLearning. However, implementation of the framework is not part of the study.

With that, the following specific research objective was attained:

1. To assess the MIL competency level of the SHS teachers in terms of the following based on UNESCO's Global MIL Assessment Framework:

- 1.1. Access Component
  - 1.1.1. Articulation and Definition,
  - 1.1.2. Search and Location,
  - 1.1.3. Access, and
  - 1.1.4. Retrieval and Holding;
- 1.2. Evaluation Component
  - 1.2.1. Understanding,
  - 1.2.2. Assessment,
  - 1.2.3. Evaluation, and
  - 1.2.4. Organization; and
- 1.3. Creation Component
  - 1.3.1. Creation,
  - 1.3.2. Communication,
  - 1.3.3. Participation, and
  - 1.3.4. Monitoring.

## **Study Framework**

The MIL Competencies of SHS teachers were measured through the MIL competency-related framework of UNESCO (2013a), that is the Global MIL Assessment Framework or GMILAF. This framework was initiated for the member countries of UNESCO in assessing the MIL competency of secondary education teachers through suggested indicators. In the Philippine context, secondary education teachers are those teachers in High School both the Junior High School and SHS. However, the researcher selected SHS teachers since at this level, MIL is being offered as a core subject.

The framework is composed of three (3) components and for every MIL component, there are four (4) subject matters.

The first component is "Access" which pertains to the ability of SHS teachers to access media and information being used in classroom management. Storage and retrieval of information through appropriate technologies and other providers are also part of this component. Moreover, the following are the subject matters under Access as MIL Component: (1) Definition and Articulation; (2) Search and Location; (3) Access; and (4) Retrieval and Holding.

Another component of MIL Competencies is "Evaluation" which deals with the critical analysis and evaluation of the capabilities of media and information in the teaching-learning process and different contexts. The subject matters to be assessed to measure the SHS Teachers' MIL Competency as far as the Evaluation Component is concerned are (1) Understanding, (2) Assessment, (3) Evaluation, and (4) Organization.

The third and last component of the framework is "Creation" that defined as the capability of

the SHS teachers to the production of media and information, which is eventually recognized as new knowledge, including the ability to effectively communicate this new knowledge to others. The following subject matters assess this component: (1) Creation, (2) Communication, (3) Participation, and (4) Monitoring.

The purpose of this paper is to assess the MIL competency of SHS teachers which will serve as a baseline for developing a proposed competency framework that is consistent with the main objective of GMILAF. This framework will be used to improve the MIL competency of SHS teachers in the Region and even in the entire country.

## Research Methodology

The descriptive quantitative research was employed in this study because it involved analysis of quantitative data that includes description and interpretation (Fraenkel and Wallen, 2010). Assessing the MIL competencies of SHS teachers on access, evaluation and creation require analysis and its measures were interpreted which described SHS teachers' MIL competency level.

With the total of 1070 SHS teachers from the 86 learning institutions from the 16 school divisions in NCR, 291 is the computed sample size. Here, all institutions have representatives considering its portion in the whole population as presented in Table 1.

Table 1. ***Distribution of Respondents per Learning Institutions***

<b>School Division</b>	<b>Number of SHS Teachers</b>	<b>%</b>	<b>Sample Size</b>
<b>Caloocan City</b>	36	3.36%	10
<b>Las Piñas City</b>	59	5.51%	16
<b>Makati City</b>	137	12.80%	37
<b>Malabon City</b>	34	3.18%	9
<b>Mandaluyong City</b>	111	10.37%	30
<b>Manila City</b>	119	11.12%	32
<b>Marikina City</b>	69	6.45%	19
<b>Muntinlupa City</b>	88	8.22%	24
<b>Navotas City</b>	38	3.55%	10
<b>Paranaque City</b>	73	6.82%	20
<b>Pasay City</b>	17	1.59%	5
<b>Pasig City</b>	61	5.70%	17
<b>Quezon City</b>	103	9.63%	28
<b>San Juan City</b>	11	1.03%	3
<b>Taguig –Pateros</b>	77	7.20%	21
<b>Valenzuela City</b>	37	3.46%	10
<b>Total</b>	1070	100.00%	291

After that, probability sampling particularly a simple random sampling technique was employed by the researcher in selecting SHS teachers who are the representatives in all institutions.

