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Creating Shareable Knowledge: Exploring the Synergy between Metaliteracy and Open Pedagogy

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International Conference on Information Literacy

Creating Shareable Knowledge: Exploring the Synergy between Metaliteracy and Open Pedagogy

Keynote Address

Trudi E. Jacobson

Distinguished Librarian

University at Albany



#metaliteracy

North-West University
Vanderbijlpark, South Africa
26th of September 2019

What would
happen if...

We changed our
teaching
practices...

So that they
were open?

What would that look
like?

What would
change?

Open Pedagogy/Open Educational Practices

- Open Educational Resources
- Open/Public Pedagogies
- Open Learning
- Open Sharing of Teaching Ideas
- Open Technologies
- Open Scholarship



Beetham, Falconer, McGill, and Littlejohn. Open Practices: A Briefing Paper. *JISC*, 2012.

Open Educational Resources (OER)

Production, management, use and reuse

Examples:

- Openly licensing lectures and other materials
- Using open textbooks and other resources
- Adapting OER for own use

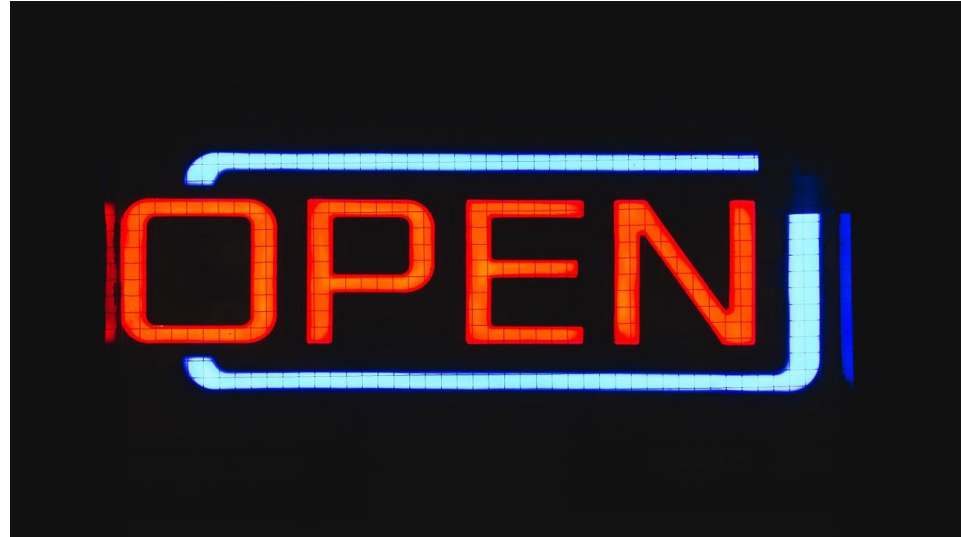


Open/Public Pedagogies

Development and application

Examples:

- Creating MOOCs
- Designing activities in which students contribute to public knowledge



Open Learning

Access and using open learning opportunities

Examples:

- Learners accessing open content/enrolling in free open learning courses
- Learners collaborating on open knowledge projects



Beetham, Falconer, McGill, and Littlejohn. Open Practices: A Briefing Paper. *JISC*, 2012.

Open Sharing

Sharing teaching ideas and know-how

Examples:

- Contributing to pedagogical wikis/databases
- Sharing teaching practice examples in open communities/repositories



Beetham, Falconer, McGill, and Littlejohn. Open Practices: A Briefing Paper. *JISC*, 2012.

Open Technologies

Using in educational contexts

Examples:

- Using freely available software or web services
- Building open environments for collaboration such as media sharing sites



Beetham, Falconer, McGill, and Littlejohn. Open Practices: A Briefing Paper. *JISC*, 2012.

Put yourself in the role of a student. What might be different?

Please share your thoughts
at:

[https://padlet.com/tjacobson
/openlearning](https://padlet.com/tjacobson/openlearning)

- OER
- Open/Public Pedagogies
- Open Learning
- Open Sharing of Teaching Ideas
- Open Technologies

What you suggested might be...

- OER
- Open/Public Pedagogies
- Open Learning
- Open Sharing of
Teaching Ideas
- Open Technologies

Moving from this




to this



Asks learners to change in so many ways

Passive learning
does not create
engaged learners
ready to jump into
the roles expected of
them in their lives



Sample Open Educational Practices

Students might:

Create discussion questions, an infographic or a textbook

Edit Wikipedia articles

Teach a class component or module

Are your students ready?



