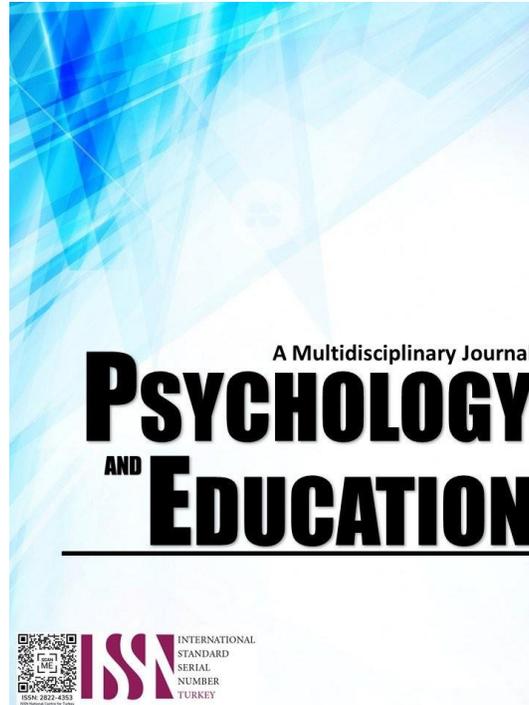


# TEACHERS' AWARENESS IN IDENTIFYING MISINFORMATION AND RESPONSIBLE USE OF SOCIAL MEDIA



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume: 23

Issue 6

Pages: 790-804

Document ID: 2024PEMJ2192

DOI: 10.5281/zenodo.13308767

Manuscript Accepted: 07-08-2024

## Teachers' Awareness in Identifying Misinformation and Responsible Use of Social Media

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### Abstract

The study aimed to determine the level of awareness in identifying misinformation and responsible use of social media among teachers at Recto Memorial National High School. Moreover, this attempted to determine if there is a significant relationship between teachers' awareness in identifying misinformation and responsible use of social media. Using a descriptive survey method, it involved 120 teachers at Recto Memorial National High School, during the academic year 2022-2023. To measure the data, modified survey questionnaires were used and underwent internal and external validation through the help of a panel of examiners and a group of teachers. Meanwhile, the findings of the study on the level of awareness in identifying misinformation resulted in "Highly Aware" in terms of explicit instruction, formative assessment, practice media literacy, inquiry based learning, and evaluating and explaining. The level of responsible use of social media resulted in "Highly Responsible" in terms of netiquette/etiquette, respect, emotions, awareness, and decision-making. Likewise, there is a positive and significant relationship between the practices of teachers in identifying misinformation and the overall level of responsible use of social media across all dimensions. The result revealed that respondents have a high level of awareness regarding the importance of critically evaluating information, identifying fake news, and understanding the differences between social media and the real world. Overall, the findings indicate that teachers who actively participate in practices such as explicit instruction, formative assessment, media literacy, inquiry-based learning, and evaluating and explaining information are more likely to exhibit responsible use of social media.

**Keywords:** *teachers' awareness, misinformation, responsible use of social media, and fake news*

### Introduction

In this modern era, we don't know what to believe or not. With so much information coming from various people and websites, it cannot be determined whether it is true or not and this is a problem at Recto Memorial National High School as well. It's quite troubling that most students get dangerous and unreliable information from computers and social media, especially fake news websites.

There are fact-checking programs and tools that have been developed by media experts. These resources are primarily designed for journalists; they are not intended for educators, students, or the public. The focus is primarily on text-based "fake news" and much less on visual "fake news," even though these are among the most prevalent on social media. Building resilience requires learning new ways to explore online information, much like professional fact-checkers do.

Fake news is a well-known term and a topic of heated debate today, particularly in political issues. So, what's faux, and what's real? And how can we guard our students against misinformation? Those are questions that every educator has asked at some point. As we've seen, direct, counterfeit news, and controlling data online can shape general assessments as well as influence the results of public decisions. Examples of fake news for elementary or high school students can include clickbait news, apps, games, blogs, and photo-shopped or altered images. But that's just scratching the surface. (Ferguson, 2020)

As a result, teaching media proficiency skills has quickly become a top priority for K-12 educators. As students progressively access news online from web-based media, instructors are entrusted with assisting their students with perceiving inclination in the media and training them to practice sound suspicion with what they consume via web-based media.

Getting data is limitless; it is too quick to get information through books, newspapers, television, radio, and websites, especially in social media, but determining the truth is challenging. Fake news and misinformation are powerful and can change our beliefs. Educators must ensure that every student leaves their classroom with accurate information.

According to Renwick, fake news—the deliberate spread of misinformation or hoaxes across various media—is meant to mislead readers to gain financially, politically, or otherwise. The furor surrounding fake news has resulted in heightened skepticism of reports from the news media and provided an escape route for those who struggle to accept the authenticity of information that does not align with their beliefs on important, divisive issues.

"Many people assume that because young people are fluent in social media, they are equally perceptive about what they find there," said Professor Sam Wineburg, author of the report and founder of SHEG. "Our work shows the opposite to be true."

In the search for truth, everyone can have a voice with the advent of the Internet and digital applications. Students need opportunities to apply their media literacy skills in new contexts. Learning management systems, or LMSs, provide safe online spaces for students to interact with peers. Applications such as Edmodo and Schoology offer digital forums similar to what they might experience with Facebook. Students can post their work and their ideas for feedback. Their finished products, which may include a mix of audio, images,

and video in addition to text, can be published on a blog, website, or video channel. (Renwick, 2021)

It was once generally accepted that the internet and other communication technologies would have a uniformly positive impact on the world. However, recent years have revealed that the situation is far more complicated than most had expected. We now know that the internet can be a powerful tool for spreading knowledge or a dangerous weapon capable of spreading misinformation. Similarly, social media can connect people across great distances or separate individuals living under the same roof. Gone are the days when a couple of news outlets would check virtually all data before releasing it to the public. Providing students with a high-quality education is the responsibility of the teachers.

### Research Questions

This study focuses on The Teachers' awareness of identifying misinformation and the responsible use of social media. This research sought clarifications on the following:

1. What are the respondents' perceived level of awareness in identifying misinformation in terms of:
  - 1.1. explicit instruction;
  - 1.2. formative assessment;
  - 1.3. practice media literacy;
  - 1.4. inquiry-based learning; and
  - 1.5. evaluating and explaining?
2. What are the respondents' perceived level of responsible use of social media in terms of:
  - 2.1. netiquette/etiquette;
  - 2.2. respect;
  - 2.3. emotions;
  - 2.4. awareness; and
  - 2.5. decision?
3. Is there a significant relationship between teachers' awareness in identifying misinformation and responsible use of social media?

