EXCELLENCIA
INTERNATIONAL MULTI-DISCIPLINARY JOURNAL OF EDUCATION
Volume 3, Issue 6, 2025 ISSN (E): 2994-9521

Media and Information Literacy (MIL) Education in the Age of AI: An Evaluation of the MIL Curriculum and Instruction in Selected OBE-Implementing Schools in the Philippines

Antonio Jose Galauran[1]

[1] St. Paul University Manila, Philippines

E-mail: agalauran@spumanila.edu.ph

Abstract:

Media and information literacy (MIL) is a digital literacy skill in the 21st century that allows media users to engage with various content and information. Due to the increased attention towards MIL, the Philippine government made it a mandatory senior high school subject in 2013. But its early implementation faced challenges, including lack of teacher preparedness, insufficient resources, focus on cognitive abilities, and little application of active learning pedagogies. This study probed the subject's implementation in selected schools under the St. Paul of Chartres Education Ministry (SPCEM). Through a multiple case study, qualitative design, and by involving administrators, teachers, and learners, the study found subject area confusion regarding instruction of the subject and the need for a curricular review due to redundancy and congestion. The addition of Outcome Based Education (OBE) in the selected schools helped shift instruction from content to application, but with schools citing unpreparedness in integrating artificial intelligence (AI) into instruction. Students recognized MIL's applicability to life, especially news and information literacy, especially with the rise of AI. Teacher-centered instruction and online modality were perceived as challenges; while constructive, collaborative, active, student-centered, analytical, media-enriched, and active learning pedagogies that encouraged learning application were favored teaching strategies.

Keywords: Media Literacy, Information Literacy, Outcome-Based Education, Artificial Intelligence, Teaching, Education

Introduction

The world is increasingly going digital. According to global creative agency We Are Social (2024), as of October 2024, out of the world's approximately 8.18 billion population, there are approximately 5.75 billion (70.3% of the global population) mobile phone subscribers, 5.52 billion (67.5%) internet users, and 5.22 billion (63.8%) social media user identities. Imagine more than half of the world connected digitally through any form of device.

In this transition to a digital environment, the education industry no longer sees "literacy" as confined to the acquisition of reading and writing skills. Gone are the days when media consumption is defined by the ability to read printed magazines or newspapers. Digital citizens are now confronted by various media – television, radio, social and digital media, and more – thus, demanding new skill sets to engage with the new media environment. Today, digital citizens consume pictures and audio-visual text, listen to music, interact with live videos, and so much more.

In response to this changing environment, digital literacy is one of the major skills that has gained the attention of various industries. Leaning (2019) described "digital literacy" as an umbrella term designed to prepare digital citizens for functioning in today's media and technology-saturated society.

Two of the key offshoots of digital literacy are media and information literacy. Whereas media literacy branched off from the social sciences, humanities, and the arts, aiming to foster critical engagement with the media as a tool for democracy and democratic practices and evading adverse impacts of media on individuals and society (Leaning, 2019), information literacy is largely tied to technological skills of identifying, locating, organizing, creating, using, and communicating information (UNESCO, 2003).

Media and information literacy is also gaining more attention as a global movement with the increase of misinformation and digital concerns in various parts of the world. During the recent global COVID-19 pandemic, the World Health Organization described that more than a health crisis, an "infodemic" likewise hit the world, triggering misinformation, hate, and scare-mongering (WHO, 2021 as cited in Toquero, 2023). In the Philippine context, internet is weaponized with political and individual motives, resulting to systematized misinformation and disinformation campaigns (Estella and Löffelholz, 2019). On top of misinformation woes, concerns on privacy, algorithm-backed systems, representations, online radicalization, and extremism have risen as major concerns today (Wilson, et. al, 2014; We Are Social, 2023), thus increasing the pressure among public and private institutions to take action. With the rise of such issues, media and information literacy is increasingly recognized as a field that can help ward off the potential effects of these digital issues.

The Philippines is no stranger to media and information literacy movements. One of the key milestones is its integration in the senior high school curriculum as a required subject (Bautista, 2021), as paved by the passing of Republic Act 10533 or the Enhanced Basic Education Act of 2013, also known as the K-12 curriculum (Labangon and Zabala, 2018). But the curriculum remains in its early stages. Several instructors clamored lack of preparatory training for MIL education, lack of funds and administrative support, too much focus on cognitive development instead of interpersonal and intrapersonal skills development, need for more active learning pedagogies translatable to functional skills, and bridging the program with tertiary levels and remote communities (Labangon & Zabala, 2018; Santos, 2020; Yap & Peñaflor, 2020; Voss 2011; Buckingham et al., 2005; Cheung & Chau, 2017; Manabat, 2021). Several studies also hinted on the need to further strengthen media and information literacy as both a program and curriculum in the country.