Becoming a Metaliterate Learner Can Help





METALITERACY

Focuses on the **knowledge, abilities, and attitudes** needed

To be a **responsible producer and consumer of information**

As a **reflective learner in individual and collaborative environments**

It acknowledges **the impact that the web and social media have** on learning and literacy, as well as the increased

Domains

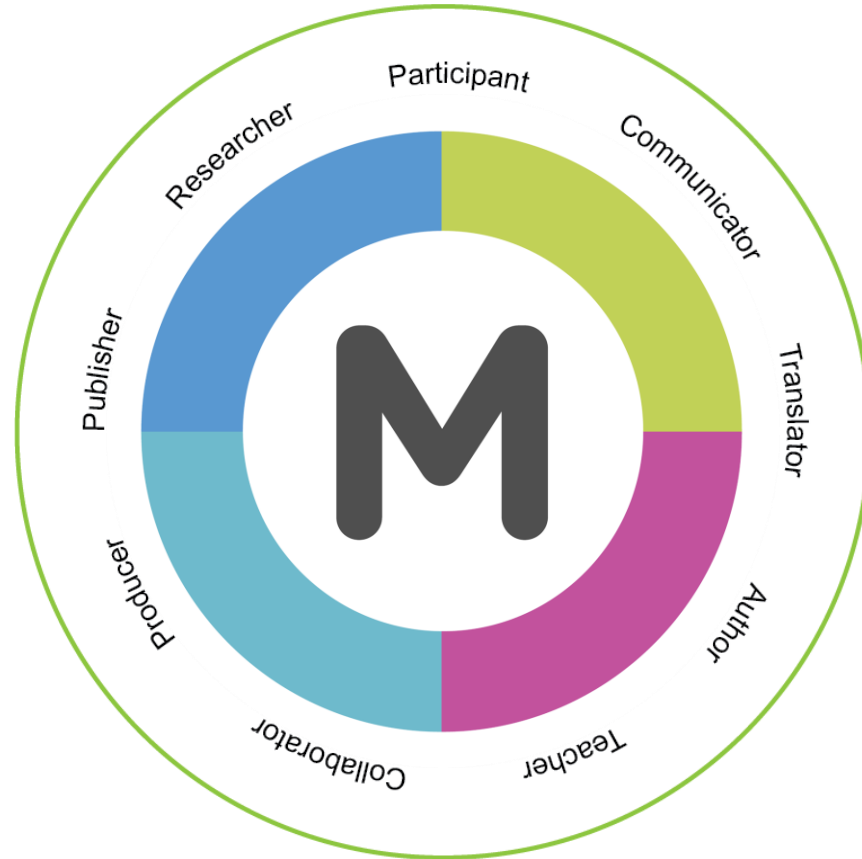
Metacognitive: what learners think about their own thinking - a reflective understanding of how and why they learn, what they do and do not know, their preconceptions, and how to continue to learn

Cognitive: what students should know upon successful completion of learning activities - comprehension, organization, application, evaluation

Affective: changes in learners' emotions or attitudes through engagement with learning activities

Behavioral: what students should be able to do upon successful completion of learning activities - skills, competencies