### Methodology

This chapter shows the operational framework that was utilized in this study. Specifically, this explained the research design, respondents of the study, research procedure, set of instruments used in gathering data, and statistical treatment that were employed in answering the problems of this study.

The study used the descriptive survey method of research with an online questionnaire as a tool for data gathering. This method is necessary for determining the use of teachers' awareness in identifying misinformation and the responsible use of social media.

Descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering the how, what, when, and where questions. If a research problem is more important than the why, this is mainly because it is important to have a proper understanding of what a research problem is about before investigating why it exists in the first place. (Formplus Blog, 2020)

The respondents in this study were teachers from Recto Memorial National High School. The respondents were Junior High school and Senior High school teachers since they are the target of this study. The researcher also provided respondents with a letter of consent from their principal and head teachers.

To gather the data needed for the study, the researcher used survey research. It is defined as the process of conducting research using surveys that researchers send to survey respondents. The researchers made sure that the questions were aligned with the stated problem they sought to answer in this study. The respondents received the questions through google forms from the researcher. The data collected from surveys is then statistically analyzed to draw meaningful research conclusions.

After the research instrument had been validated, the researcher secured a letter of approval from the principal of Recto Memorial National High School, PSDS of the DepEd-Division of Quezon, and SDS of the DepEd-Tiaong 1 District. The principal and head teachers of Recto MNHS were then informed of the administration of the questionnaire with the informed agreement of the SDS and PSDS.

The researcher used Google Forms to administer the questionnaire to teachers at Recto MNHS, which lasted for two weeks to make sure that all the teachers would be covered. The Google Form is always open for the teachers to answer the distributed instrument carefully and concisely. The researcher monitored the Google Form every day to make sure that the number of respondents was increasing. After gathering the necessary data, appropriate statistical treatment was applied, and results were presented, analyzed, and interpreted.

In the study, the following statistical treatments were used:

The mean and standard deviation were used in the determination of the level of awareness in identifying misinformation and responsible use of social media.

Pearson product-moment correlation was used to determine the relationship between teachers' awareness of identifying misinformation and their responsible use of social media.

## Results and Discussion

Table 1. *Level of awareness in identifying misinformation in terms of Explicit Instruction*

Indicators	Mean	SD	Verbal Interpretation
1. Tell students that they need to put proper citations to ideas they pick-up from others.	3.73	0.57	Highly Aware
2. Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students to think critically and prevent misinformation.	3.71	0.47	Highly Aware
3. Review the students' prior skills and knowledge based on reliable sources and references.	3.64	0.52	Highly Aware
4. Make sure lessons are organized and focused, with a segment for value formation and responsible use of social media	3.79	0.43	Highly Aware
5. Use current events as materials for critical thinking.	3.65	0.53	Highly Aware
6. Always give the learner a chance to practice what they have learned.	3.79	0.45	Highly Aware
7. Carefully watch and listen to students' responses, so that i can further guide them to prevent misleading information.	3.84	0.39	Highly Aware
<b>Overall</b>	<b>3.73</b>	<b>0.30</b>	<b>Highly Aware</b>
<b>Legend:</b> 3.50-4.00 ( <i>Highly Aware</i> ); 2.50-3.49 ( <i>Aware</i> ); 1.50-2.49 ( <i>Slightly Aware</i> ); 1.00-1.49 ( <i>Not Aware</i> )			

Table 1 shows the teachers' level of awareness at Recto Memorial National High School regarding explicit instruction. The indicators in the table relate to how the teachers are implementing teaching strategies that empower their students to think critically and prevent misinformation.

The mean values range from 3.64 to 3.84, with an overall mean of 3.73. The verbal interpretation for all indicators is "Highly Aware".

Indicator 1 emphasizes the importance of proper citations when using ideas from others, indicating a commitment to academic integrity and teaching students about the ethical and legal aspects of using external information.

Indicator 2 highlights the intention to teach students skills, strategies, vocabulary terms, concepts, and rules that empower critical thinking. This approach aims to equip students with the necessary tools to analyze and evaluate information, thereby reducing the likelihood of falling victim to misinformation.

Indicator 3 underscores the significance of reviewing students' prior skills and knowledge based on reliable sources and references. This step ensures that students are building on accurate information and strengthens their ability to discern reliable sources from potentially misleading ones.

Indicator 4 suggests that lessons are structured and focused, incorporating a segment for value formation and responsible use of social media. By integrating these aspects into the curriculum, educators can help students develop a sense of responsibility when using social media platforms and promote positive online behavior.

Indicator 5 suggests that current events are utilized as materials for critical thinking. This approach encourages students to engage with real-world issues, analyze multiple perspectives, and form informed opinions based on evidence.

Indicator 6 emphasizes the importance of providing opportunities for students to practice what they have learned. This active engagement allows students to apply critical thinking skills in various contexts, reinforcing their understanding and ability to discern reliable information.

Indicator 7 highlights the significance of carefully watching and listening to students' responses, enabling educators to guide them effectively and prevent the spread of misleading information. This attentive approach ensures that students receive the necessary support to navigate complex information landscapes.

The indicators collectively indicate an educational approach that prioritizes critical thinking, responsible use of information sources, and prevention of misinformation. The high awareness score further suggests that these strategies are consistently implemented, fostering a learning environment that equips students with the skills needed to navigate the information age effectively.

The results indicate that the teachers at Recto Memorial National High School are highly aware of the importance of explicit instruction

in teaching critical thinking and responsible use of social media. The teachers consistently teach their students about proper citation, review their prior skills and knowledge, use current events as materials for critical thinking, give learners a chance to practice what they have learned, and carefully watch and listen to students' responses. Students need to receive explicit instruction in critically analyzing news stories, visual messages, and mass media. (Farmers, L. 2019)

In conclusion, the teachers at Recto Memorial National High School are excellently implementing teaching strategies that empower their students to think critically and prevent misinformation. They consistently use effective teaching strategies and are highly aware of the importance of explicit instruction.