Strengthening the media and information literacy movement and subject, however, demands taking

into consideration the changing environment. Two mated movements related to media and information literacy that this study aimed to consider are up-and-coming curricular shifts in Philippine education and the researcher's locale namely, outcome-based education (OBE), and the rise of artificial intelligence (AI), and their impacts. Similar to the increased attention towards digital literacy, OBE urged schools to adopt 21st century educational approaches and skills. The program aims for a paradigm shift from knowledge-centric education, to a more outcome-oriented approach, specifically what students can tangibly do with their learning, as highlighted by active learning pedagogies (Laguador, 2014) and a paradigm shift cutting across curriculum design, instruction, and assessment. AI, on the other hand, has been a hot topic among academics over the past two decades (Chen, X., 2022). While it has been perceived as a potent force in directing, supporting, and empowering learning (Ouyang and Jiao, 2021), it also tremendously raised doubts on traditional forms of assessment and their validity (Chen, et al, 2020).

Locally, in the demographic chosen by the researcher, Paulinian schools, primarily ran by the Sisters of St. Paul of Chartres Education Ministry (SPCEM), are among instructional leaders that have responded to this shift towards OBE, and increasingly taking actions on AI-readiness. OBE already had seeped its roots in primary and secondary education, with Ang (2011), already documenting early initiatives to adopt outcome-based practices and identification of desired learning outcomes. Likewise, teachers are continuously being upskilled today to adopt pedagogies in various campuses of the SPC Education Ministry in preparation for an AI-driven environment.

This study, thus, looked at the intersection of the three key topics – rise of media and information literacy, OBE practice, and the AI-driven environment. Particularly, the research assessed the implementation of the subject media and information literacy among OBE-practicing Paulinian schools selected by the researcher, and crafted recommendations that will ensure instruction of the said course as relevant and responsive to the needs of learners in an AI-driven environment.

The researcher, being a part of the SPC Education Ministry as a teacher of media and information literacy in the senior high school department, recognizes the need for developing the Media and Information Literacy curriculum, implementation, and instruction given that the K-12 curriculum remains in its budding stages and has room for improvement. Having encountered various deficiencies and confusion in the curriculum, the researcher gathered insights from educators in the SPCEM Education Ministry, as well as other involved stakeholders such as students and teachers, and available documents, as drawing recommendations solely from subjective observation would prove insufficient. More importantly, involving stakeholders' perspectives can give a more comprehensive overview of the status and improvements that have to be made. Finally, this study is most especially relevant for today's environment, given that the principles of media and information literacy are strongly tied with technological, political, and social adaptation, thus the need to stress improvement in implementation from curricular planning to instruction and student learning.

Methods

The study utilized a multiple case study approach to comprehend the various contexts of the SPCEM Education Ministry schools in the implementation of the Media and Information Literacy curriculum in the senior high school. Particularly, it utilized a qualitative research design. This type of approach centers on exploring and comprehending the meanings derived from individuals or social groups concerning a problem (Creswell, 2017).

This study primarily involved selected OBE-practicing SPCEM schools with a senior high school program teaching Media and Information Literacy. Particularly, the researcher focused on the following schools: St. Paul University Manila, St. Paul College Pasig, Inc., St. Paul College of Makati, and Our Lady of Peace School, based on geography, characteristics, and availability. Common to all schools is their geographic location, being in Metro Manila or adjacent cities.

Teachers particularly acted as primary respondents in identifying the status of teaching the subject, the teaching and learning experiences, best practices, as well as learning gaps and recommendations. Students, meanwhile, gave additional insights on the teaching and learning experience, best practices, and gaps. Finally, administrators were asked about policies, preparedness, and recommendations in line with the subject's integration of OBE and AI pedagogy. Finally, available curriculum documents (curriculum maps, learning plans, worksheets, and other valuable tools for analysis) were likewise sought to give further add depth and context to the practices and situation of each school.

The study primarily used a purposive sampling method to determine the participants to be involved in the interviews and group interviews. In the context of this research, (1) principals, academic chairpersons, or school team leaders who are primarily involved in the design and implementation of media and information literacy and OBE were interviewed for the study. (2) Educators who teach the subject media and information literacy and are involved in writing and implementing curricular documents such as curriculum maps and learning plans also served as respondents. (3) Finally, purposive sampling was likewise applied in the selection of potential student respondents. Among the criteria for qualification is that the said student should have taken the course media and information literacy, and may be able to share valuable insights on the teaching and learning experiences in their school. For analysis of documents, this was sought from the interviewees based on the availability and with consent from the stakeholders. In total, four schools, four administrators from each respondent school, seven teachers, and 17 students served as respondents.