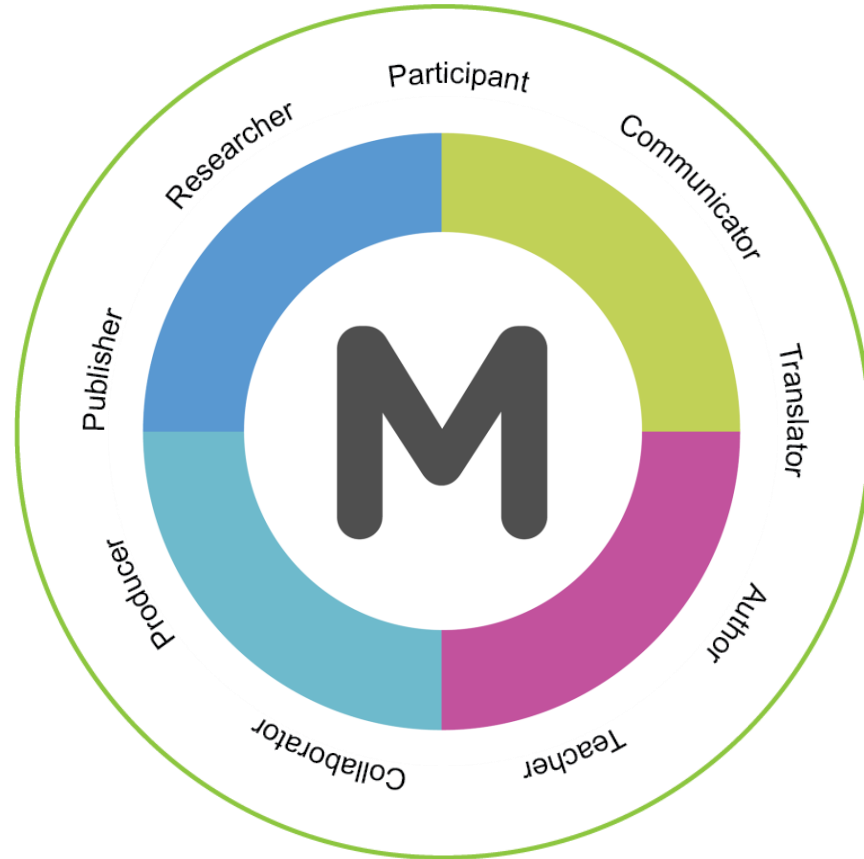
Metaliterate Learner Roles



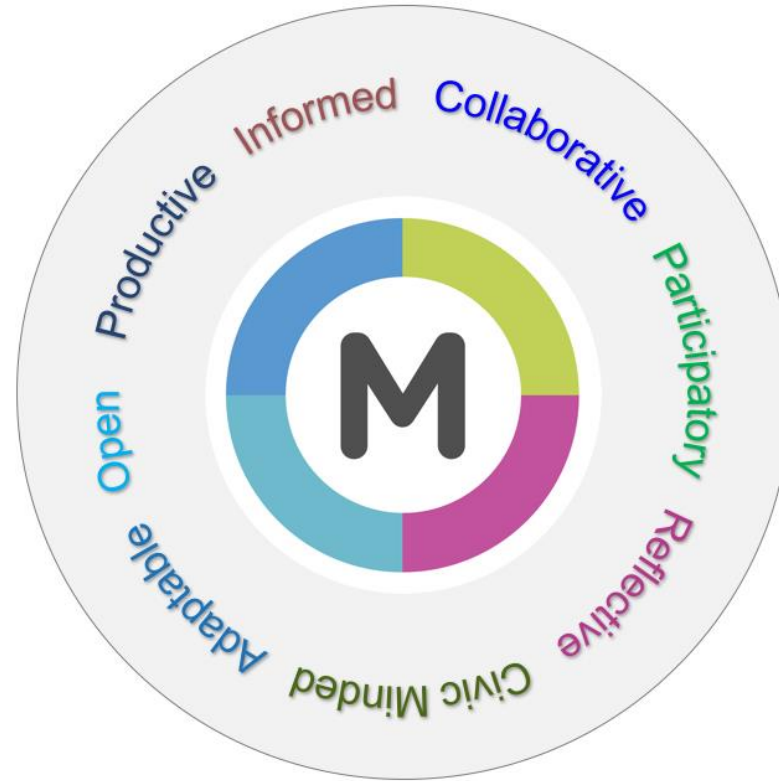
Teacher

- Do you have abilities or a skill set that you can teach to others? Might you share your knowledge drawn from experience?
- Have you reflected on how you learn best? What can a teacher do to facilitate your learning? Have you compared how you learn to how others learn?
- When preparing to teach others, how might you use this knowledge about learning to teach more effectively?

role of...



