
**ASSESSMENT OF GENDER-FAIR LANGUAGE USE IN THE ENGLISH
LEARNING MODULES FOR GRADE 10 STUDENTS**

***Necy Vallecera Solidum**

Master of Arts in Education, Major in English Language Teaching Bukidnon State University
Malaybalay City, Bukidnon.

Article Received: 30 March 2026**Article Revised: 20 April 2026****Published on: 10 May 2026*****Corresponding Author: Necy Vallecera Solidum**Master of Arts in Education, Major in English Language Teaching Bukidnon State
University Malaybalay City, Bukidnon.DOI: <https://doi-doi.org/101555/ijrpa.2741>

ABSTRACT

This study assessed the use of gender-fair language in the English learning modules for Grade 10 students. Specifically, it examined how gender fairness was mainstreamed in the portrayal of women, representation, stereotyping, and language; identified the Filipino gender role ideologies reflected in and/or challenged by the modules; and proposed a training design on gender-fair language to improve the current learning modules. The study used a qualitative research design with Critical Discourse Analysis to examine 23 Grade 10 English learning modules at Bukidnon National High School. The analysis focused on the lexical choices, syntactic patterns, semantic constructs, and larger cultural and ideological connotations buried in the texts. Findings revealed that the modules contain both gender-fair and gender-biased elements. Some texts continue to reflect traditional portrayals of women, stereotypical role assignments, male-centered language, and gendered assumptions. However, several module excerpts also challenge unequal gender norms by portraying women as decision-makers, leaders, rights-holders, professionals, and active social agents. The study further found that Filipino gender role ideologies, such as the Maria Clara archetype, colonial patriarchy, toxic masculinity, hiya, pakikisama, utang na loob, bahala na mentality, adult superiority bias, nationalist feminism, the Babaylan or decolonial lens, and the Catholic moral gender framework were reflected and/or challenged in the modules. The study recommended the development of a Gender-Fair Language and Gender-Responsive Module Training for educators, instructional material writers, and curriculum evaluators. The researcher advocates for the methodical evaluation and modification of educational resources to guarantee gender-responsive, inclusive, and equitable language in basic education.

KEYWORDS: *Gender-Fair Language, Critical Discourse Analysis, English Learning Modules, Gender Representation, Gender-Responsive Education*

INTRODUCTION

In this high-tech but effective utilization of tools offered by the net, educational goals have been transformed at the dawn of highly developed era. It has become clear that students need to be taught new ways of understanding the net texts they are consuming. The new forms of texts The vast or incalculable ways in which, the text and information compete. The texts likewise obstruct the reader's sense of what is being made of, or revealed about the users in this presentation of them as a whole. The necessity of the effective educating tools to aid new paradigms of text is necessary and is repeatedly palpable with more application and teaching of the tools internationally. The necessity of being competent to pursue the global education aspirations has been realized worldwide. Both students and teachers should be enabled to utilize state-of-the-art educational technology worldwide.

One of the lessons we learn is the importance for educators to be able to use technology sophisticated for understanding aspect factors have been focused. Innovative tools that help realize the advanced goals, which nets technology has brought about, are being born throughout the world. Academic advanced educational technology is being made and provided through the collaborative efforts of, among others, Renee Hobbs, Peter Dahlgren, and Audrey Watters^{[11]}} yet there isn't very much in the way of critical attention to education globally. The researchers suggest they are keen to see media literacy become a new "basic" as part of 21st century teaching and learning. By far one of the most important scholars in the field, and perhaps even an influence on Hobbs herself The critique by title Renne Hobbs and her colleagues have been subject to recently is that selected so call 'consolidation' chapter for publication in 2022 Routledge Handbook of Media Literacy Education which takes an incredibly well researched look at some of the challenges faced around consolidating media literacy into practice across different educational settings. Teaching media literacy should be Use of media in an ethical and responsible manner how to understand the operations of media and what they can do with media to send messages, make points, move up in society.