Table 2. Level of awareness in identifying misinformation in terms of Formative Assessment

Indicators	Mean	SD	Verbal Interpretation
1. Use the results or interpretation of formative assessment to enhance and improve my teaching skills.	3.66	0.48	Highly Aware
2. Teach the students to assess their learning and the learning of others.	3.62	0.54	Highly Aware
3. Translate the interpretations of the assessment results into instructional actions that are matched to the learning needs of their students.	3.47	0.52	Aware
4. Examine students' responses from the perspective of what they show about their conceptions, misconceptions, skills, and knowledge.	3.73	0.48	Highly Aware
5. Help my students learn to give constructive feedback to their peers that can provide for future growth. (Collaborative learning)	3.66	0.49	Highly Aware
6. Build a community for learners, that is characterized by recognition and appreciation of individual differences.	3.66	0.49	Highly Aware
7. Familiar with multiple models of teaching meta-cognitive processes and self-assessment skills.	3.56	0.55	Highly Aware
<b>Overall</b>	<b>3.62</b>	<b>0.33</b>	<b>Highly Aware</b>

**Legend:** 3.50-4.00 (Highly Aware); 2.50-3.49 (Aware); 1.50-2.49 (Slightly Aware); 1.00-1.49 (Not Aware)

Table 2 presents teachers' level of awareness at Recto Memorial National High School regarding formative assessment. The indicators in the table relate to how the teachers are using formative assessment to improve their teaching skills, help students assess their learning, and provide feedback for future growth.

Based on the provided indicators, it can be interpreted that the educational approach being discussed is highly aware in terms of utilizing formative assessment, promoting student self-assessment, and leveraging assessment results to inform instruction and support student growth.

Indicator 1 indicates that the results or interpretation of formative assessments are used to enhance and improve teaching skills. This demonstrates a commitment to continuous improvement and adapting instructional approaches based on student feedback and performance.

Indicator 2 emphasizes teaching students to assess their learning and the learning of others. This approach fosters metacognitive awareness and encourages students to take ownership of their learning process, promoting self-reflection and the development of critical evaluation skills.

Indicator 3 suggests that the interpretations of assessment results are translated into instructional actions that are tailored to meet the specific learning needs of students. While falling within the "Aware" range, it still indicates a level of consideration for individual student requirements and the use of assessment data to inform instructional decision-making.

Indicator 4 highlights the importance of examining students' responses to uncover their conceptions, misconceptions, skills, and knowledge. This approach focuses on understanding students' thinking processes, identifying any misconceptions or gaps in understanding, and addressing them through targeted instruction.

Indicator 5 suggests that students are taught to give constructive feedback to their peers, promoting collaborative learning and providing growth opportunities. This approach fosters a supportive classroom environment where students learn from each other and contribute to each other's learning journey.

Indicator 6 emphasizes the creation of a community for learners that appreciates and recognizes individual differences. This approach acknowledges and celebrates the diverse strengths and abilities of students, creating an inclusive and supportive learning environment.

Indicator 7 indicates familiarity with multiple models of teaching metacognitive processes and self-assessment skills. This suggests that educators are knowledgeable about various approaches to support students in developing metacognitive strategies and self-assessment skills, enabling them to become independent learners.

The mean values range from 3.47 to 3.73, with an overall mean of 3.62. The standard deviation values range from 0.33 to 0.55. The verbal interpretation for indicators 1, 2, 4, 5, 6, and 7 is "Highly Aware" (Level 4), while indicator 3 is interpreted as "Aware" (Level 3).

The results indicate that the teachers in Recto Memorial National High School have a good level of awareness of formative assessment. They use assessment results to enhance their teaching skills, teach students to assess their learning and the learning of others, examine students' responses to identify misconceptions and knowledge gaps and build a community for learners characterized by recognition and appreciation of individual differences. Formative assessment procedures should lessen students' reliance on the instructor through helpful feedback. (Edward Palmer & Peter Devitt, July 2014)

Although indicator 3 has a lower mean value, it is still interpreted as "Aware," suggesting that the teachers are sensible in translating the interpretations of assessment results into instructional actions, but they may not always be matched to the learning needs of their students.

The teachers in Recto Memorial National High School have a good level of awareness of formative assessment and its importance in improving teaching and learning outcomes. They consistently use assessment results to improve their teaching skills and help students assess their learning. However, there may still be room for improvement in matching instructional actions to students' learning needs.

In conclusion, the interpretation based on the provided indicators and their mean and standard deviation values suggests that the educational approach being discussed is highly aware in terms of utilizing formative assessment, promoting student self-assessment, and leveraging assessment results to inform instruction and support student growth.

Table 3. *Level of awareness in identifying misinformation in terms of Practice Media Literacy*

Indicators	Mean	SD	Verbal Interpretation
1. Help my students dig deeper by tracing a claim relevant to the field which appears in popular resources such as news, blogs, or twitter back to its source.	3.47	0.61	Highly Aware
2. Encourage my students to examine and analyze textual and non-textual resources through media information literacy.	3.58	0.59	Highly Aware
3. Discuss with the class how to recognize fake news phenomenon might impact what information they receive from others on social media.	3.68	0.55	Highly Aware
4. Ask students to think about their own and participate in the digital network for learning and research.	3.56	0.59	Highly Aware
5. Tell my students to examine the headlines from several subscription-based news media sources, and the headlines discussing the same event on "free" News platforms.	3.49	0.61	Aware
6. Teach my students to read fast the headline, check the date and author credentials, gauge the tone and language, and identify biases.	3.38	0.65	Aware
7. Encourage my learners to use multiple resources to verify the validity of information and to recognize bias information.	3.64	0.55	Highly Aware
<b>Overall</b>	<b>3.54</b>	<b>0.46</b>	<b>Highly Aware</b>
<b>Legend:</b> 3.50-4.00 (Highly Aware); 2.50-3.49 (Aware); 1.50-2.49 (Slightly Aware); 1.00-1.49 (Not Aware)			

Table 3 presents teachers' awareness levels at Recto Memorial National High School in terms of practicing media literacy. The indicators in this table highlight the various strategies and methods that teachers use to help their students identify and evaluate the validity of the information found in media.

Based on the provided indicators, it can be interpreted that the educational approach being discussed is highly aware in terms of promoting media literacy, critical analysis of sources, and recognition of biases and fake news.