In terms of the research instrument, a survey questionnaire was adapted from UNESCO's framework on MIL competencies.

The SHS teachers' demographics namely sex, length in the teaching profession, academic track handled, highest educational attainment, and type of school were asked in the first part of the research instrument.

In the second part of the instrument, the MIL competencies of SHS teachers were asked. The questions were based on the suggested MIL competency indicators according to the GMILAF of UNESCO (2013a). This part was divided into three that represented the MIL components namely Access, Evaluation, and Creation. The indicators were revised, as suggested by the framework, to contextualize the statements on the routing of the SHS teachers considering their classroom management and the teaching-learning process.

The first MIL component assessed by the SHS teachers is the "Access" which will be revealed through its four (4) subject matters namely (1) Definition and Articulation; (2) Search and Location; (3) Access; and (4) Retrieval and Holding. Meanwhile, "Evaluation" as another MIL component was assessed by the SHS teachers through its four (4) subject matters namely (1) Understanding, (2) Assessment, (3) Evaluation, and (4) Organization. Lastly, "Creation" as MIL Component was assessed by the SHS teachers through its four (4) subject matters namely (1) Creation, (2) Communication, (3) Participation, and (4) Monitoring.

Indicators in the total of twelve (12) subject matters of MIL according to the framework were measured through the following scales: 1 – none, 2 – Beginner, 3 – Intermediate, and 4 – Advanced.

Advanced Level of MIL Competency describes SHS teachers as highly knowledgeable on the principles of MIL, have strong positive attitudes in dealing with media and information for classroom setting, and doing MIL-related activities in facilitating learning which are acquired through various trainings.

Meanwhile, SHS teachers who have an Intermediate Level of MIL Competency manifest that they have an average level of knowledge of MIL, have a positive attitude in dealing with media and information for a classroom setting, and moderately doing MIL-related activities in facilitating learning. SHS teachers with this level admitted that for them, there is room for improvement in some areas of MIL.

However, SHS teachers who have a Beginner MIL Competency Level are described as those who only have very limited knowledge of MIL, have a positive attitude toward it, starting to do MIL-related activities in facilitating learning. SHS teachers at this level require more training and professional development activities related to MIL.

The instrument was validated by four (4) MIL experts in the field of communication education from different reputable learning institutions in the country.

Aside from the validation, the developed questionnaire was also pretested in public and private institutions outside the research locale, the National Capital Region, to ensure its reliability. The pretested data were tabulated and the computed Cronbach's Alpha value of .989 is interpreted that the questionnaire has a "Very High Reliability."

Concerning the statistical treatment in this study, the researcher used descriptive statistical

tools namely frequency distribution, percentage, and weighted mean.

Frequency distribution was used in distributing the respondents' MIIL competency of the respondents. In addition, a percentage was used in describing the portion of the response of the respondents on the total respondents. Lastly, Weighted Mean was used in measuring the weight of MIL competency of the teachers, particularly in all MIL subject matters of the three components namely Access, Evaluation, and Creation.

## Results and Discussions

Table 2. *MIL Competency of the Respondents on Access Component*

MIL Component: Access	Overall	
	Mean	Verbal Interpretation
Articulation or Definition	3.19	Intermediate
Search or Location	2.93	Intermediate
Access	2.92	Intermediate
Retrieval or Holding	2.87	Intermediate
Total	2.98	Intermediate

### 1. Assessment on MIL Competency of Senior High School Teachers

Table 2 presents the MIL competency of the SHS Teachers on the access component. In the MIL competency level on articulation or definition, SHS Teachers have a weighted mean of 3.19 which is interpreted as “intermediate.” Having an intermediate MIL competency level in articulating and defining the needs of media and information in school tasks, SHS teachers have an average level of knowledge on MIL, a positive attitude in dealing with media and information for classroom settings, and moderately doing MIL-related activities in facilitating learning. SHS teachers with this level admitted that for them, there is room for improvement in some areas of MIL.