And this is the chunk of the works of which Hobbs is chomping away and believed that literacy be taught across all content areas, though most especially in humanities and social fields not students condemn media; to diagnose trouble; and to be able to produce as well as

synthesize matters with care from a responsible, ethical point of view at work after their ascent through high school.

And, another important media scholar worth mentioning is Peter Dahlgren who has laid the basis for media literacy can do in democratic societies. His latest book, *The Political Economy of Media Literacy* (2021) explore ways in which media literacy can support the cultivation of informed citizens and democratic agents. Dahlgren's research suggests that media literacy is an important skill not only for success in the classroom, but also for cosmopolitan citizenship. In his own writing he argues the case to include media literacy as part of citizenship education, thereby prompting insights into how young people may be able to reach a level of understanding what is being represented with some critical detachment.

Audrey Watters, edtech critic extraordinaire, has also reflected on where media literacy fits into digital education. About the Author In a 2021 article "Teaching Media Literacy in a Post-Truth World" she writes about how misinformation is causing problems all around. Middle and high school educators must teach students to distinguish what is true, and who is saying not true. One of the things we find from Watters is not only that technology has made it easier to teach but also harder to teach media literacy while students have access to incredible tools online, they must now cope with unimaginable challenges, particularly an abundance of fake news and a deluge of manipulated information. Media literacy "needs to be embedded into digital literacy classes where they're teaching young people how to critically engage in the digital," he says.

In addition to those scholars, organizations such as the National Association for Media Literacy Education (NAMLE) continue to be at the forefront of advocating for media literacy education. In NAMLE's 2022 National Media Literacy Framework, it argues for the need to make media literacy a core subject in schools "because it fosters critical thinking and makes young people better consumers of media as well as active citizens through the understanding that they have a responsibility to be informed." This however, constructs the NAMLE approach beyond simply instructing students to be critical consumers of media, but also producers their digital media products in ethical and responsible ways.

Teachers, too, are becoming aware of the importance of media literacy in their classrooms. Studies have shown that media literacy (ML)-integrated teaching led to higher levels of student engagement and critical thinking. The situation is different today, as many teachers include current media examples viral videos, social media trends or news stories and teach students to think critically about what they see. Those sorts of exercises help to teach students

how to think about the media they consume, not just in regard to content, but also of its production. As a result, media literacy education is often viewed by its supporters as way to produce “educated, balanced and literate” citizens who are able to navigate today’s digital landscape.

In addition, the teaching of media literacy has been subject to an increasing interest on behalf of many scholars, teachers and institutions during recent years. Critics: Media literacy And on the other end of this is media literacy, an “emerging critical counter-force to the hope and hype of educational technology.” Its proponents (people like Renee Hobbs and Peter Dahlgren) “emphasize that ‘media literacy’ skills how to analyze media messages as well as how to make your own are tools in a citizen’s toolbox. However, “they stress that preparing students to think critically and participate actively as citizens in a democracy is not any less critical” (Mascarelli,2014). Educators and policy makers have been drawing on media literacy skills as an essential, 21st century skill required in educational systems; the assumption that students learn to use media responsibly, critically and ethically. As technologies develop and the need to include media literacy in our young learners education to enable them to function in a world with an ever expanding globalized media environment. The main purpose of the researcher in this study was to determine if there was a significant relationship between demographic profile and practices on integrating media literacy in instruction in Damulog South District Division of Bukidnon.

Conceptual Framework of the Study

This research builds on Digital Citizenship: Ethical Use and Engagement with Media Digital citizenship expands the responsibilities, ethics, and respect regarding technology, media, and digital citizenship. Ribble (2021) notes that digital citizenship comes first as a foundation knowledge for students to make ethical and informed decisions in the digital world and in media literacy. This model allows students to work on and teach about the issues of privacy and security, digital footprints, and expected conduct when interacting with various content. Digital Citizenship: The Dominant Paradigm for Media Literacy Education, information is framed around the notion of ethics in relation to what we consume in media and towards those who create it. Within this model, there emerges a role for the educator to assist students in learning how to create and critique media, while keeping a concern or focus on doing so in ways which add to rather than detract from the dignity of people and the general good. This is exactly the sort of thing students need to be doing in digital civics in education today. Ultimately, students should be able to participate in a safe and respectful manner with the

world of digital technology. An essential part of digital literacy is the ability to evaluate information for credibility, reliability, context and relevance (Forzani, 2020).