Indicator 1 suggests that the approach encourages students to dig deeper and trace claims relevant to the field back to their sources. This indicates a commitment to teaching students to verify the information and evaluate its credibility, promoting critical thinking and research skills.

Indicator 2 highlights the importance of examining and analyzing both textual and non-textual resources through media information literacy. This approach equips students with the skills to critically evaluate various forms of media, including images, videos, and articles, promoting a well-rounded understanding of information sources.

Indicator 3 indicates that the approach includes discussions on how the fake news phenomenon can impact the information students receive from social media. By addressing this topic, students are made aware of the potential for misinformation and are better prepared to navigate and evaluate information sources in the digital age.

Indicator 4 suggests that students are encouraged to actively participate in the digital network for learning and research. This approach promotes engagement with online platforms and resources, enabling students to access a wider range of information while also teaching them to be discerning consumers of digital content.

Indicator 5 falls within the "Aware" range, indicating that the approach is somewhat aware of the need for students to examine and compare headlines from different news sources, including subscription-based platforms and "free" news platforms. While not as highly aware as other indicators, it still acknowledges the importance of considering multiple sources of information.

Indicator 6 also falls within the "Aware" range, indicating that the approach teaches students to read headlines quickly, check for important details such as the date and author credentials, evaluate tone and language, and identify biases. This suggests that there is room for further emphasis on these skills to enhance students' critical analysis of information sources.

Indicator 7 emphasizes the importance of using multiple resources to verify information validity and recognize bias. This approach encourages students to seek diverse perspectives, cross-reference information, and develop a well-rounded understanding of complex topics.

The mean score of the overall indicators is 3.54, which falls under the verbal interpretation of "Highly Aware." This indicates that, on average, teachers in Recto Memorial National High School are extremely aware and knowledgeable about media literacy practices. For instance, some of the strategies used by the teachers include teaching students to identify biases, recognizing fake news, and tracing sources of information. Moreover, they also encourage students to use multiple resources to verify the validity of the information. Current research has demonstrated positive outcomes of media literacy initiatives in several areas: as a flexible response for both teachers and students following current events, as a method of linking critical thinking and behavior change for youth, and as a foundation for accurately digesting partisan content. M. PBulger & P. Davison

In summary, Table 3 shows that the teachers are highly aware of the importance of media literacy and are using various methods to teach students the skills necessary to identify and evaluate information found in media. These strategies aim to equip students with critical thinking skills that they can use in their daily lives to navigate the vast amount of information available on various media platforms.

Table 4. *Level of awareness in identifying misinformation in terms of Inquiry Based Learning*

Indicators	Mean	SD	Verbal Interpretation
1. Encourage students to ask questions and investigate real-world problems.	3.74	.46	Highly Aware
2. Allow students to connect what they are learning in the classroom and the real world.	3.79	.41	Highly Aware
3. Give the students the freedom to explore their interests and ask questions about the topic they are studying.	3.75	.43	Highly Aware
4. Encourage students to think critically about the information they are presented with.	3.72	.45	Highly Aware
5. Allow my students to be actively involved in the learning process.	3.82	.39	Highly Aware
6. Provide the students with resources that they can use to explore the topic that will develop decision-making skills.	3.68	.49	Highly Aware
7. Ensure that my learners are engage in real world connections through explorations and high-level questioning (hots)	3.76	.42	Highly Aware
<b>Overall</b>	<b>3.75</b>	<b>.30</b>	<b>Highly Aware</b>
<b>Legend: 3.50-4.00 (Highly Aware); 2.50-3.49 (Aware); 1.50-2.49 (Slightly Aware); 1.00-1.49 (Not Aware)</b>			

Table 4 presents the level of awareness of teachers in terms of inquiry-based learning. Based on the provided indicators, it can be interpreted that the educational approach being discussed is highly aware in terms of promoting student inquiry, critical thinking, real-world connections, and active engagement in the learning process.

Indicator 1 suggests that the approach encourages students to ask questions and investigate real-world problems. This promotes curiosity, problem-solving skills, and a deeper understanding of the subject matter.

Indicator 2 highlights the importance of connecting classroom learning with the real world. This approach helps students see the relevance and practical applications of their knowledge, enhancing their motivation and understanding.

Indicator 3 indicates that students are given the freedom to explore their interests and ask questions about the topic they are studying. This fosters student agency, curiosity, and personalized learning experiences.

Indicator 4 emphasizes the encouragement of critical thinking skills among students. This approach promotes the evaluation and analysis of information, enabling students to develop a discerning approach to the information they encounter.

Indicator 5 suggests that students are actively involved in the learning process. This approach fosters engagement, participation, and hands-on experiences, leading to a deeper understanding and retention of knowledge.

Indicator 6 indicates that resources are provided to students to explore the topic and develop decision-making skills. This approach supports independent learning, research skills, and the ability to make informed choices.

Indicator 7 underscores the importance of engaging students in real-world connections through explorations and high-level questioning (HOTS). This approach promotes higher-order thinking skills, critical analysis, and the application of knowledge to authentic situations.

Inquiry-based learning is a student-centered approach that emphasizes active learning, critical thinking, and problem-solving skills. It encourages students to explore, investigate, and discover information on their own, leading to a deeper understanding of the topic. In an inquiry-based classroom, students are encouraged to ask questions, work collaboratively, and take ownership of their learning.

Inquiry-based learning is an effective way to develop higher-order thinking skills, creativity, and problem-solving skills. By allowing students to take ownership of their learning and explore their interests, teachers can foster a love of learning and prepare students for success in the 21st century.

According to the research of the Alberta Ministry of Education, a diverse and wide body of research suggests that inquiry-based approaches to learning positively impact students' ability to understand core concepts and procedures. The inquiry also creates a more engaging learning environment.

The overall high awareness score further supports the interpretation that the educational approach being discussed is highly aware. With an overall mean of 3.75 falling within the "Highly Aware" range and a low standard deviation of 0.30, it indicates a consistent implementation of the indicators mentioned.

In conclusion, the interpretation based on the provided indicators and their mean and standard deviation values suggests that the educational approach being discussed is highly aware in terms of promoting student inquiry, critical thinking, real-world connections, and active engagement in the learning process.

