

# UNIT 0 - INTRODUCTION

## Psychology and its relation to navigating the modern digital information environment

### Overview of the unit

Our goal in this unit is twofold. First to introduce the discipline of psychology and to preview the structure of this class - IB Psychology SL. Our second goal is to acquire some basic information literacy skills from conducting research on the internet. Because this class is about psychology, we will be connecting psychological concepts, like motivated reasoning, to our investigation of digital research best practices.

### Assessments

There will be several annotations of the readings in this unit which can be used on the three quizzes given at the end of sections 1, 2 and 3. The unit exam will be a practical exercise in applying the concepts and information literacy skills developed in sections 3-4

### Extra help

I will hold an after school review for the exam several days prior to the test itself. Additionally I will post videos on the website for your use



### Section 1 - What is Psychology?

#### Readings:

Chapter from Hermann Psych book on Introduction to Psychology 1:3-7

#### Objectives:

To understand the historical development of the discipline of psychology

To understand what the cognitive, biological and socio-cultural approaches to psychology are, and how they form the three lenses of study in IB Psychology

#### Key terms and concepts:

Psychology	Empiricism	Cognitive approach
Socio-Cultural approach		Biological approach

### Section 2 - Is Psychology a science?

#### Readings:

Popov, 1:2-5 (stop at "Research Methodology")

Herman textbook 1:7-9

### Objectives:

To understand the scientific method and how that method is applied in psychology

To evaluate the claim the psychology is a science

### Key terms and concepts:

The scientific method

Falsifiability/Karl Popper

Behavior

Mental processes

Paradigm/Thomas Kuhn

Theory

Hypothesis

## Section 3 - Case study: The relevance of psychology to understanding the problem of mis/disinformation

### Readings/Sources:

“This Article Won’t Change Mind.” 2017. Julie Beck. *The Atlantic*.

### Objectives:

To see the value of psychology as a tool to understand problems in the modern world

### Key terms and concepts:

Cognitive dissonance

Motivated Reasoning

Selective exposure

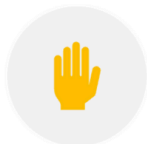
Political polarization

Tribalism/Identity

Selective exposure

Generalized v. particularized trust

Group reasoning v. silos



STOP



INVESTIGATE THE  
SOURCE



FIND BETTER COVERAGE



TRACE CLAIMS, QUOTES  
AND MEDIA TO THE  
ORIGINAL CONTEXT

Caulfield. 2019. “Check Please! Starter Course.” Accessed on 7.31.21 at <https://www.notion.so/Introducing-SIFT-04db7879dd7a4efaa76bfb2397d11ffd>

## Section 4 - A very brief introduction to information literacy in the digital age

### Readings:

STUDY - “Lateral Reading: Reading Less and Learning More When Evaluating Digital Information.” 2017. Wineburg and McGrew. Stanford History Education Group

Videos from Control-F, Mike Caulfield and the Southern Poverty Law Center

### Objectives:

To develop a basic competency in using the Web to assess the value of online sources

**Key terms and concepts:**

Knowledge

Bias

SIFT method

Algorithms and radicalization

Emotional reflection

Belief

Attention economy

Consensus views/expertise

Lateral reading

Perspective

Epistemic Nihilism

Recontextualization

Fact checking sites



The Miseducation of Dylan Roof. SPLC. Accessed on 7.31.21 at <https://www.splcenter.org/files/miseducation-dylann-roof>