Aside from that, the MIL competency level on search or location of the SHS Teachers has a computed weighted mean of 2.93. This score is interpreted as “intermediate” which says that SHS teachers have an average level of knowledge on MIL MIL, a positive attitude in dealing with media and information for classroom settings, and moderately searching or locating information and media content for the teaching-learning process.

Access, as a separate subject matter however, the MIL competency level of the SHS Teachers have a computed weighted mean score of 2.87 which is interpreted as “intermediate.” It only says that SHS teachers have an average level of knowledge on MIL, with a positive attitude in dealing with media and information for classroom settings, and moderately accessing media and information as well as the information providers that are being used in the facilitation of learning.

Lastly, the MIL competency level on retrieval or holding, respondents have a computed weighted mean score of 2.87. This score is verbally interpreted as “intermediate.” So, SHS teachers

have an average level of knowledge on MIL, with a positive attitude in dealing with media and information in a classroom setting, and moderately retrieve and hold media and information in a classroom setting.

In general, the MIL competency in the access component is at an “intermediate” level. This is because of having an overall weighted mean score of 2.98. In the overall result, SHS teachers who have an Intermediate Level of MIL Competency manifest that they have an average level of knowledge of MIL, with a positive attitude in dealing with media and information for classroom setting, and moderately doing MIL-related activities in facilitating learning. SHS teachers with this level admitted that for them, there is room for improvement in some areas of MIL (UNESCO, 2013a).

In the MIL Curriculum for Teachers, the first thematic area is explained as “Knowledge and Understanding of Media and Information for Democratic Discourse and Social Participation” (Wilson et al., 2011). In this theme, critical understanding of how the ability of teachers is enhanced through the access to various communication channels for education as contributors to good governance and democratic arguments; and as tools in pluralism, tolerance, intercultural dialogue, and freedom of information.

Therefore, to address the needs of SHS teachers as far as the MIL competency is concerned, strategies that will attain the first thematic area in the MIL Curriculum Framework are recommended.

Table 3. *Media and Information Literacy (MIL) Competency of the Respondents on Evaluation Component*

MIL Component: Evaluation	Overall	
	Mean	Verbal Interpretation
<b>Understanding</b>	2.98	Intermediate
<b>Assessment</b>	2.95	Intermediate
<b>Evaluation</b>	2.98	Intermediate
<b>Organization</b>	3.09	Intermediate
<b>Total</b>	3.00	Intermediate

Table 3 shows SHS teachers have an “intermediate” level of MIL competency in terms of the Evaluation Component because the computed weighted mean score is 3.00. This says that SHS teachers have an average level of knowledge of MIL, with a positive attitude in dealing with media and information for classroom settings, and moderately critically analyze and evaluate the capabilities of media and information in the teaching-learning process and different contexts.

The MIL Curriculum was developed by Wilson et al. (2011) and designed for Teachers, one area is explained as “Evaluation of Texts and Information Sources.” This is intended to improve teachers’ capability in assessing information and evaluating the sources of communication functions that are attributed to different communication channels.

Therefore, to address the needs of SHS teachers as far as the MIL competency is concerned, strategies that will attain the second thematic area in the MIL Curriculum Framework are

recommended.

Specifically, SHS teachers have a computed weighted mean score of 2.98 which describes them as having an “intermediate” level of MIL competency in terms of Understanding. With the result, SHS teachers admitted that there is room for improvement in some areas of MIL to improve their level of competencies which would be done through MIL trainings and other professional development activities.

Meanwhile, SHS Teachers have an “intermediate” level of MIL competency in terms of Assessment considering the computed weighted mean score of 2.95. According to UNESCO (2013) and the result of the study, SHS teachers who have average proficiency in assessment are characterized as good in terms of knowledge, attitude, and skills in assessing, analyzing, comparing, and articulating media and information used in the teaching-learning process.