Table 5. *Level of awareness in identifying misinformation in terms of Evaluating and Explaining*

Indicators	Mean	SD	Verbal Interpretation
1. Teach my students to evaluate and explain their work using factual information.	3.72	.45	Highly Aware
2. Identify and teach the skills needed for peer review/ peer feed-backing and assessment	3.56	.53	Highly Aware
3. Encourage students to respond with respect and practice two-way communication.	3.74	.46	Highly Aware
4. Practice with my students to assess what they are reading and analyze its content.	3.62	.50	Highly Aware
5. Encourage students to explain the why and not just the how.	3.67	.47	Highly Aware
6. Encourage my learners to give correct judgement after evaluating text or information.	3.66	.51	Highly Aware
7. Encourage my learners to determine the significance of text or information	3.71	.46	Highly Aware
<b>Overall</b>	3.67	.35	<b>Highly Aware</b>
<b>Legend:</b> 3.50-4.00 (Highly Aware); 2.50-3.49 (Aware); 1.50-2.49 (Slightly Aware); 1.00-1.49 (Not Aware)			

Table 5 presents the teachers' awareness level at Recto Memorial National High School in terms of evaluating and explaining. Based on the provided indicators, it can be interpreted that the educational approach being discussed is highly aware in terms of promoting critical thinking, effective communication, evaluation of information, and fostering a deep understanding of content.

Indicator 1 suggests that the approach teaches students to evaluate and explain their work using factual information. This promotes the use of evidence and supports critical analysis, enhancing the quality and credibility of students' work.

Indicator 2 highlights the importance of teaching skills related to peer review, feedback, and assessment. This approach encourages students to provide constructive criticism, engage in collaborative learning, and develop their ability to evaluate and improve the work

of others.

Indicator 3 indicates that the approach promotes respectful communication and two-way interaction. This fosters a positive and inclusive learning environment, encouraging active participation, open-mindedness, and effective dialogue among students.

Indicator 4 suggests that students are encouraged to assess what they read and analyze its content. This approach develops students' critical reading skills, enabling them to discern and evaluate the information they encounter.

Indicator 5 emphasizes the importance of encouraging students to explain the "why" behind their work, not just the "how." This approach promotes deeper understanding, critical thinking, and the ability to articulate reasoning and justifications.

Indicator 6 indicates that learners are encouraged to make correct judgments after evaluating text or information. This approach fosters the development of evaluative skills, promoting critical analysis and informed decision-making.

Indicator 7 underscores the importance of helping learners determine the significance of text or information. This approach supports students in identifying key ideas, main arguments, and relevant information, enhancing their ability to extract meaning from various sources.

The indicators are focused on teaching students to evaluate and explain using information, identifying, and teaching skills needed for peer review and feedback, encouraging two-way communication and respect, practicing assessment and analysis of content, encouraging explanation of the "why" and not just the "how", giving correct judgments after evaluating information, and determining the significance of text or information. The overall mean score for all indicators is 3.67, which falls under the interpretation of "Highly Aware".

This table shows that the teachers of Recto MNHS have a high level of awareness when it comes to teaching their students to evaluate and explain information. They recognize the importance of factual information and skills needed for peer review and feedback. They also encourage communication, respect, and proper judgment when assessing information. This level of awareness is important in developing critical thinking skills among students, enabling them to evaluate and analyze information to make informed decisions.

In general, this table highlights the importance of teaching students to evaluate and explain information properly. Students need to learn how to analyze and assess information to make informed decisions in their daily lives. Teachers should continue to encourage critical thinking skills and ensure that their students understand the significance of the information they encounter. By doing so, they will help their students become responsible and informed citizens who can contribute positively to society.

Table 6. Summary for the level of awareness in identifying misinformation

Indicators	M	SD	Verbal Interpretation
Explicit Instruction	3.73	0.30	Highly Aware
Formative Assessment	3.62	0.33	Highly Aware
Practice Media Literacy	3.54	0.46	Highly Aware
Inquiry Based Learning	3.75	0.30	Highly Aware
Evaluating and explaining	3.67	0.35	Highly Aware
<b>Overall</b>	<b>3.66</b>	<b>0.35</b>	<b>Highly Aware</b>
<b>Legend:</b> 3.50-4.00 (Highly Aware); 2.50-3.49 (Aware); 1.50-2.49 (Slightly Aware); 1.00-1.49 (Not Aware)			

Table 6 presents the summary of the level of awareness in identifying misinformation across various indicators. The indicators included in the table are "Explicit Instruction," "Formative Assessment," "Practice Media Literacy," "Inquiry-Based Learning," and "Evaluating and Explaining." Each indicator has been evaluated based on its mean (M) and standard deviation (SD).

The mean scores indicate the average level of awareness reported by the respondents for each indicator. The higher the mean score, the greater the level of awareness. In this case, all indicators have mean scores ranging from 3.54 to 3.75, which suggests a relatively high level of awareness across the board.

The standard deviation provides a measure of the variability or dispersion in the responses. A lower standard deviation indicates that the responses are more consistent or clustered around the mean. In this case, the standard deviations range from 0.30 to 0.46, suggesting relatively consistent responses across the indicators.

The verbal interpretation in the last column provides a summary of the level of awareness for each indicator based on the mean scores. In this case, all indicators are labeled as "Highly Aware," which indicates an extreme level of awareness. The overall mean score for

all indicators combined is 3.66, also indicating a high level of awareness.

Studies of media literacy education have shown improvements in critical thinking skills and, in some cases, behavior change. In a meta-analysis of media literacy interventions, Jeong, Cho, and Hwang (2012) found that media-related, critical thinking outcomes (awareness of messaging, bias, representation) were more likely than behavior-related outcomes (change in practice) but noted this may be because media literacy interventions typically focus on critical thinking rather than behavior change. (Monica Bulger and Patrick Davison, 2018)

Based on this table, we can infer that across the evaluated indicators, the teachers in Recto Memorial National High School demonstrate a consistently high level of awareness in identifying misinformation. The indicators related to explicit instruction, formative assessment, inquiry-based learning, and evaluating/explaining show particularly strong awareness, with mean scores ranging from 3.62 to 3.75. This suggests that the approaches and strategies associated with these indicators have been effective in promoting awareness and understanding of misinformation among the respondents.