The researcher used thematic analysis as the primary method for data analysis for the interview and document analysis. In this process, the researcher collated and coded responses based on the relevant categories of their responses. Recurring codes were then converted into themes which served as basis for the interpretation of data for each group, prior drawing conclusions for the whole population. These codes and themes were then synthesized, reviewed, and compared with available literature on pedagogy, OBE, and AI, to craft a more comprehensive discussion on the macro- and micro-practices of media and information literacy instruction in the selected SPCEM schools.

Informed consent was practiced by the researcher at all times during the study. The researcher ensured that no coercion was applied towards respondents of the study and that the respondents were given the right to decline. The schedule and availability of the participants were likewise taken into primary consideration before interviews were conducted.

Results and Discussion

Subject Area Confusion and a Clamor for Clarity

Subject area confusion and the need to highlight the essentials of the course were among key recurring themes for MIL educators of the various institutions. With MIL stemming from the disciplines of communication, social sciences and technology, schools generally have a confusion as to who and what subject areas will teach the subject.

"*There are certain lessons na hindi ako masyadong confident kasi I believe pang-English siyang content… Sana ma-identify kung saan ba siya talaga designated* (There are certain lessons where I don't feel confident because I believe the content are designed for English classes. I hope that it would be identified where this subject should be specifically designated)," one MIL teacher, specializing in technology and livelihood education, said.

"*Nakita lang na media kaya inassign siya (sa computer)* (Just because there is "media" in the subject title, it was assigned to the computer department.)," another teacher shared.

These shared grievances align with an earlier study by Bautista (2021) claiming observed confusion and a lack of understanding about the subject's competencies. Who will teach the subject, too, was a problem. The author showed that teachers were willing to be trained, and in fact, enjoyed teaching the

subject, but they raised the concern about a lack of knowledge and pedagogical know-how in teaching media and information literacy as a subject. Bautista (2021) suggested in the earlier study that a profiling of teachers including expertise, experience, and educational background be done to identify the specific teachers best fit for the subject. In this line, the research agrees that there is a need to identify the qualifications needed to become a teacher of the course and that schools will need to explain these to educators.

In terms of content, the curriculum was perceived as being loaded with too much content, prompting educators to clamor for clarity on what to focus on. *"Merong mga content na pwedeng i-merge with other contents. Parang nagmumukhang sobrang daming content ng MIL… Like topic 1 palang, Introduction to Media and Information Literacy, nadaanan na yung media literacy, information literacy, technology literacy, pero meron pang separate topic for information literacy alone. So parang nauulit. Parang nagko-cause siya ng confusion sa kids na nauulit* (There are content that can be merged with other content. It looks as if the MIL curriculum has too much content. For example, for topic 1. Introduction to Media and Information Literacy, there is already an overview topic on media, information, and technology literacy, but there is, again, a separate topic for information literacy alone. It looks repetitive. This could cause confusion among kids)*."*

Need for Curricular Review Due to Congestion

Another recurring theme among answers from educators is the need for a curricular review. Each participating school presented various views, implementation practices, and feedback based on the prescribed curriculum by the Department of Education.

Most educators expressed the need for a review of the existing MIL curriculum. While the current curriculum guide from the Department Education is a good starting point, some educators suggested modernizing the featured technologies. It was also recommended that higher institutions begin to consider altering the contents of the subject, and even the integration of artificial intelligence into the curriculum. Particularly, AI was suggested for incorporation in the topics (1) Opportunities, Challenges, and Power of Media and Information,or (2) Current and Future Trends of Media and Information. Teachers also suggested a review due to the congestion of the curriculum. A quick review of the curriculum guide from the Department of Education would reveal 17 topics, nearly equating to about a week per topic. Although the more recent K-12 Most Essential Learning Competencies Guide would consolidate this to 16 essential competencies under performance and content standards, respectively. These comments also align with Bautista's (2021) study recommending a review of the curriculum guide based on UNESCO's framework. For instance, there is limited time in the curriculum for topics such as critical evaluation of media, democratic participation, and skills-based production abilities – which clearly are essential learning content and competencies for the subject based on global standards.

Lack of AI Integration, Teacher Unpreparedness for AI, and the Necessity for Ethics and Authenticity

Upon analyzing documents from the respondent schools, the research revealed that there is an indirect mention AI technology in the subject. While the topic is mentioned by teachers in classes, there is no active attempt to integrate AI technologies and pedagogies into instruction. Multimedia technologies and links were used, but these were not specifically artificial intelligence-powered.

Educators unanimously claimed that they are unprepared for integrating AI or dealing with the topic, all the more in the subject Media and Information Literacy.