In the MIL competency level on evaluation of the respondents, SHS teachers have an “intermediate” level since the computed weighted mean is 2.98. SHS teachers are then expected to have average knowledge, positive attitudes, and skills in evaluating media content and information providers used in classroom settings. SHS teachers with this level admitted that for them, there is room for improvement in some areas of MIL.

Lastly, respondents have a computed weighted mean score of 3.27 on organization. This score is verbally interpreted as “intermediate.” These SHS teachers have good knowledge, a positive attitude in dealing with media and information for classroom settings, and moderately doing MIL-related activities specifically synthesizing and organizing information and media content gathered to be used in the teaching-learning process.

Table 4. *Media and Information Literacy (MIL) Competency of the Respondents on Creation Component*

MIL Component: Creation	Overall	
	Mean	Verbal Interpretation
Creation	2.98	Intermediate
Communication	3.10	Intermediate
Participation	2.96	Intermediate
Monitoring	2.97	Intermediate
Total	3.00	Intermediate

Table 4 shows the MIL competency of the SHS Teachers on creation. In the MIL competency level of the respondents on creation, as a separate subject matter, respondents have a computed weighted mean score of 2.98, which is interpreted as “intermediate.” This result describes SHS teachers as having good knowledge, positive attitude, and skills production of information through any media which will eventually recognized as new Knowledge (UNESCO, 2013a).

In terms of communication, SHS Teachers have an “intermediate” level of MIL Competency because of the computed weighted mean score of 3.10. According to UNESCO (2013a) and its connection to the result of the study, SHS Teachers have an average level of knowledge of MIL, with a positive attitude in dealing with media and information in a classroom setting, and

moderately doing MIL-related activities especially in the dissemination of information and knowledge through appropriate platforms while observing ethics and legalities.

Meanwhile, SHS Teachers have an “intermediate” level of MIL Competency in terms of Participation because of the computed weighted mean of 2.96. The global MIL Assessment Framework of UNESCO (2013a) characterized these SHS Teachers with an average proficiency, appreciation, and practices on engagement through media and information for different educational purposes ethically and effectively.

Finally, in terms of monitoring, SHS teachers have an “intermediate” level of MIL Competency considering the computed weighted mean score of 2.97. This manifests that SHS Teachers have an average level of knowledge on MIL, with a positive attitude in dealing with media and information for a classroom setting, and moderately doing MIL-related activity on monitoring the implications of the information created or knowledge generated and its dissemination to the intended audience in school setting.

The third thematic area of the MIL Curriculum, which is the “Production and Use of Media and Information,” (Wilson et al., 2011) is consistent in the creation component of GMILAF. The third thematic area aims to choose, customize, or develop MIL materials and tools that are intended for the users or learners. In addition, there is a need to develop competency that will help learners use these MIL materials and tools for learning. Hence, the aim of this thematic area would be feasible to improve the MIL competency of SHS teachers based on the result of the assessment.

## **Summary of Findings**

In the MIL Competency on Access component, SHS teachers are within the intermediate level. This says that SHS teachers, in general, have an average level of knowledge of MIL, with a positive attitude in dealing with media and information for classroom settings, and accessing media and information being used in classroom management. This also includes the storage and retrieval of information related to the teaching-learning process through appropriate technologies and other applicable providers.

In the evaluation component, however, SHS teachers have an intermediate level of MIL competency. Thus, SHS teachers, in general, have an average level of knowledge of MIL, with a positive attitude in dealing with media and information for classroom settings, and do critical analysis and evaluation of the capabilities of media and information in the teaching-learning process and different contexts.

Lastly, SHS teachers have an intermediate level of MIL competency in the creation component. It says that SHS teachers have an average level of knowledge on MIL, with a positive attitude in dealing with media and information for classroom setting, and moderately practicing production of media and information, that is eventually recognized as new knowledge, including the ability to effectively communication this new knowledge to others.

## **Conclusion**

In general, SHS teachers in the National Capital Region in the Philippines have an intermediate level of MIL competency which is characterized by having an average level of knowledge on

MIL, with a positive attitude in dealing with media and information for classroom settings, and moderately doing MIL-related activities in facilitating learning. SHS teachers with this level admitted that for them, there is room for improvement in some areas of MIL.