This is what we need to build as educators. KIDS NEED TO ENGAGE WITH INFORMATION, not only do they need to be able to judge whether it's credible, how deeply can students think, and how much can they push back against the text. They've got to process the perspective and context, intention, any of the biases; information is not just going to be accepted at surface value. Teachers remain unsure about how best to teach media literacy in the classroom even as they themselves have had more exposure to it. There also appears to be a research gap in what types of instruction are most effective for integrating media literacy within specific content areas.

The purpose of this research is to identify how media literacy can be best implemented by subjects and by grade. Media literacy is both a means and an end. It is much more than a result of education; it is essential knowledge and the values to interact in responsible ways. This includes skills for media access, use and analysis, as well as creation of media products. Recommendations include having explicit learning objectives, drawing information from multiple media outlets, fostering critical viewing through approaches as the CRAP Test and facilitating the use of media in an ethical and responsible manner. Providing students with opportunities to produce and distribute media content, as well as reflecting on practices of personal media literacy, are also key for integration.

Significance of the Study

Presenting information and communicating by means of ICT in teaching alternative school is useful for assisting learners, especially digital generation learners who prefer to learn through medial-integrated approaches engaging and participating in class. It tells us that use of ICT on teaching supplementary schooling is beneficial when supporting students and even more when surveying digital students who are used to teaching methodology integrated with media that directly or indirectly causes engagement in the classroom. This suggests that media literacy taught in Araling Panlipunan is expected to promote digital learners' participative function as well as teaching ability. It may motivate teachers and, even more importantly, promote the use of ICT in teaching to help digital students. It can motivate teachers and, even more importantly, increase the application of ICT in teaching to help digital learners.

For the heads of schools, this study help in tracking and supporting teachers for us to know that teachers needs to increase their use of media literacy when it comes to their teaching

method. This will contribute to a positive attitude on the part of students toward the learning process.

To the parents, We understand the digital media landscape is difficult enough as is these days, with all its lies and fake news running rampant through Facebook. The ability to identify misinformation, decide if a source is reliable and verify claims can be delivered by parents through Media and Information Literacy. It teaches students how to question media, and as a result it helps reduce misinformation Informal fallacies and decision: It can only be claimed that something is true if evidence is provided to support this claim.

To researchers in the future, The purpose of this study was to make knowledge on successful top methods for media literacy in education accessible.

Definition of Terms

The terms are operationalized, and the following is done so that they can be grasped of by the researcher as well as communicated more readily to the audience members.

Academic Achievement. Academic Achievement refers to a group of abilities, values and behaviors that enable success in students through ensuring that they are active contributors to their own learning process.

Practices. Educational practices in practice are teachers or those employees and administrators who engage in acts which contribute to successful student attitudes and school-related behaviors.

Media Literacy. Media literacy is the practice of literacy that involves understanding how to generate and interpret media, in all its forms.

Commence Early. We Must Begin Early From a young age we are introducing early media literacy concepts as part of the curriculum at an early childhood and primary education level such as critical analysis and digital citizenship so that these foundational elements can be built upon throughout life.

A Hands-on Approach. Teaching Strategy Hands On Approach: Practice to Acquire Advanced Knowledge and Skills Compared to lecture or other passive instruction, a Hands on approach was teaching method in sensation perception in which the instructor provides opportunities for students hands-on experiences interacting directly with media content.

Include a variety of Media Formats. Design educational content by combining different type of media(Text, Image, Sound, Video), allowing students to access and develop comprehensive literacy skills of all types of media.

Talk about Digital Citizenship. It's really all about educating people to what are their responsibilities, rights and behaviors online.” This includes encouraging good moral conduct, value-driven decision-making, responsible and safe computing use.