Table 7. Level of responsible use of social media in terms of Netiquette and Etiquette

Indicators	Mean	SD	Verbal Interpretation
1. Know the basic rules in using social media.	3.77	0.44	Highly Observed
2. Always check my grammar and mistakes.	3.75	0.45	Highly Observed
3. Report suspicious and offensive content.	3.46	0.69	Observed
4. Always use my professional email address for official communication.	3.61	0.54	Highly Observed
5. Know that there are consequences in using social media.	3.79	0.43	Highly Observed
6. Guide my students on how to use social media effectively.	3.61	0.54	Highly Observed
7. Always adhere to the same standard of behavior online that i follow in real life.	3.79	0.46	Highly Observed
<b>Overall</b>	<b>3.68</b>	<b>0.34</b>	<b>Highly Observed</b>
<b>Legend:</b> 3.50-4.00 (Highly Observed); 2.50-3.49 (Observed); 1.50-2.49 (Slightly Observed); 1.00-1.49 (Not Observe)			

Table 7 presents the level of responsible use of social media by teachers at Recto Memorial National High School in terms of netiquette and etiquette. The table includes seven indicators related to responsible behavior on social media platforms.

Based on the provided indicators and their mean and standard deviation values, it can be interpreted that the observed educational approach highly emphasizes responsible and ethical behavior in using social media.

Indicators 1, 2, 4, 5, 6, and 7 all have mean scores falling within the "Highly Observed" range, indicating a strong focus on these aspects. These indicators highlight the importance of knowing the basic rules of social media, checking grammar and mistakes, using professional email addresses for official communication, understanding the consequences of social media use, guiding students on effective social media usage, and maintaining consistent behavior online.

Indicator 3 has a slightly lower mean score, falling within the "Observed" range. This suggests that while there is recognition of the need to report suspicious and offensive content, it may not receive as much emphasis as the other indicators.

The overall mean of 3.68 and a standard deviation of 0.34 for the indicators support the interpretation that the observed educational approach highly values responsible and ethical behavior in using social media.

In conclusion, based on the provided indicators and their mean and standard deviation values, it can be inferred that the observed educational approach consistently promotes the knowledge of basic rules, checking grammar and mistakes, using professional email addresses, understanding consequences, guiding effective social media usage, and maintaining consistent behavior online. While there may be some variation in the emphasis placed on reporting suspicious and offensive content, overall, the approach demonstrates a strong commitment to responsible and ethical social media practices

The findings indicate that the teachers at RECTO MNHS have a good understanding of netiquette and etiquette and demonstrate responsible behavior on social media platforms.

Table 8 presents the level of responsible use of social media by teachers at RECTO MNHS in terms of respect. The table includes seven indicators related to respectful behavior on social media platforms.

Based on the provided indicators and their mean and standard deviation values, it can be interpreted that the observed educational approach highly emphasizes respectful and responsible behavior in online communication and social media use.

Indicators 1, 2, 3, 4, 5, 6, and 7 all have mean scores falling within the "Highly Observed" range, indicating a strong focus on these aspects. These indicators highlight the importance of using respectful language, not tolerating cyberbullying, respecting people's

privacy, ensuring clear communication, thorough content reading, using social media in a positive and uplifting manner, and deleting comments that contain spam or hate speech.

Table 8. *Level of responsible use of social media in terms of Respect*

Indicators	Mean	SD	Verbal Interpretation
1. Use respectful language in commenting and communicating.	3.87	0.34	Highly Observed
2. Never tolerate cyber-bullying.	3.91	0.28	Highly Observed
3. Respect people's privacy. (Ra 10173)	3.95	0.22	Highly Observed
4. Ensure messages are clear.	3.85	0.35	Highly Observed
5. Read the content thoroughly.	3.86	0.35	Highly Observed
6. Do use social media as a positive, creative, and uplifting space or platform	3.87	0.34	Highly Observed
7. Do delete comments that include spam or hate speech.	3.65	0.61	Highly Observed
<b>Overall</b>	3.85	0.24	Highly Observed

**Legend:** 3.50-4.00 (Highly Observed); 2.50-3.49 (Observed); 1.50-2.49 (Slightly Observed); 1.00-1.49 (Not Observe)

The overall mean of 3.85 and a standard deviation of 0.24 for the indicators support the interpretation that the observed educational approach places a high emphasis on promoting respectful and responsible behavior in online communication and social media use.

In conclusion, based on the provided indicators and their mean and standard deviation values, it can be inferred that the observed educational approach consistently promotes respectful language, addresses cyber-bullying, respects privacy, emphasizes clear communication, emphasizes thorough content reading, encourages positive use of social media, and discourages spam and hate speech. Overall, the approach demonstrates a strong commitment to fostering a respectful and responsible online environment.

The findings suggest that the teachers at RECTO MNHS understand the importance of respecting others on social media and actively engaging in responsible behavior. They demonstrate a strong commitment to creating a respectful online environment.

Overall, the results indicate a positive social media culture characterized by respectful interactions and responsible behavior among the respondents.

Table 9. *Level of responsible use of social media in terms of Emotions*

Indicators	Mean	SD	Verbal Interpretation
1. Never get affected easily by the post on social media.	3.59	0.53	Highly Observed
2. Never use any unbiased and sarcastic words.	3.80	0.40	Highly Observed
3. Never let social media change my emotions easily.	3.52	0.53	Highly Observed
4. Never use social media in getting attention from others.	3.84	0.37	Highly Observed
5. Don't use vulgar words in formatting or chatting.	3.79	0.41	Highly Observed
6. Don't delete comments just because you disagree with someone 's point of view.	3.41	0.65	Observed
7. Think twice before commenting and reacting.	3.79	0.43	Highly Observed
<b>Overall</b>	3.68	0.31	<b>Highly Observed</b>

**Legend:** 3.50-4.00 (Highly Observed); 2.50-3.49 (Observed); 1.50-2.49 (Slightly Observed); 1.00-1.49 (Not Observe)

Table 9 shows the level of responsible use of social media in terms of emotions. The table includes seven indicators related to managing emotions effectively on social media platforms.

The mean scores indicate the average level of responsible use reported by the respondents for each indicator. Higher mean scores indicate a higher level of responsible use. In this case, the mean scores range from 3.41 to 3.84, suggesting a generally high level of responsible behavior across most indicators.

In this case, the standard deviations range from 0.31 to 0.65, indicating some variability in the responses for certain indicators.