"So far wala ako masyado knowledge in terms of AI, on what is AI, how is it being used. Siguro hindi lang about being a robotics or technology teacher, as a teacher na rin, I want the opportunity to learn kasi I know in the future wala nang choice but to use AI, (So far, I do not have much knowledge in terms of AI or what is AI, or how it is being used. And this is coming from the perspective not just of

a robotics or technology teacher, but as a teacher. I want to learn because I know in the future that we have no choice but to use AI),*"* one teacher said.

Despite the lack of integration as of the moment, teachers expressed optimism about the integration of AI. In fact, learning about AI was also recommended for inclusion in media and information literacy education. "*Dapat ituro mo siya. Para siyang isang topic. It's going to be used as a guide. But research further if the facts you get in AI are true. You don't rely (on it),* (You have to teach AI as a topic and how it can potentially be used as a guide. But research further if the facts you get in AI are true. You don't rely on it)," another teacher added.

Educators, despite the lack of knowledge at the time of the study, however, agreed that AI must be integrated into pedagogy or as a topic. Particular areas of concern include how AI can be ethically used by teachers and students. Assessing learner outputs' authenticity is also of major concern as AI tools in education have begun to appear rapidly. This same idea follows Chen, et al's (2020) concerns over inauthentic assessment of written outputs. There, however, exists multiple opportunities for AI integration in education. This may include, but need not be limited to plagiarism review, as an assistant in checking, rating, grading, or even as an aid in providing feedback (Chen, et al, 2020). Intelligent tutoring systems, virtual reality, or language learning apps, too, use AI, but do not face the same backlash (Holmes et al, 2023). Thus, this research found out that there is low awareness about AI utilization in instruction; thus, the need for schools to intensify efforts if AI integration is part of the institution's direction.

Necessity for Media and Information Literacy Education in the Age of AI

By analyzing the recurring themes among participating students, learners perceived AI as a useful tool, but recognized society and education's unpreparedness for it. Students believed that ethical practices must be mated with the use of AI, especially in education. Many students perceived AI use as connected with cheating and unethical practices. As one student remarked, *"Iwasan yung AI. Kasi automatic, lalo na yung ChatGPT, cheating na agad yun eh,* (Avoid AI. Because that's automatic cheating. Especially ChatGPT. That's cheating).*"*

While constant use could lead to AI dependence, students, however, believed that MIL education is all the more relevant in a time when artificial intelligence is booming and technology continues to evolve at a faster rate. Many students see media and information literacy as a lifelong learning skill that can better equip citizens with analytical and ethical skills in confronting AI whether as a subject or in practical everyday use.

"Nakatulong po yung MIL kasi lalo po ngayon, natutunan po namin sa MIL na maging cautious po sa mga nakikita mo online. Nakatulong po siya kasi ngayon po, andaming mga AI-created pictures. O kaya edited na mga photos na kala mo siya talaga yung totoong tao...Parang nakatulong po siya na magdo-double think or magdadalawang isip ka kung totoo ba talaga ito (MIL can help because we learned from MIL to be cautious of what we see online. It helped especially with the widespread AI-created pictures. There are lots of edited photos online that look as if they are true. MIL helps us double think if these content are actually true),*"* one student explained.

This view of learners supports the need and challenge of developing learners in the 21st century skills with metacognitive, critical thinking, and collaboration skills (Trilling and Fadel, 2009). Students believed that MIL can equip them with such skill sets.

Amidst this transition, Ouyang and Jiao (2021), claim that learners are at a period where they are becoming recipients, or merely "AI-directed," characterized by increased dependence to perform everyday tasks. The authors argue the need to transcend this stage and make learners "AI-supported," where the learner is a collaborator, or, even, "AI-empowered" where the learner takes autonomy in the use of AI, but with the mastery of its usage, ethics, and responsible use. The same principle may also be applicable for educators as they adapt to this up-and-coming technology.

Participants from respondent schools also noted how lessons from MIL are very much applicable to life. They easily relate to topics, being exposed to media on a daily basis. They learn to engage more deeply with everyday media content, as opposed to passive consumption prior MIL education. As Potter (2019) argued, media literacy especially becomes important due to this generation's "appetite" for media message. The author claims that media literacy can help empower consumers to exercise better control over their media usage.