Engage Guardians and Parents. Engage parents and guardians in their children's media literacy education, collaborate with families and educators to support students' at-home acquisition of media literacy ideas and abilities, and assist in extending learning outside of the classroom.

THE METHODOLOGY

This study employed a descriptive-correlational research design. The design was used to describe the profile of the respondents and determine the level of practice in integrating media literacy in teaching *Araling Panlipunan* in the Damulog South District, Division of Bukidnon. Specifically, the respondents' profile included age, sex, position, length of service, and training in ICT. Data on these variables, as well as on the level of practices in integrating media literacy in teaching *Araling Panlipunan*, were gathered using a structured questionnaire adapted from Muller (2021).

Research Locale

The study was carried out in the following Elementary School namely, Lagandang , Kitingting , Balud, Omonay , Sarawagon , Buluan , Basag , Tangkulan, and Omonay Central School in municipality of Damulog, Division of Bukidnon. Damulog is a municipality in the province of Bukidnon, located in the northern part of Mindanao in the Philippines. This peaceful town, which sits amid the breathtaking scenery of rolling hills and mountains, has a rich history shaped by its indigenous culture, agricultural heritage, and close-knit community. To start, the Bukidnon people were the first settlers in this region. This indigenous community, with their varied customs and profound respect for the environment, has shaped a good portion of the early socio-cultural atmosphere in Damulog. The word Bukidnon, which means “mountain dweller”, is also the origin of the name of the town “Damulog” which is also thought to come from a local word meaning “to explore” in reference to the early nomadic settlers of the area and their resource and trade seeking explorations of the region.

The Spanism conquest of the Philippine islands in the 1500's brought the first western education and Christianity. Colonization never changed the strong connection the local people had to their land. The American period also brought to the township some revolutionary changes in public education, and in the construction of roads. The

modernization of Damulog with agriculture, especially rice and corn which is still a staple in the economy, was also the agricultural development of the township.

The town's growth and the development of the local economy also parallel the town's access to natural resources, especially its fertile soil. The adequate and modern education of the township's youth also became a priority when the economy was boosted. The growth of the local economy also parallel the town's access to natural resources, especially its fertile soil. The education of the township's youth also became a priority when the economy was boosted. This fostered the opening of multiple educational institutes gave birth to elementary schools which would unto serve as foundations for developing the community.

Particularly, the elementary schools in Damulog were of utmost importance to the community. Damulog received its first elementary school in the first years of the twentieth century, which catered to the learning needs of the children in the community, as previously, there was no access to formal education.

As years went by, the school catered to the expansions of the population of the municipality. The school currently empowered the youth of Damulog to education and assists them to achieve better and diverse future opportunities for themselves and their families. Over years, there have been significant changes which were evidenced in the Damulog elementary school. The school adopted modern educational technologies in teaching which aided the students to acquire various skills on and beyond the scope of literacy through education. The school teachers were locally recruited and knowledgeable of the community which assisted them when shaping the students holistically and socially in their communities. Not only facilitated the students education but fostered on them social values which included harmony, traditional respect, positive environmental attitude and environmental respect and love. The younger generation continues to be rooted to their history while learning how to overcome the difficulties modernity brings. This the school embodiment is the people of Damulog. A community which has commendable dedication to education, development, and preserving history. This is a community which still, and for a long time, has been a settlement where families unite to support one another, and where children are trained to actively participate in the advancement of the municipality and the entire province.

Currently, Damulog is advancing and the elementary school is crucial to this advancement. The history of this town, and the school, is not one of infrastructure and a set of units that comprise a school, but is one of inspiration, endurance, and a collective vision for a progressive society for the children of the town and the school. Damulog is as beautiful as its

nature, rich in culture. The community is composed of different ethnolinguistic groups which add to the diversity of the province of Bukidnon. The people of Damulog are also very active in showcasing their heritage through culture and traditions. The municipality's commitment to environmental conservation aligns with its recognition of the importance of preserving the natural wonders that make Damulog a unique and inviting destination in Bukidnon.

