MOREAU ASSIGNMENT
Information/Media Literacy & Critical Thinking

Required Readings

*These viewings/readings are to be completed by the midnight before class.*

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Source</th>
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<tbody>
<tr>
<td>Beware Online “Filter” Bubbles</td>
<td>Pariser, E.</td>
<td><a href="https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles">https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles</a></td>
</tr>
<tr>
<td>The Framework for Information Literacy for Higher Education (abridged)</td>
<td>Literacy Framework (Association for College and Research Libraries)</td>
<td><a href="https://link.library.nd.edu/ruben">https://link.library.nd.edu/ruben</a></td>
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Optional Activity

<table>
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<tr>
<th>Title</th>
<th>Source</th>
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<tr>
<td>Pot of Gold Tutorial</td>
<td><a href="https://library.nd.edu/instruction/potofgold/">https://library.nd.edu/instruction/potofgold/</a></td>
</tr>
<tr>
<td>Library Research and Information Literacy Badge</td>
<td><a href="https://eportfolio.nd.edu/directory/badge-directory/library-research-and-information-literacy-badge">https://eportfolio.nd.edu/directory/badge-directory/library-research-and-information-literacy-badge</a></td>
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Discussion Topics/Class Activities

Students should have watched/read the required viewings/readings in order. Discussion topics might include:

- The nature of facts versus knowledge, and news versus entertainment (e.g., Pariser’s analogy of a “balanced information diet,” in which one must balance “information vegetables” with “information dessert” or “information junk food”)
- The relation of research to Pariser’s “sense of the public life [and] civic responsibility”
- The proper role of search engines such as Google/Google Scholar in academic research (e.g., Pariser’s “relevance” versus “uncomfortable, challenging, other points of view”)
- The media-, information- and knowledge-production cycles
- The role of bias in knowledge-making, and knowledge as a socially constructed entity
- The relation of concepts such as authority and truth to Primary, Secondary, and Tertiary sources
- Research as a product AND as a process
- Sitting with a partner, perform identical searches and compare your results.
- Discuss a situation in which you have learned completely contradictory information (example: Donald Trump is/is not sexist). How did you reconcile the information?

Writing Assignment

Notes for the Instructor

As a participant in the contemporary media landscape, your students will no doubt have developed successful strategies for searching the “surface web” (the web of free and open content) to effortlessly and ostensibly democratically find reliable information. However, Pariser’s TED Talk and Tompkins’ “Indians” seem to trouble the assumptions of a democratic and value-free Web of content accessible to everyone in precisely the same ways. The Framework for Information Literacy and the Pot of Gold tutorial (optional) focus and amplify these claims, underscoring the argument that all media consumers and producers must develop a critical media/information literacy and strong scholarly research practices to successfully navigate the information biases which are often not readily apparent.

Writing Prompt for Students

As a student at Notre Dame, you have access to an incredible wealth of resources to support the scholarly research you will be required to do, including the resources and services of the Hesburgh Libraries. Your readings for this week help you to see how such resources can help you move beyond the information “filter bubble” (Pariser) and achieve a depth of knowledge that helps you Seek out truth (Moreau Pillar 1), Reason with clarity (Moreau Pillar 2), Show appreciation for diverse perspectives (Moreau Pillar 3), and Educate others (Moreau Pillar 5). However, Tompkins’ description of her own research process demonstrates that scholarly
research remains a challenging activity in which the researcher must discover the complex dynamic between information, truth, and moral action.

In your reading for this week, we ask you to reflect carefully on the purpose, value, and process of scholarly research. First, choose at least one of the six frames from “The Framework for Information Literacy for Higher Education” and discuss how that frame is reflected in Tompkins’ account of her own academic research process. You might, for example, describe how Tompkins’ back-and-forth journey between primary, secondary, and tertiary sources reflects the truth of the second Frame (“Knowledge Creation as process”) in which knowledge must be understood as “a process of discovery rather than mere reaffirmation of prior held beliefs.” Second, consider your own nascent student career here at Notre Dame. What controversial issue might you choose to explore? What might you expect to discover? How might you negotiate any contradictions you find?