## **Recommendations**

The following are the recommendations of the researcher to the beneficiaries of the study:

1. To widen the understanding on MIL and its integration to eLearning, SHS teachers must enroll for advanced education and participate in professional organizations on media education.
2. More MIL activities and development programs for eLearning must be initiated by the Department of Education following the UNESCO's MIL Curriculum for Teachers to improve the knowledge, skills and attitudes of SHS teachers on MIL. Here, regional director, division superintendents and principals must coordinate with each other for professional development program on MIL for their teachers.
3. Learning institutions and centers under the Department of Education, the Commission on Higher Education and even the Technical Education Skills and Development Authority should formulate their guidelines and school policies on MIL to improve the current system of their learning process.
4. Strategic plans and projects related to MIL for other higher education institutions (HEIs), even outside the Philippines, in designing MIL activities for their institutions are suggested to improve tertiary education particularly the areas being accredited to maintain high quality of education service delivery.
5. Relevant researches on MIL in the Philippines, not only in the education sector, are recommended to be the priority of future education and communication researchers.

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# **PROPOSED MEDIA AND INFORMATION LITERACY COMPETENCY FRAMEWORK FOR SENIOR HIGH SCHOOL TEACHERS**

**By Rudolf Anthony A. Lacerna**

## **RATIONALE**

Media and Information Literacy (MIL) concerns the role and function of media and other information providers such as libraries, archives and the Internet in our personal lives and in democratic societies that has a big impact in education sector. This is one among the important competencies that individuals must have because in today's time particularly in the education, media and information providers are being used. With that, MIL has implications to education with emphasis on educational media, educational technology and eLearning.

Since this was justified as a mandatory competency, teachers particularly SHS teachers must be MIL competent. However, MIL is one among the areas in the field of communication and this is not offered as a subject in any education curriculum. So it is expected that basic education teachers including SHS are not equipped with the fundamentals of MIL and even its associated skills.

Moreover, indicators that will describe SHS teacher as MIL competent are not clear. The absence of a competency framework that provides standards shall be established from the results of assessment. Therefore, the conduct of MIL assessment contributes in building a competency framework.

## **THE PROPOSED FRAMEWORK**

The proposed MIL competency framework was developed from the results of the MIL competency assessment of SHS teachers in the central region of the Philippines, the National Capital Region (NCR). The proponent adopted the suggested indicators of UNESCO's Global Media and Information Literacy Assessment Framework (GMILAF) which is explained that not standard but can be bases for standard.

The developed framework was proposed because of the following:

- This provides a structure within which statements of MIL competency standards are defined.
- This gives SHS teachers a tool that is anchors a continuum of MIL in the teaching-learning process.
- This helps SHS teachers to identify knowledge, skills and attitudes needed to assist them in performing their tasks.

## MIL COMPETENCY

### A. MIL COMPETENCY STANDARD FOR ACCESS

Competency Description: SHS teacher is able to recognize the demand for, being able to search, access and retrieve needed information being employed in teaching-learning process.

#### **Subject Matter A: Articulation or Definition**

Description: Media and Information Literate SHS teacher is capable in articulating and determining the information, through various providers, being used in the teaching-learning process.

##### **Indicators of Effective Practice**

*A Senior High School Teacher:*

- Recognizes, defines the need for information from various providers to be used in the facilitation of learning; and
- Assumes that information needs may be solved through consulting others' help.

#### **Subject Matter B: Search or Location**

Description: Media and Information Literate SHS teacher capable in locating or searching media contents and other information sources.

##### **Indicator of Effective Practice**

*A Senior High School Teacher:*

- Develops search strategies to find appropriate information through various providers, means and tools in classroom instruction including identifying, differentiating and prioritizing potential information sources by type of information sources in all the written activities such as quizzes, journals, reflection papers using appropriate tools.

#### **Subject Matter C: Access**

Description: Media and Information Literate SHS teacher ethically, effectively and efficiently access the needed information as well as its providers for classroom tasks.