Respondents of the Study

All public school teachers in the Damulog South District, Division of Bukidnon, for the School Year 2025–2026 served as the respondents of the study.

Sampling Procedure

The type of sampling used in this study was complete enumeration. This study has invited all the Araling Panlipunan Teachers in Damulog South District, Division of Bukidnon to be considered as their respondents for School year 2025-2026.

Research Instrument

The researcher prepares a research instrument and a questionnaire in two parts for data collection.

Content and demographic characteristic of Part I presents the demographic profile of the respondents, focusing on their age, sex, and exposure to ICT-related training. The researcher developed a questionnaire consisting of two parts to gather the data needed for the study.

Part I deals with the demographic profile of the respondents in terms of age, gender, and ICT training.

Part II illustrates the basic mechanisms of implementing media literacy in teaching Panlipunan. All areas contain five items. Participants need to tick the column for their response on the five-point Likert scale.

Data Gathering Procedure

During laboratory investigation conducted at Valencia Colleges (Bukidnon) Inc. the researcher in this present study followed established protocols as part of the standard research procedure. The process begins with securing a letter of endorsement from the Dean of the Graduate Studies Office. The SDS can take into view and discuss about the above, as suggested by it.

Upon approval of all appropriate clearances the researcher shall request clearance from the Public Schools District Supervisors of Damulog South District.

The next one is readying the consent of the school head or principal of identified schools in which the study will be carried out. The researcher can then continue to the next step provided that the relevant authorities grant permission. The last step is to give the adopted questionnaires administered to the respondents.

Scoring Procedure

The data were processed and interpreted using the rating scales presented below. The level of media literacy integration in teaching Araling Panlipunan was interpreted using a Five-Point Likert Scale.

Statistical Treatment of Data

This section discusses the demographic characteristics of the respondents, including their frequency and percentage distribution in terms of sex, age, and ICT training experiences. The mean and standard deviation were used to determine the extent to which media literacy practices are integrated in teaching Araling Panlipunan. To examine differences in the level of media literacy integration across groups, a t-test was employed based on respondents' understanding and practice of media literacy integration. The respondents were further grouped according to their demographic characteristics, such as age, gender, and ICT training. In addition, the Pearson product-moment correlation coefficient (Pearson r) was used to determine the significant relationship between the respondents' demographic profile and their level of media literacy integration practices.

FINDINGS

The following is the total of data analysis output: The majority of those who responded were age 31 – 40 years old, female and length of service between 0 to 15 years.

They also placed integrating media literacy in the teaching of Araling Panlipunan at a very high level as an area that were introducing early, hands on approach, with different media format and discussion about digital citizenship and parents involvement.

The age and length of service are significantly related to the integrating of media literacy in teaching Araling Panlipunan. However, gender was unrelated to the former.

CONCLUSIONS

Most of the Araling Panlipunan teachers are 31–40 years old with majority being female, having a service record of 0–15 years, suggesting a relatively young and moderately experienced teaching population.

Teachers consistently apply media literacy in Araling Panlipunan through early delivery, hands-on learning experiences, use of various types of media, promoting digital citizenship and actively involving parents and guardians.

The findings showed that teachers' age and length of service were meaningfully related to how often they integrated media literacy in their teaching. In particular, younger teachers and those with fewer years of experience were more active in incorporating media literacy into their lessons. On the other hand, gender did not appear to influence teachers' media literacy integration practices.

RECOMMENDATIONS

Teachers can perpetually improve media literacy skills by concentrating on intergrating hands-on and multi-formatted media type activities that will help boost students' interest and critical thinking in Araling Panlipunan. Parents and guardians may be engaged directly in media literacy conversations and at home reinforcement of digital citizenship and responsible media use. They may also pursue professional development to learn new ways of teaching, especially for later-career teachers who might need help adopting a new media literacy approach.