Metaliterate Learner Characteristics

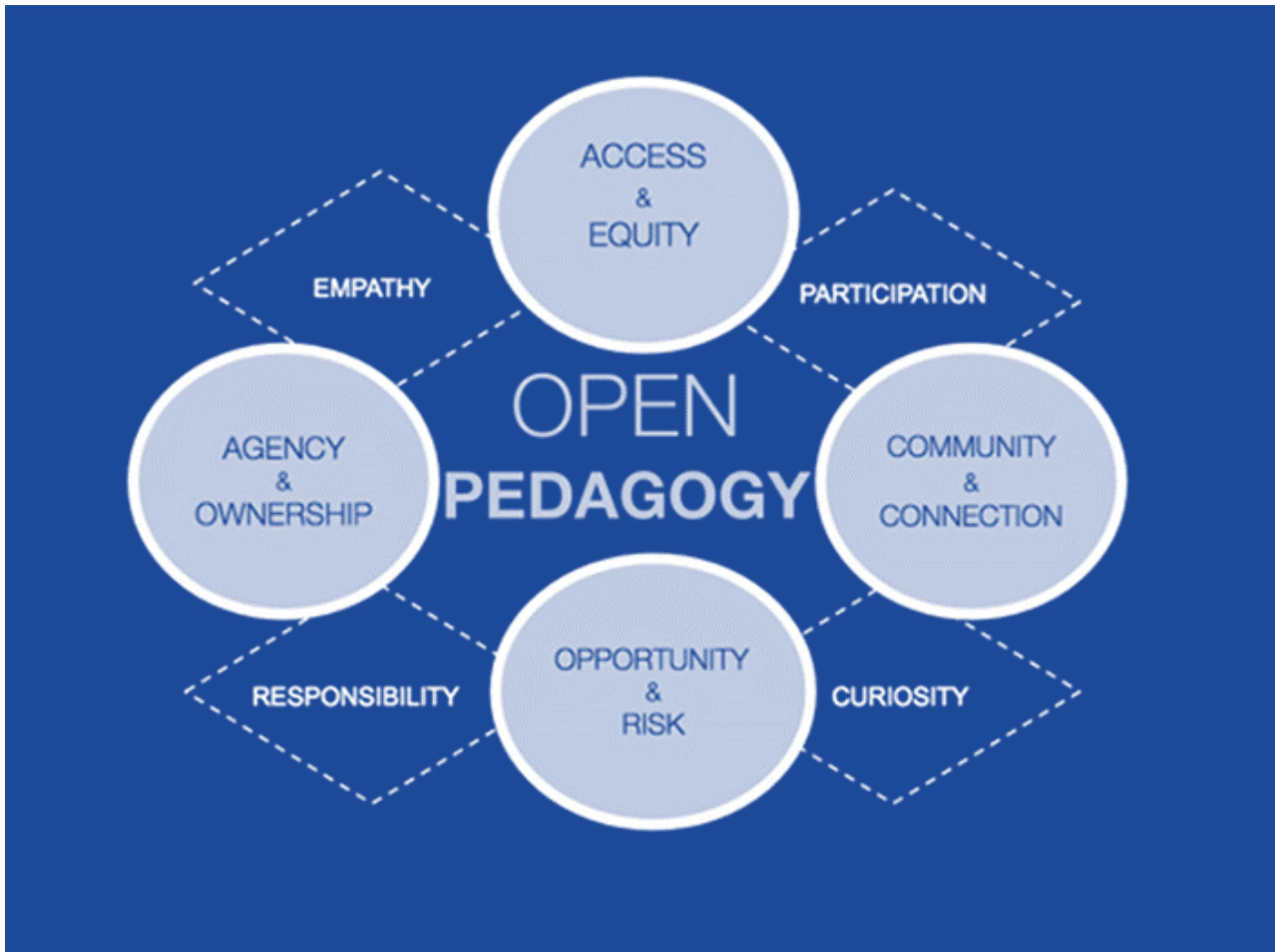


Mackey and Jacobson (2019). Metaliterate Learning for the Post-Truth World



Open Pedagogy and Teaching for Metaliteracy





Access and Equity

Commitment to reducing educational barriers:

- Economic
- Social
- Technological
- Cultural
- Political



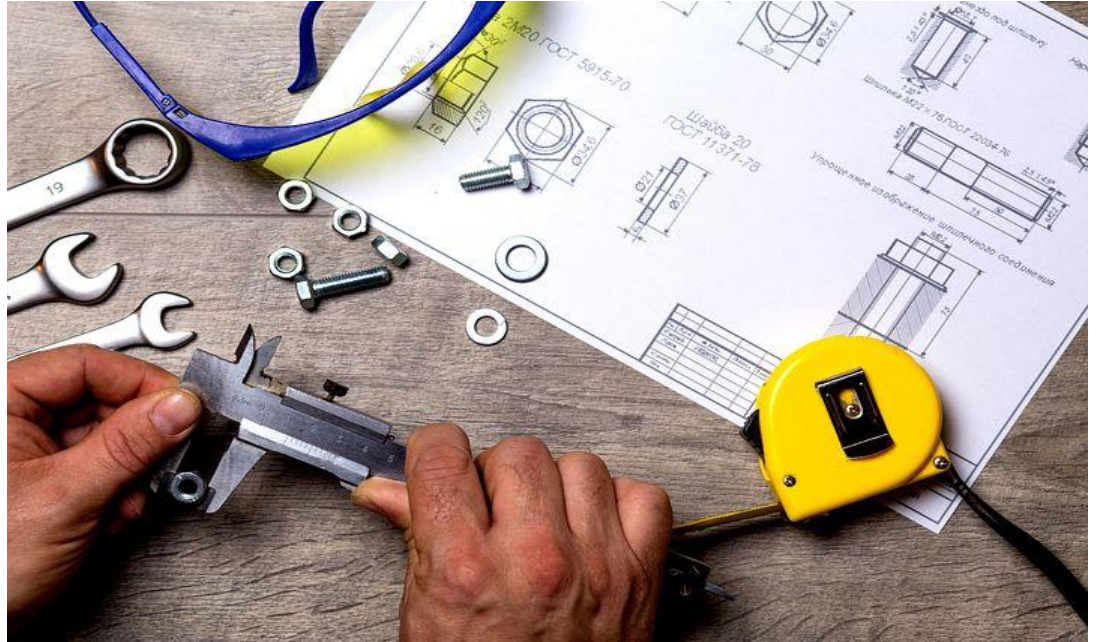
Agency & Ownership

Commitment to protecting the agency & ownership of one's learning experience, choices of expression, and degrees of participation