Another recurring response from the participants included the importance of news literacy, or scrutinizing information sources and their credibility. Respondents described verification skills, abilities to analyze and critique various range of media from advertising to print and broadcast, as valuable learning experiences from media literacy education. Another student even argued that media literacy could be a tool to prevent getting "brainwashed" by media. Others even cited the importance of imparting this skill to their immediate community. "*Pinaka-nagkaroon ng impact yung about sa fake news. Simula po noon, nagiging careful na rin po ako sa pag-look ng articles since marami na po ngayong madali mag-edit and wina-warningan ko na rin po mga nakakabata kong pinsan dahil po may mga nakikita siya sa Tiktok and tinatanong ko po siya kung sure ba siyang totoo talaga yun,* (The most impactful takeaway from the class is combatting fake news. Ever since, I've been very careful whenever I look at articles, since a lot of articles today can be edited. I even warn my younger cousins because they see a lot on Tiktok, and I ask them if those content are really true)*,"* another student shared. The acquisition of this core skill supports Susman-Peña, T. (2020) study, highlighting media and information literacy as a necessary skill to train humans to combat misinformation and disinformation threats.

This section of the research, thus concludes that respondents see media and information literacy as a vital skill, especially in the age of AI and misinformation. Thus, this intensifies the need of strengthening the media and information literacy curriculum, or related programs.

Ineffective Strategies: Teacher-Centered Approaches and Online Instruction

The study also pooled data regarding ineffective strategies, perceived challenges, and recommendations from two primary set of respondents, namely: teachers and learners, to give a broader overview of the gaps in the teaching and learning experience for the subject media and information literacy.

From the point of view of teachers from the various schools, lecture-centric approaches were deemed ineffective in the teaching of media and information literacy. Instead, educators suggested that multimedia integration and utilization be maximized alongside lectures. Active learning pedagogies that involve students more actively in the learning process were likewise perceived to be better alternatives. This aligns with UNESCO's MIL Curriculum (2011), which suggested ten pedagogical approaches as alternatives to class lectures. This includes issue-inquiry approach, problem-based learning (PBL), scientific inquiry, case study, cooperative learning, textual analysis, contextual analysis, translations, simulations, and production. In addition, Yap and Peñaflor (2020) highlighted how active learning pedagogies such as games can help increase information literacy skills acquisition. As Henninger (2021), argued, focusing more on problem-solving approaches yields life-long learning skills that could increase the quality of learning in the class.

From the point of view of students, several problems and recommendations were raised. But a common theme among the participants would be learning the subject's delivery from an online modality. Given that schools in the Philippines transitioned to hybrid learning post-pandemic, respondents noted difficulties in learning the subject online. While they perceived the subject as enjoyable, they cited the limited interaction, alongside the tiring screen time and the amount of distractions, as primary limitations. Students also expressed a preference for the face-to-face modality. This confirms an earlier theme that rejected the notion of passive learning and the need for active student engagement. As Santos (2020) argued, intrapersonal and interpersonal skills

development ought to be highlighted in learning media and information literacy. Unfortunately, the online modality may have limited them from further enhancing such abilities.

Beyond the online delivery, other points for improvement raised include improving instruction and delivery through careful choice of activities, ensuring ample time and pacing, and reducing the quantity of performance tasks and written assessments with insufficient time allotment.

Best Practices: Constructivist, Student-centered, and Multimedia-Enriched Education

Among recurring themes cited by educators as their best practices in teaching media and information literacy include the following: applying a constructivist approach, utilizing various media texts, incorporating media analysis and critique, engaging learners in collaborative activities, and highlighting news and information literacy.

Constructivist Approach with Learning Application. Educators cited that constructivist approaches, or activities that enabled students to relate to lessons, provided an enriched learning experience. Constructivism pertains to establishing enhanced connections between the students and the teachers by utilizing relatable examples, contexts, activities, or tasks. This can also be done by situating pedagogy into the learner's real-life context instead of made-up scenarios. As Kaliannan & Chandran (2012) noted, modern education is continuously challenged to apply learning due to earlier criticisms on the translatability of learning to real life. Recent studies have also stressed how modern pedagogy has shifted towards self-paced learning that encourages students to acquire abilities to synthesize and apply knowledge, instead of relying on passive consumption in classrooms. Media and information literacy, according to students and teachers, is highly relatable, especially with today's generation thriving largely on digital platforms. Integrating topics that students are exposed to allows for a more interactive exchange between the teacher and the learner.

Media-enriched activities. Media integration in lectures and activities such as analysis and critique was cited as a notable strategy by respondents, as it gives learners an active role in engaging with media texts. The strategy added a visual or alternative auditory layer to educators' presentations. Media-enriched activities include the utilization of memes, advocacy videos, video productions, and critiquing various media texts. In the class, students may also produce multimedia content such as websites, infographics and posters, and advocacy campaigns. Santos (2020) similarly noted how most pedagogies in MIL ought to center around multimedia content such as posters, infographics, podcasts, surveys, among others. The author, however, stressed that on top of utilizing media-enriched activities, 21st century skills – including cognitive, interpersonal, and intra-personal skills – must be intentionally cultivated also within these media texts, which remains lacking in the current teaching of media and information literacy

Collaborative, Active, and Student-Centered Activities. Activities that engage learners beyond passive listening in class were favored by several educators. Whether it be group work, projects, performance tasks, or collaborative critiques, this strategy was particularly observed as effective.

