**MEDIA AND INFORMATION LITERACY**

Article 19 of the Universal Declaration of Human Rights states that “Everyone has the right to freedom of opinion and expression: this right includes freedom to hold opinions without inferences and to seek, receive and impart information and ideas through any media regardless of frontiers.” Media and information literacy equips citizens with competencies needed to seek and enjoy the full benefits of this fundamental human right.

Media and other information providers such as libraries, archives and the internet are widely recognized as essential tools for helping citizens to make informed decisions. They are also the means by which societies learn about themselves, maintain public discourses, and build a sense of community. Media and information channels can have a major impact on lifelong learning, and therefore citizens need a basic knowledge of the functions of media and other information providers and how to assess them. The purpose of media and information literacy is to impart this knowledge to the users.

Media and information literacy embodies essential knowledge about:

1. The functions of media, libraries, archives and other information providers in democratic societies.
2. The conditions under which news media and information providers can effectively perform those functions
3. How to evaluate the performances of these functions by assessing the content and services they offer.

This knowledge should, in turn, allow the users to engage with media and information channels in a meaningful manner. The competencies acquired through media and information literacy can equip citizens with critical thinking skills enabling them to demand high-quality services from media and other information providers.

WHAT LITERACY IS ALL ABOUT

The word literacy usually describes the ability to read and write. Reading starts with recognizing letters. Pretty soon, readers can identify words -- and, most importantly, understand what those words mean. Readers then become writers. With more experience, readers and writers develop strong literacy skills.

MEDIA LITERACY

Media literacy is the ability to identify different types of media and understand the messages they're sending. Kids take in a huge amount of information from a wide array of sources, far beyond the traditional media (TV, radio, newspapers, and magazines) of most parents' youth. There are text messages, memes, viral videos, social media, video games, advertising, and more. But all media shares one thing: Someone created it. And it was created for a reason. Understanding that reason is the basis of media literacy.

WHY MEDIA LITERACY:

Reading newspapers while sipping the morning tea and settling into armchair to watch the evening news have long been iconic images - and for good reason. These sources of information are critical to promoting civil engagement and democracy

Operating round the clock- round the year – the media is expected to provide factual up-to-the minute reporting in addition to deeper analysis of societal issues raging from democratic governance and free and fair elections to disaster reconstruction and reducing preventable diseases

Media is observed as the central hub of information exchange. Using community radio for prevention is much cost-effective than treating diseases that could have been prevented.

**Media** as a **Fourth Pillar of Democracy**. The four **pillars of democracy** are Judiciary, Executive, Legislature and **Media**. This **fourth pillar of democracy** ensure that all people living in far off areas of country are aware of what's happening in rest of their country

Over the years, media has become more active. It is media which reminds the government of its unfulfilled promises, educates masses in rural areas through television, radio and internet and exposes the loopholes in the system. It is the most powerful tool to fight against socio-political evils and injustice in our society, while bringing empowerment to the masses and facilitating development.

In this age of technology we are bombarded with information. The perfect blend of technology and media has left no stone unturned in unearthing corruption and politics in our society. Media has strength and ability to change both social and government attitude towards various key problems. All journalists have responsibility to report unbiased, accurate information as they receive from reliable sources.

ROLE OF MEDIA

1. Communication: it allows the relay of information from one person to another, using mobile phones, radio, and television for news updates, the news paper, the internet and the email.
2. Media acts as watchdog for accountability of democracy and implementation of manifestos of Government, creating awareness to the public against mal practice. Its adversarial role to monitor and evaluate the Government to make transparent and accountable.
3. Entertainment : from the movies shown on to television, the different reality and talent search shows, magazines, social media (facebook, twitter, snap chat, Instagram, pinterest, instagram)
4. Creation of awareness and sensitization. The local radio reaches out to the rural and the vulnerable groups, creating awareness on different programs that can benefit them. It enlightens the public on their rights, the different policies and how they affect them either directly or indirectly.
5. Socialization: Television have shaped the attitude and behaviour of the people. The portrayal of different characters in the movies and shows have greatly affected the behaviour and culture of people that affect family and societal relations.

 **Learn to think critically.** As kids evaluate media, they decide whether the messages make sense, why certain information was included, what wasn't included, and what the key ideas are. They learn to use examples to support their opinions. Then they can make up their own minds about the information based on knowledge they already have.

 **Become a smart consumer of products and information.** Media literacy helps learn how to determine whether something is credible. It also helps them determine the "persuasive intent" of advertising and resist the techniques marketers use to sell products.

 **Recognize point of view.** Every creator has a perspective. Identifying an author's point of view helps us to appreciate different perspectives. It also helps put information in the context of what they already know -- or think they know.

 **Create media responsibly.** Recognizing your own point of view, saying what you want to say how you want to say it, and understanding that your messages have an impact is key to effective communication.

 **Identify the role of media in our culture.** From celebrity gossip to magazine covers to memes, media is telling us something, shaping our understanding of the world, and even compelling us to act or think in certain ways.

 **Understand the author's goal.** What does the author want you to take away from a piece of media? Is it purely informative, is it trying to change your mind, or is it introducing you to new ideas you've never heard of? When kids understand what type of influence something has, they can make informed choices.