The verbal interpretation in the last column summarizes the level of responsible use for each indicator based on the mean scores. In this case, indicators 1, 2, 3, 4, 5, and 7 are labeled as "Highly Responsible," indicating a strong level of responsible use. Indicator 6 is

labeled as "Responsible," suggesting that there may be room for improvement in terms of not deleting comments just because of disagreement with someone's point of view.

The overall mean score for all indicators combined is 3.68, which falls within the "Highly Responsible" range, indicating a strong level of responsible use of social media in terms of emotions.

Based on this table, we can interpret that overall, the respondents demonstrate a high level of responsible use of social media in managing their emotions. They do not easily get affected by posts on social media, avoid using unbiased and sarcastic words, do not let social media easily change their emotions, refrain from seeking attention from others, avoid using vulgar words, and think twice before commenting and reacting.

However, there may be some room for improvement in terms of not deleting comments solely based on disagreement with someone's point of view, as indicated by the lower mean score and higher standard deviation for Indicator 6. This suggests the need for fostering a more inclusive and open environment for diverse perspectives on social media.

Overall, the findings indicate that the teachers have a good understanding of managing their emotions effectively on social media platforms and demonstrate responsible behavior in this regard.

Table 10. *Level of responsible use of social media in terms of Awareness*

Indicators	Mean	SD	Verbal Interpretation
1. Always check the website before i get information.	3.75	0.45	Highly Observed
2. Always report offensive content and illegal activities.	3.39	0.66	Observed
3. Know that real world and social media are different.	3.79	0.43	Highly Observed
4. Know how to identify fake news, misinformation, or bias information.	3.69	0.46	Highly Observed
5. Very much aware that netiquettes are important.	3.79	0.43	Highly Observed
6. Think about the effect rather than the intention.	3.71	0.46	Highly Observed
7. Always read the privacy policy and terms of service.	3.55	0.70	Highly Observed
<b>Overall</b>	<b>3.67</b>	<b>0.36</b>	<b>Highly Observed</b>

**Legend:** 3.50-4.00 (Highly Observed); 2.50-3.49 (Observed); 1.50-2.49 (Slightly Observed); 1.00-1.49 (Not Observe)

The table includes seven indicators related to being aware and informed about various aspects of social media use.

The mean scores indicate the average level of responsible use reported by the respondents for each indicator. Higher mean scores indicate a higher level of responsible use. In this case, the mean scores range from 3.39 to 3.79, suggesting a generally high level of responsible behavior across most indicators.

The standard deviation provides a measure of the variability or dispersion in the responses. A lower standard deviation indicates more consistent responses clustered around the mean. In this case, the standard deviations range from 0.36 to 0.70, indicating some variability in the responses for certain indicators.

The verbal interpretation in the last column summarizes the level of responsible use for each indicator based on the mean scores. In this case, indicators 1, 3, 4, 5, 6, and 7 are labeled as "Highly responsible," indicating a strong level of responsible use. Indicator 2 is labeled as "Responsible," suggesting that there may be room for improvement in terms of reporting offensive content and illegal activities.

The overall mean score for all indicators combined is 3.67 with a standard deviation of 0.36, which falls within the "Highly Responsible" range, indicating a strong level of responsible use of social media in terms of awareness.

Based on this table, we can interpret that overall, the respondents demonstrate a high level of responsible use of social media in terms of awareness. They actively check the credibility of websites before obtaining information, report offensive content and illegal activities, understand the difference between the real world and social media, know how to identify fake news, misinformation, or biased information, are highly aware of the importance of netiquettes, think about the effects of their actions rather than just intentions, and read privacy policies and terms of service.

However, the lower mean score and higher standard deviation for Indicator 2 suggest that there may be potential for improvement in terms of reporting offensive content and illegal activities. This shows that to guarantee a safer online environment, there is a need for greater awareness and proactive reporting of such content.

Overall, the findings indicate that the teachers at RECTO MNHS have a good understanding of responsible use of social media in terms of awareness and demonstrate proactive behavior in staying informed and critically evaluating the content they encounter.

Table 11. *Level of responsible use of social media in terms of Decision*

Indicators	Mean	SD	Verbal Interpretation
1. Do fact check before re-posting.	3.80	0.40	Highly Observed
2. Share my information with discretion.	3.70	0.46	Highly Observed
3. Respond to emails and texts promptly	3.57	0.53	Highly Observed
4. Choose my friend wisely.	3.78	0.42	Highly Observed
5. Post accurate and appropriate information.	3.82	0.41	Highly Observed
6. Control my emotions in deciding.	3.69	0.48	Highly Observed
7. Find a purpose to my screen time so that it doesn't become a pastime.	3.68	0.49	Highly Observed
<b>Overall</b>	<b>3.72</b>	<b>0.33</b>	<b>Highly Observed</b>
<b>Legend:</b> 3.50-4.00 (Highly Observed); 2.50-3.49 (Observed); 1.50-2.49 (Slightly Observed); 1.00-1.49 (Not Observe)			

Table 11 presents the level of responsible use of social media by teachers at RECTO MNHS in terms of decision-making. The mean scores range from 3.57 to 3.82, suggesting a generally high level of responsible behavior across all indicators and the standard deviations range from 0.33 to 0.53, indicating some variability in the responses for certain indicators.

The verbal interpretation in the last column summarizes the level of responsible use for each indicator based on the mean scores. In this case, all indicators are labeled as "Highly Responsible," indicating a strong level of responsible use.

The overall mean score for all indicators combined is 3.72, which falls within the "Highly Responsible" range, indicating a strong level of responsible use of social media in terms of decision-making.

Based on this table, we can interpret that overall, the respondents demonstrate a high level of responsible use of social media in their decision-making process. They fact-check information before re-posting, share their information with discretion, respond promptly to emails and texts, choose their friends wisely, the most accurate and appropriate information, control their emotions when making decisions, and find a purpose to their screen time to avoid it becoming a mere pastime.

The findings suggest that the teachers are mindful of the consequences of their actions on social media and make responsible decisions accordingly. They prioritize accuracy, discretion, and thoughtful engagement, which contributes to a more responsible and informed online presence.

Overall, the results indicate a positive pattern of decision-making on social media platforms among the respondents, characterized by responsible and thoughtful behavior.