School Administrators could provide regular professional development on integrating media literacy at various levels of experience by teachers that addresses skill and confidence gaps. Facilitate and support teacher-parent collaboration to develop a seamless media literacy teaching environment, at school and at home. Include a wide range of technological tools and exposure to multiple media formats to support quality (hands-on) media literary instruction in the Araling Panlipunan curriculum.

Future Research might examine specific barriers and drivers, which impact on implementation of ML among younger and longer serving teachers to underpin focused intervention strategies. They could Study how parents' and guardians' engagement continues to influence students' media literacy proficiency and ethical digital behavior over time. Furthermore, a comparative-effectiveness study of different media formats and pedagogies to develop students at varying educational levelsÕ critical media literacy skills and engagement with digital citizenship.

Teachers can enrich the range of media literacy skills they are teaching to their school children, as well as learn from best practices in educational settings.

REFERENCES

1. Al-Zahrani, A. (2015). Toward digital citizenship: Factors influencing higher education students' participation in the Internet society. *International Education Studies*, 8(12), 203–217. Retrieved from <https://doi.org/10.5539/ies.v8n12p203>
2. Bautista Jr., A. (2021). Teaching media and information literacy in Philippine seniorhigh schools: Strategies and challenges faced by selected teachers. *Asian Journal on Perspectives in Education*. SSRN. Retrieved from: <https://ssrn.com/abstract=3930867>
3. Buckingham, D. (2019). *The media education manifesto*. Polity Press. Center for Media Literacy. (n.d.). *Media literacy: A definition and more*. Retrieved from: <https://www.medialit.org/media-literacy-definition-and-more>
4. Comber, B. (2013). Critical literacy in the early years: Sustaining practices in an age of accountability. In J. Larson & J. Marsh (Eds.), *The SAGE handbook of early childhood literacy* (pp. 587–601). SAGE.
5. Comber, B. (2013). Critical literacy in the early years: Sustaining practices in an age of accountability. In K. Hall, T. Cremin, B. Comber, & L. C. Moll (Eds.), *International handbook of research on children's literacy, learning and culture* (pp. 587–598). Wiley-Blackwell.
6. Dahlgren, P. (2021). *The political economy of media literacy*. Palgrave Macmillan.
7. De Abreu, B. S., & Mihailidis, P. (2018). *Media literacy education in action: Theoretical and pedagogical perspectives*. Routledge.
8. Fuente, J. D., & Biñas, L. C. (2020). Teachers' competence in ICT as an educational tool: An empirical analysis for program intervention. *Journal of Research in Education, Science, and Technology*, 5(2), 61–76.
9. Forzani, E. (2020). How well can students evaluate online science information? Contributions of prior knowledge, sourcing, and reading comprehension. *Reading Research Quarterly*, 55(1), 7–28. Retrieved from : <https://doi.org/10.1002/rrq.256>
10. Goetze, S. F., Brown, D. S., & Schwarz, G. (2005). Teachers need media literacy, too! In G. Schwarz & P. Brown (Eds.), *Media literacy: Transforming curriculum and teaching*. National Society for the Study of Education.
11. Gomez, C. (2022). Assessing the academic performance of Key Stage 2 Araling Panlipunan pupils in the use of the Most Essential Learning Competencies (MELC). Retrieved from : <https://www.researchgate.net>