Bautista (2021) reported that most teachers in the Philippines utilize four instructional strategies, including whole group instruction, small group discussions, collaboration, and student-centered strategies. But they could be taken up a notch. Educators may consider UNESCO's suggestions (2011) highlighting pedagogical approaches that focus on inquiry, application, collaboration, media analysis, and production, to name a few strategies for media and information literacy education. Some of these strategies were present in the techniques used by the respondents, but may be further strengthened.

Media Analysis and Critique. Analysis of various media texts was deemed effective by many students and educators. This includes analysis of posters, videos, advertisements, music, films, excerpts, and other texts. These analyses may focus on the technical, creative, or meaning-making aspects. Students may analyze meaning, intent, messages, production process, and even parodize content to expand their media literacy skill. Drawing from Leaning (2019), media education ought to promote such types

of engagement as these can help improve interaction with media, from merely protecting themselves, to "demystifying" or analyzing media messages. In addition, creative participation in the creation of media messages was also cited as a notable strategy. These strategies similarly align with the goal envisioned by the United Nations Educational, Scientific and Cultural Organization that highlighted media literacy as being able to access, analyze, and evaluate media content (Wilson, et al, 2014). More importantly, analysis and critique of media also fosters critical thinking. Aside from being a core competency in the Department of Education's curriculum guide, Rudolph, et al. (2023) also stressed that critical thinking and analysis are crucial in lifelong learning. Finally, the strategies mentioned align with UNESCO's (2011) suggested pedagogies, such as textual and contextual analysis that focuses on analyzing technical, symbolic, and narrative codes in media, as well as relating topics to social contexts like democracy and free speech.

News and Information Literacy. News and information literacy were among the highlighted by respondents, especially being a pressing issue of the current generation. In this topic, students are trained to verify news, validity of sources, reliability and unreliability of any source, and even the ability to distinguish propaganda and advertisements from legitimate information sources. Henninger (2021), quoting the Partnership for 21st Century Skills (2019) believes that information literacy is an essential part of exercising rights as citizens, while Oberg and Ingvaldsen (2017) noted the importance of media and information literacy especially in ethically deciphering information in the rampant spread of hate speech via online platforms. Mora & Sebellino (2022) even connected media and information literacy with "democratic resilience," citing how developing analytical information skills can ward off manipulation of public information, spreading of fear, basic human rights protection, and the prevention of propaganda and fake news proliferation.

The strategies above can thus be used to strengthen media and information literacy instruction if adopted by educators. Curriculum leaders may also consider these as bases in crafting enhancements in both the curriculum and implementation.

Outcome-Based Education in Media and Information Literacy: Advantages and Challenges

With a common experience of respondent schools being a part of Outcome-Based Education (OBE)-implementing schools, the implementation of media and information literacy curriculum in this context was also assessed.

In the shift to OBE, synthesizing the responses of educators led to a finding: media and information literacy seamlessly integrates with the program's shift towards "outcomes," as the program also changes the focus of instruction from content to application. Integration of outcomes was seen as schools began formulating life, program, and essential performance outcomes as an institution, and integrated these into subjects like MIL. Educators transitioned from teaching the subject in a content-centric approach to strategies highlighting application, or in the context of the schools, coined as "outcomes." Teachers also cited how lessons became more meaningful and applied as opposed to being memorized by learners. As a result, instruction and assessment practices changed, and teachers focused on strengthening activities that could bring out the outcomes set. This particular result among the selected SPCEM schools contrast to Santos' (2020) earlier observation that MIL instruction is generally focused on knowledge transfer, comprehension, and repetition. In this case, outcome-based instruction among SPCEM schools helped deviate teaching approaches from content-driven instruction, to application and student transformation.

Conclusion

This research assessed the current status of teaching the senior high school subject Media and Information Literacy in the Philippines – including best practices and ineffective strategies– in the context of selected SPCEM schools, under the context of a rapidly AI-driven environment, and with the selected schools' transition towards implementing Outcome-Based Education.

Through a multiple case study approach, qualitative design, conducting a series of interviews with administrators, teachers, and students, and with the support of available documents, and completed with a thorough analysis of emerging themes, the study was able to obtain its key findings.

Findings of the study yielded that integration of AI in MIL instruction remains lacking, but with teachers and students citing its importance as a potential topic and field for exploration, especially in the context of media and information literacy education.