SOME QUESTIONS TO BE RAISED IN MIND WHILE APPROACHING THE MEDIA CONTENT

 **Who created this?** Was it a company? Was it an individual? (If so, who?) Was it a comedian? Was it an artist? Was it an anonymous source? *Why do you think that?*

 **Why did they make it?** Was it to inform you of something that happened in the world (for example, a news story)? Was it to change your mind or behavior (an opinion essay or a how-to)? Was it to make you laugh (a funny meme)? Was it to get you to buy something (an ad)? *Why do you think that?*

 **Who is the message for?** Is it for kids? Grown-ups? Girls? Boys? People who share a particular interest? *Why do you think that?*

 **What techniques are being used to make this message credible or believable?** Does it have statistics from a reputable source? Does it contain quotes from a subject expert? Does it have an authoritative-sounding voice-over? Is there direct evidence of the assertions its making? *Why do you think that?*

 **What details were left out, and why?** Is the information balanced with different views -- or does it present only one side? Do you need more information to fully understand the message? *Why do you think that?*

 **How did the message make you feel?** Do you think others might feel the same way? Would everyone feel the same, or would certain people disagree with you? *Why do you think that?*

INFORMATION LITERACY

It is the ability to locate, evaluate, and use information to become independent life-long learners. Information literacy encompasses knowledge of one’s information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively use and communicate information to address issues or problems at hand, . it is a prerequisite for participating effectively in the information society, and is part of the basic human right of life-long learning.

Information literacy is a set of abilities through which one is able to

1. Identify the exact need of information by considering the understanding level of previous knowledge
2. Select appropriate sources of information
3. Access appropriate and adequate information securely from selected sources
4. Evaluate the information and information sources
5. Process the accessed information
6. Apply information ethically and effectively in teaching-learning process.

**WHY INFORMATION LITERACY**

The concept of information literacy has progressed beyond how to find books in the library. Many aspects of information literacy are essential components of education. For citizens to function successfully in a rapidly changing global society, they will need to understand how to find and use information effectively. Information literacy not only lies within disciplines but also within the process of life long learning.

The amount of information that is available to Otterbein students through library resources, electronic databases and the Internet is both exhilarating and overwhelming. Students are challenged daily in their classes at Otterbein to use information wisely, and communicate efficiently and effectively. This challenge continues after graduation with the recognition that employers place high value on communication and critical thinking skills in the business and professional world.

Today's employers are looking for people who understand and can adapt to the characteristics of the Information Age. If a student has "learned how to learn," upon graduation, they are a much more attractive job candidate. An information literate individual--with their strong analytical, critical thinking and problem-solving skills--can be expected to be an adaptable, capable and valuable  employee, with much to contribute

**Knowledge and Information**

The words ‘knowledge’ and ‘information’ tend to be used interchangeably. It is, therefore, essential to differentiate between knowledge and information. There is an array of terms in the semantic field of knowledge and information that appear to overlap in their sense, but that need to be differentiated for their specific content. The terms are:

Data Information Knowledge Wisdom

**Data:** Data is primarily the collection of symbols, especially meaningful and language-aided combination of the letters of an alphabet and numbers.

**Information:** Data lends itself to interpretation, meaning-generation and logical deductions. Hence when a collection of symbols, letters of an alphabet and numbers is so arranged or processed to generate meaning that can give answers to such queries as ‘who?,’ ‘when?,’ ‘what?,’ ‘how much?,’ and similar enquires that can be imposed on the data, then that data gets transformed into information. It then becomes clear that it is an enquiring and analysing mind that puts the mantle of information on any particular data.

**Knowledge:** When a human mind or the user of the data is able to use information either for further creation of new knowledge or for more value-added activities like problem-solving, decision-making, money-generation, then information moves another rung up the ladder to become knowledge as far as that particular user is concerned. Hence knowledge is the property of the individual. In short, information is visible and tangible, where as knowledge is intangible; it not present in any particular format. It resides in the inner recesses of somebody’s brain. Knowledge itself can be categorized into three types:

1. Explicit knowledge: Explicit knowledge is codified, and is sometimes referred to as “know-what” (Brown, 1998). It is therefore fairly easy to identify, store and retrieve explicit knowledge.
2. Implicit knowledge: Implicit knowledge is usually defined negatively as knowledge that is not explicit. However, like explicit knowledge, it can be codified.
3. Tacit knowledge: Tacit knowledge was defined by Polanyi in 1966. It is sometimes referred to as “know-how” (Brown, 1998), and refers to intuitive, hard-to-define knowledge that is largely experience-based. Because of the nature of tacit knowledge it is often context-dependent and personal in nature. It is hard to communicate, and is deeply rooted in action, commitment and involvement (Nonaka, 1994)

**Wisdom:** Wisdom deals with values. It involves the exercise of judgment. Russell Ackoff explains that although we are able to develop computerized information and knowledge, and also develop understanding-generating systems, we will never be able to generate wisdom by such systems. It may well be that wisdom – which is essential for the pursuit of ideals, or valued and cherished ends of purposeful human living – is the characteristic that differentiates man from machines (Ackoff, 1989).

THE ROLE OF LIBRARIES

As gateways to knowledge and culture, libraries play a fundamental role in society. The resources and services they offer create opportunities for learning, support literacy and education, and help shape the new ideas and perspectives that are central to a creative and innovative society. They also help ensure an authentic record of knowledge created and accumulated by past generations. In a world without libraries, it would be difficult to advance research and human knowledge or preserve the world’s cumulative knowledge and heritage for future generations.

**KEY OUTCOME OF INFORMATION LITERACY**

1. Define and articulate information needs
2. Locate and access information
3. Assess information
4. Organize information
5. Make ethical use of information
6. Communicate information
7. Use ICT skills for information processing

**KEY OUTCOME OF MEDIA LITERACY**

1. Understand the role and functions of media in democratic societies
2. Understand the conditions under which media can fulfill their functions
3. Critically evaluate media content in the light of media functions
4. Engage with media for self-expression and democratic participation
5. Review skills (including ICT) needed to produce user-generated content