12. Guarin, J., & Salcedo, R. (2018). Araling Panlipunan skills among Grade 10 students. *Asian Journal of Multidisciplinary Studies*, 1(1), 140–151.
13. Hobbs, R. (Ed.). (2022). *The Routledge handbook of media literacy education*. Routledge.
14. Icen, M. (2020). Developing media literacy through activities. *International Journal of Educational Methodology*, 6(3), 631–642. Retrieved from: <https://eric.ed.gov/?id=EJ1268419>
15. Jones, B. D., Smith, A. L., & Taylor, R. M. (2020). Media literacy interventions and their influence on adolescents' civic competence. *Journal of Media Literacy Education*, 12(2), 1–15. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1264003.pdf>
16. Joanou, J. P. (2017a). Examining the world around us: Critical media literacy in teacher education. *Multicultural Perspectives*, 19(1), 40–46.
17. Joanou, J. P. (2017b). *Critical media literacy and transformative education: A pedagogy for justice*. Routledge.
18. Jones, B. D., Smith, A. L., & Taylor, R. M. (2020). Bridging the gap? The impact of a media literacy educational intervention on adolescents' civic competence. *Journal of Media Literacy Education*, 12(2), 1–15. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1264003.pdf>
19. Jones, S., St. Peter, C., & Ruckle, M. M. (2020). Reporting of demographic variables in educational and behavioral research. Retrieved from: <https://www.researchgate.net>
20. Kahne, J., Lee, N. J., & Feezell, J. T. (2013). Digital media literacy education and online civic and political participation. *International Journal of Communication*, 6, 1–24.
21. Korona, M., & Hutchison, A. (2023). Integrating media literacy across the content areas. *Reading Research Quarterly*, 58, 601–623. Retrieved from : <https://doi.org/10.1002/rrq.517>
22. Kumpulainen, K., Sairanen, H., & Nordström, A. (2020). Young children's digital literacy practices in the sociocultural contexts of their homes. *Journal of Early Childhood Literacy*, 20(3), 472–499.
23. Lee, J., & Schuele, C. M. (2012). Demographic characteristics and their impact on educational outcomes. In M. L. Kamil et al. (Eds.), *Handbook of reading research* (Vol. 4, pp. 345–360). Routledge.

24. Lopez, A., Share, J., & Mamikonyan, E. (2019). Critical media literacy in teacher education: Theory and practice. *Oxford Research Encyclopedia of Education*. Retrieved from: <https://doi.org/10.1093/acrefore/9780190264093.013.1404>
25. Mangohig, R. D., & Punzalan, M. A. (2019). Enhancing Araling Panlipunan instruction through media-based strategies. *Philippine Journal of Education*, 98(1), 45–56.
26. Merdin, E., & Sahin, V. (2023). Young children’s electronic media use and parental rules and regulations. *Journal of Learning and Teaching in Digital Age*, 8(2), 187–196.
27. Merdin, E., & Sahin, I. (2023). The effect of media literacy on effective learning outcomes in online learning. *Education and Information Technologies*, 28, 3605–3624. Retrieved from : <https://doi.org/10.1007/s10639-022-11313-z>
28. Mills, K. A. (2016). *Literacy theories for the digital age*. Multilingual Matters.
29. Montalbo, M. C. A., & Villanueva, J. C. V. (2020). The effectiveness of contextual teaching and learning approach integrated with Araling Panlipunan. *Instabright Gazette*, 1(4).
30. National Association for Media Literacy Education. (2022). *National media literacy framework*. Retrieved from : <https://namle.net/publications>
31. Obuyes, M. A. (2019). Media literacy integration and student performance in Araling Panlipunan. *Asian Journal of Education*, 10(2), 112–125.
32. Prasetyo, W. H., Sumardjoko, B., Muhibbin, A., Naidu, N. B. M., & Achmad, M. I. (2023). Promoting digital citizenship among student-teachers: The role of project-based learning. *Participatory Educational Research*, 10(1), 389–407.
33. Ribble, M. (2021). *Digital citizenship in schools: Nine elements all students should know* (3rd ed.). ISTE.
34. Share, J. (2020). *Media literacy is elementary: Teaching youth to critically read and create media* (2nd ed.). Peter Lang.
35. Tsortanidou, X., Daradoumis, T., & Barberá, E. (2019). Connecting creativity, computational thinking, collaboration, and media literacy skills. *Information and Learning Sciences*, 120(11/12), 704–722.
36. UNESCO. (2021). *Media and information literacy: Curriculum for teachers* (2nd ed.). UNESCO Publishing. <https://unesdoc.unesco.org>
37. Watters, A. (2021). Teaching media literacy in a post-truth era. *Journal of Digital Learning*, 15(1), 22–35.