In the context of MIL education in the Philippines, there is still subject area confusion among educators on who should teach media and information literacy among English, Computer and TLE, and Social Science educators. There is thus a need to clarify this among schools and higher educational institutions. There is also a need for clarity on the end goals or outcomes of the subject. This must be continually stressed to promote further application of learning. Educators also proposed a review of the MIL curriculum to clear congestion and redundancy, and to integrate the context of the changing environment.

In the teaching-learning experience, ensuring relatability of lessons and activities through constructivist approaches; integration of various multimedia tools; collaborative, active, and student-centered instruction; media analysis and critique; and stressing news and information literacy were among the cited best practices in teaching the subject. Challenges and gaps in the teaching of MIL stem from limitations in the online modality of instruction – thus the need to evaluate or strengthen this aspect. Pedagogy-wise, teachers found lecture-centric approaches as ineffective. Preferences of teachers and students leaned towards active learning pedagogies, such as demonstration and utilization of learner-centered and inquiry-based approaches. Media and Information Literacy is generally considered by students as an enriching subject that is easily relatable with skills applicable to life. Students enjoy engaging and critiquing media and find the development of news and information literacy skills as pertinent in today's time. More importantly, students recognize that MIL is an essential skill in a new AI-driven environment. For further development of pedagogy in MIL instruction, educators may refer to the recommended strategies by UNESCO (2011).

Under the context of an OBE-implementing school, students generally saw OBE implementation in the subject Media and Information Literacy as an educational shift from content-centric education to application. Outcomes are now being integrated in pedagogy although some learners continue to lack comprehension about the program. Students saw this change as effective, but also, if unchecked, has the tendency to become burdensome with the multiplicity of activities and "heavier tasks."

Based on the study's findings, the researcher therefore concludes a further need to review the media and information literacy curriculum in the Philippines, but also further expand media and information literacy efforts even beyond the subject. Educators should also contextualize and continuously upgrade curriculum design and instruction to enhance media and information literacy education. And with the entry of artificial intelligence, the education sector must learn to adapt or integrate AI into the curriculum and instruction, while stressing ethical practices and empowered use. A collective effort of reviewing, redesigning, and reforming curriculum and instruction of Media and Information Literacy is necessary more than ever with the emergence of new technologies and pedagogical approaches. Higher institutions must likewise collaborate with schools to review the curriculum and teaching practices for a more sustainable implementation of a promising program.

References

Ang, M. (2011). The education ministry of the Sisters of St Paul of Chartres in the Philippines: past achievements and present challenges. International Studies in Catholic Education, 3(2), 145-157.

Bautista Jr, A. (2021). Teaching media and information literacy in philippine senior high schools: Strategies used and challenges faced by selected teachers. Asian Journal on Perspectives in

Education. https://ajpe.feu.edu.ph/index.php/ajpe/article/download/7649/6151

Buckingham, D., Banaji, S., Burn, A., Carr, D., Cranmer, S., & Willett, R. (2005). The media literacy of children and young people. Centre for the Study of Children, Youth and Media. https://discovery.ucl.ac.uk/id/eprint/10000145

Chen, L., Chen, P., & Lin, Z. (2020). Artificial intelligence in education: A review. Ieee Access, 8, 75264-75278. DOI: 10.1109/ACCESS.2020.2988510.

Chen, X., Zou, D., Xie, H., Cheng, G., & Liu, C. (2022). Two decades of artificial intelligence in education. Educational Technology & Society, 25(1), 28-47. https://scholars.ln.edu.hk/ws/portalfiles/portal/41220986/25_1_03.pdf

Cheung, C. & Chau, C. (2017). Implementing media literacy education in the junior secondary English curriculum in Hong Kong: Reasons and limitations. International Journal of Media and Information Literacy, 2(2), 61-67. http://dx.doi.org/10.13187%2Fijmil.2017.2.61

Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

Estella, P. G., & Löffelholz, M. (2019). Philippines-media landscape. European Journalism Centre. https://www.researchgate.net/profile/Pauline-Gidget-Estella/publication/334604860_Philippines_-Media_Landscape/links/5d358c714585153e5916863a/Philippines-Media-Landscape.pdf

Henninger, M. (2021). Information Literacy: Importance and Consequences. Philippine Journal of Librarianship and Information Studies, 41(2), 3-12. https://phjlis.org/index.php/phjlis/article/download/82/67

Holmes, W., Bialik, M., & Fadel, C. (2023). Artificial intelligence in education. Globethics Publications. https://discovery.ucl.ac.uk/id/eprint/10168357/1/Holmes%20et%20al.%20-%202023%20-%20Artificial%20intelligence%20in%20education.pdf

Kaliannan, M., & Chandran, S. D. (2012). Empowering students through outcome-based education (OBE). Research in Education, 87(1), 50-63. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.731.3640&rep=rep1&type=pdf