Table 12. *Summary for the responsible use of social media*

Indicators	M	SD	Verbal Interpretation
<b>Netiquette/ etiquette</b>	3.68	0.35	Highly Observed
<b>Respect</b>	3.85	0.24	Highly Observed
<b>Emotions</b>	3.68	0.31	Highly Observed
<b>Awareness</b>	3.67	0.36	Highly Observed
<b>Decision</b>	3.72	0.33	Highly Observed
<b>Overall</b>	<b>3.72</b>	<b>0.32</b>	<b>Highly Observed</b>
<b>Legend:</b> 3.50-4.00 (Highly Observed); 2.50-3.49 (Observed); 1.50-2.49 (Slightly Observed); 1.00-1.49 (Not Observe)			

Table 12 provides a summary of the respondents' level of responsible use of social media across different dimensions, including netiquette/etiquette, respect, emotions, awareness, and decision-making. Here is an interpretation of the findings:

The mean score for netiquette/etiquette is 3.68, indicating that respondents generally demonstrate responsible behavior in terms of following basic rules and norms of social media etiquette. The relatively low standard deviation of 0.35 suggests a moderate level of agreement among respondents.

The mean score for respect is 3.85, indicating a high level of responsible use of social media in terms of respecting others' privacy, using respectful language, and not tolerating cyberbullying. The low standard deviation of 0.24 suggests a relatively high level of agreement among respondents regarding respectful behavior.

The mean score for emotions is 3.68, indicating that respondents generally demonstrate responsible use of social media by controlling their emotions and avoiding biased or offensive language. The standard deviation of 0.31 suggests a moderate level of agreement among respondents.

The mean score for awareness is 3.67, indicating that respondents have a high level of awareness regarding the importance of critically evaluating information, identifying fake news, and understanding the differences between social media and the real world. The standard deviation of 0.36 suggests a moderate level of agreement among respondents.

The mean score for decision-making is 3.72, indicating that respondents generally make responsible decisions on social media, such as fact-checking before sharing information, being mindful of privacy, and using social media purposefully. The standard deviation of 0.33 suggests a moderate level of agreement among respondents.

Overall, the respondents demonstrate a high level of responsible use of social media, as evidenced by the high mean scores across all dimensions. The findings suggest that the respondents are aware of the importance of responsible behavior, including netiquette, respect, emotional management, awareness, and decision-making on social media platforms.

These results highlight the significance of promoting responsible digital citizenship and media literacy education to foster a positive and respectful online environment. It indicates that efforts to educate individuals about responsible social media use and provide guidelines for appropriate behavior are being effectively implemented and recognized by the respondents.

Table 12. *Relationship between practices of teachers in identify misinformation and responsible use of social media*

	Netiquette / Etiquette	Respect	Awareness	Decision	Emotion
Explicit Instruction	.532**	.507**	.494**	.484**	.489**
Formative Assessment	.496**	.458**	.538**	.470**	.544**
Practice Media Literacy	.451**	.312**	.491**	.358**	.432**
Inquiry Based Learning	.438**	.430**	.487**	.487**	.518**
Evaluating and explaining	.531**	.436**	.500**	.484**	.560**

Legend: \* significant at 0.01 level of significance  
\*\* significant at 0.05 level of significance

The table shows the correlation coefficients between the practices of teachers in identifying misinformation and the overall level of responsible use of social media across different dimensions, including respect, awareness, decision-making, and emotions.

The correlation coefficients range from 0.312 to 0.560, and all of them are significant at the 0.01 level, indicating a strong relationship between the two variables.

Specifically, there is a positive and significant correlation between the practices of teachers in identifying misinformation and the overall level of responsible use of social media across all dimensions. This suggests that teachers who engage in practices such as explicit instruction, formative assessment, the practice of media literacy, inquiry-based learning, and evaluating and explaining information have a higher tendency to demonstrate responsible use of social media.

The strongest correlation is observed between the practices of teachers in identifying misinformation and the overall level of responsible use of social media in terms of emotions, with a correlation coefficient of 0.560. This indicates that teachers who are more active in identifying misinformation also tend to exhibit better emotional management and responsible behavior on social media platforms.

The correlations between the practices of teachers in identifying misinformation and the overall level of responsible use of social media in terms of respect, awareness, and decision-making also show moderate to strong positive relationships, ranging from 0.436 to 0.531.

These findings suggest that teachers' efforts in addressing misinformation and promoting critical thinking skills among their students can positively influence the responsible use of social media. By incorporating explicit instruction, formative assessment, media literacy practices, inquiry-based learning, and effective evaluation and explanation techniques, teachers can enhance their students' awareness, decision-making abilities, emotional management, and overall responsible use of social media.

Overall, the results indicate that there is a significant relationship between the practices of teachers in identifying misinformation and the responsible use of social media. These findings highlight the importance of incorporating media literacy and critical thinking skills into educational practices to foster responsible digital citizenship among students.

## Conclusions

Based on the findings of this study, the following conclusions were drawn:

The hypothesis that there is no significant relationship between teachers' awareness and responsible use of social media in identifying misinformation is not supported.

There is a positive and significant relationship between the practices of teachers in identifying misinformation and the overall level of responsible use of social media across all dimensions.

These findings indicate that teachers who actively participate in practices such as explicit instruction, formative assessment, media literacy, inquiry-based learning, and evaluating and explaining information are more likely to exhibit responsible use of social media.

Continued professional development programs may provide teachers to further enhance their awareness of misinformation and responsible use of social media. These programs can include workshops, seminars, and courses that focus on media literacy, critical thinking, and responsible online behavior.

Schools may integrate media literacy and responsible social media use into the curriculum at all levels. Teachers should incorporate activities and discussions that promote critical evaluation of information, respectful online communication, and responsible decision-making.

Teachers may be encouraged to collaborate and share best practices in identifying misinformation and promoting responsible use of social media. This can be done through online platforms, teacher networks, and professional learning communities, allowing educators to exchange ideas, resources, and strategies.

Explore the use of technology tools and interventions to support teachers in identifying and combating fake news in social media. Investigate the effectiveness of digital tools, fact-checking platforms, or artificial intelligence-based solutions in assisting teachers in evaluating the credibility of online information and guiding students in responsible media consumption.

In conclusion, teachers play a crucial role in promoting responsible use of social media and identifying misinformation. By enhancing their awareness, providing ongoing training, and integrating responsible social media use into the curriculum, educators can empower students to become responsible digital citizens and navigate the online world effectively.

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