##### **Indicators of Effective Practice**

*A Senior High School Teacher:*

- Determines the methods and strategies for accessing needed information in teaching-learning process; and
- Follows and acknowledges basic laws, regulations, policies, rights and principles related to ethical access to media and information in education using diverse tools to elicit learners' self-expression, creativity, social and political participation.

#### **Subject Matter D: Retrieval or Holding**

Description: Media and Information Literate SHS teacher is capable in the retrieval of information being used in the teaching-learning process through set of methods and tools.

### **Indicators of Effective Practice**

*A Senior High School Teacher:*

- Uses teachers' systems or tools to retrieve most suitable information significant in class interaction, in a variety of formats; and
- Knows and applies basic requirements, rules and practices of holding information for classroom activities.

## **B. MIL COMPETENCY STANDARD FOR EVALUATION**

Competency Description: SHS teacher is able to assess, evaluate and understand the information provided for teaching-learning process from a particular elearning platform

### **Subject Matter A: Understanding**

Description: Media and Information Literate SHS teacher is able to understand the role and necessity of eLearning in sustainability and lifelong learning.

### **Indicators of Effective Practice**

*A Senior High School Teacher:*

- Understands learning and curriculum principles and conditions necessary for information providers to fulfill teachers' functions;
- Understands roles and functions of media and information providers in society to inform, teach, influence and entertain that can and should be monitored;
- Understands and appreciates the importance of acknowledging others' work in writing-related activities such as research and reflection papers; and
- Recognizes that learners and teachers as well interpret information in different ways.

### **Subject Matter B: Assessment**

Description: Media and Information Literate SHS teacher is capable in investigation, comparison and assessment of vital information for learning retrieved from a particular media platform.

### **Indicators of Effective Practice**

*A Senior High School Teacher:*

- Defines assessment criteria for information and media content retrieved and information sources through rubrics; and
- Selects, summarizes, interprets and make connections on the main elements such as idea, keywords, concepts, messages and themes from retrieved information and media content.

### **Subject Matter C: Evaluation**

Description: Media and Information Literate SHS teacher is able to authenticate and evaluate necessary information for learning from eLearning platform.

### **Indicator of Effective Practice**

*A Senior High School Teacher:*

- Identifies and unionizes the use of media and information as well as its limitations and subjectivity in teaching-learning process related needs or topics or issues and asks additional questions.

### **Subject Matter D: Organization**

Description: Media and Information Literate SHS teacher is able to synthesize several information gathered in various educational media.

### **Indicator of Effective Practice**

*A Senior High School Teacher:*

- Understands the importance of indexing selected information and media content through indexation

## **C. MIL COMPETENCY STANDARD FOR CREATION**

Competency Description: SHS teacher is able to create, utilize and at the same time, to monitor information or new knowledge

### **Subject Matter A: Creation**

Description: Media and Information Literate SHS teacher is able to innovatively but ethically produce new knowledge and information.

### **Indicators of Effective Practice**

*A Senior High School Teacher:*

- Produces information, media content and knowledge in contextually-relevant settings to the target audience.

### **Subject Matter B: Communication**

Description: Media and Information Literate SHS teacher is able to use appropriate media in dissemination of new knowledge.

### **Indicators of Effective Practice**

*A Senior High School Teacher:*

- Understands the interdependence between users and victims or perpetrator or bystanders or witnesses of ICTs and media platforms.

### **Subject Matter C: Participation**

Description: Media and Information Literate SHS teacher is able to engage eLearning for cultural dialogue, self-expression and democratic participation through various media in ethical,

effective and efficient manners.

**Indicator of Effective Practice**

*A Senior High School Teacher:*

- Understands the consequences and risks of participating in societal-public activities, including virtual worlds.

**Subject Matter D: Monitoring**

Description: Media and Information Literate SHS teacher is able to monitor the impacts of created and communicated new information or knowledge as well as the existing information or knowledge.

**Indicators of Effective Practice**

*A Senior High School Teacher:*

- Analyzes the shared information, media content and knowledge as well as its impacts in learning; and
- Understands the functions and roles of institutions providing public relations services and how these influence and audience and decision making.