Labangon, D. L., & Zabala, J. L. (2018). Towards a literate studentry: Media and information literacy implementation in the Philippines. In 17th Congress of Southeast Asian Librarians. Naypyitaw, Myanmar.

https://www.researchgate.net/profile/John-Louie-Zabala/publication/326697376_Towards_a_literate_studentry_media_and_information_literacy_implementation_in_the_Philippines/links/5efb391aa6fdcc4ca43db70c/Towards-a-literate-studentry-media-and-information-literacy-implementation-in-the-Philippines.pdf

Laguador, J. M. (2014). Cooperative learning approach in an outcomes-based environment. International Journal of Social Sciences, Arts and Humanities, 2(2), 46-55. https://max.zhdk.ch/wp-content/uploads/2018/04/Laguador_2014.pdf

Leaning, M. (2019). An approach to digital literacy through the integration of media and information literacy. Media and Communication, 7(2), 4-13. https://doi.org/10.17645/mac.v7i2.1931

Manabat, A. R. (2021). Bringing MIL into the Margins: Introducing Media and Information Literacy at the Outskirts. International Journal of Media and Information Literacy, 6(1), 156-165. https://cyberleninka.ru/article/n/bringing-mil-into-the-margins-introducing-media-and-information-literacy-at-the-outskirts/viewer

Mora, H., & Sebellino, A. (2022). Democracy resilience and media literacy amid the pandemic:

perspectives of civic journalists in the Philippines. Journal of Media and Information Warfare (JMIW), 15(1), 123-134. https://ir.uitm.edu.my/id/eprint/58304/1/58304.pdf

Oberg, D., & Ingvaldsen, S. (Eds.). (2017). Media and information literacy in higher education: Educating the educators. Chandos Publishing.

Ouyang, F., & Jiao, P. (2021). Artificial intelligence in education: The three paradigms. Computers and Education: Artificial Intelligence, 2, 100020. https://doi.org/10.1016/j.caeai.2021.100020

Potter, W. J. (2019). Media literacy. Sage Publications.

Rudolph, J., Tan, S., & Tan, S. (2023). ChatGPT: Bullshit spewer or the end of traditional assessments in higher education?. Journal of Applied Learning and Teaching, 6(1). https://doi.org/10.37074/jalt.2023.6.1.9

Santos, R. (2020). Output-based approach in media and information literacy instruction toward 21st century skills enhancement in the Philippines. https://www.researchgate.net/profile/Rafael-Santos-81/publication/344468481_Output-based_approach_in_media_and_information_literacy_instruction_toward_21_st_century_skills_enhancement_in_the_Philippines/links/5f7a8b48458515b7cf6793f6/Output-based-approach-in-media-and-information-literacy-instruction-toward-21-st-century-skills-enhancement-in-the-Philippines.pdf

Spady W. G. and Uy, F. A. (2014). Outcome-Based Education: Critical Issues and Answers. MaxCor Publishing House, Inc.

Susman-Peña, T. (2020). Fighting Misinformation: Digital Media Literacy. Great Courses.

Toquero, C. M. D. (2023). Addressing infodemic through the comprehensive competency framework of media and information literacy. Journal of Public Health, 45(1), e132-e133. https://doi.org/10.1093/pubmed/fdab412

Trilling, B. & Fadel, C. (2009). 21st century skills: learning for life in our times. John Wiley & Sons.

UNESCO. (2003). The Prague declaration. Towards an information literate society. Paris: UNESCO. https://ar.unesco.org/sites/default/files/praguedeclaration.pdf

UNESCO (2013). Global Media and Information Literacy Assessment Framework: country readiness and competencies. https://unesdoc.unesco.org/ark:/48223/pf0000224655

Voss, S. M. (2011). The affordances of multimodal texts and their impact on the reading process. University of Minnesota.

https://conservancy.umn.edu/bitstream/handle/11299/120057/Voss_umn_0130E_12397.pdf?sequence=1&isAllowed=y

We Are Social. (2024, October 23). Digital 2024 October Global Statshot Report. https://wearesocial.com/us/blog/2024/10/digital-2024-october-global-statshot-report

Wilson, C., Grizzle, A., Tuazon, R., Akyempong, K., & Cheung, C. K. (2014). Media and information literacy curriculum for teachers. UNESCO Publishing.

https://gcedclearinghouse.org/sites/default/files/resources/200689eng.pdf

Yap, J. M. and Peñaflor, J. 2020. The amazing library race: Developing students' media and information literacy skills through games. Journal of Information Literacy, 14(1), pp. 66–82. http://dx.doi.org/10.11645/14.1.2708