Risk & Responsibility

Commitment to interrogate tools and practices that mediate learning, knowledge building, and sharing



Metaliteracy

Open Pedagogy

Produce information
ethically & responsibly
through various roles

Responsibility
Agency & ownership

Effectively communicate
and collaborate in
shared spaces

Participation
Community & connection

Engage in informed, self-

Curiosity, empathy



Case Studies with Metaliteracy and Open Pedagogy



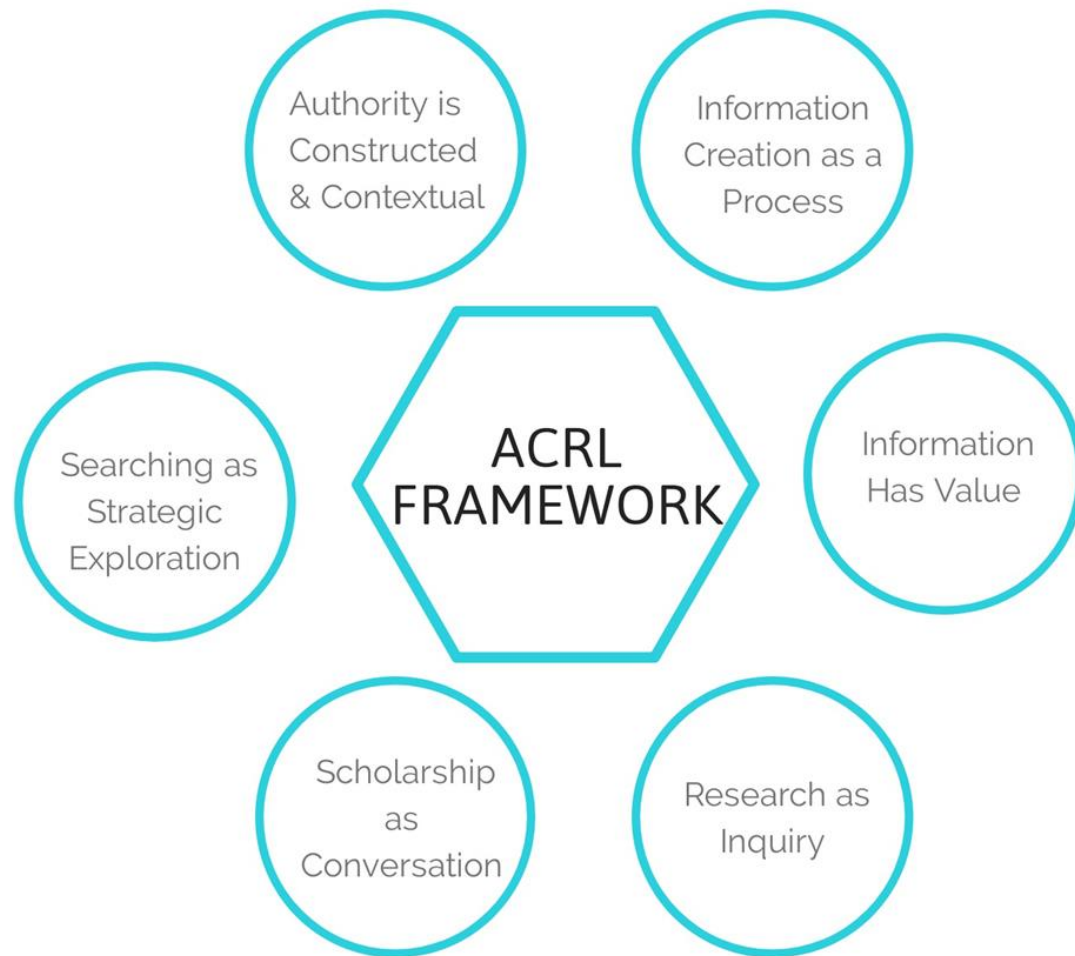
Open pedagogy &
open pedagogical
models aren't all or
nothing, there are
degrees of
openness

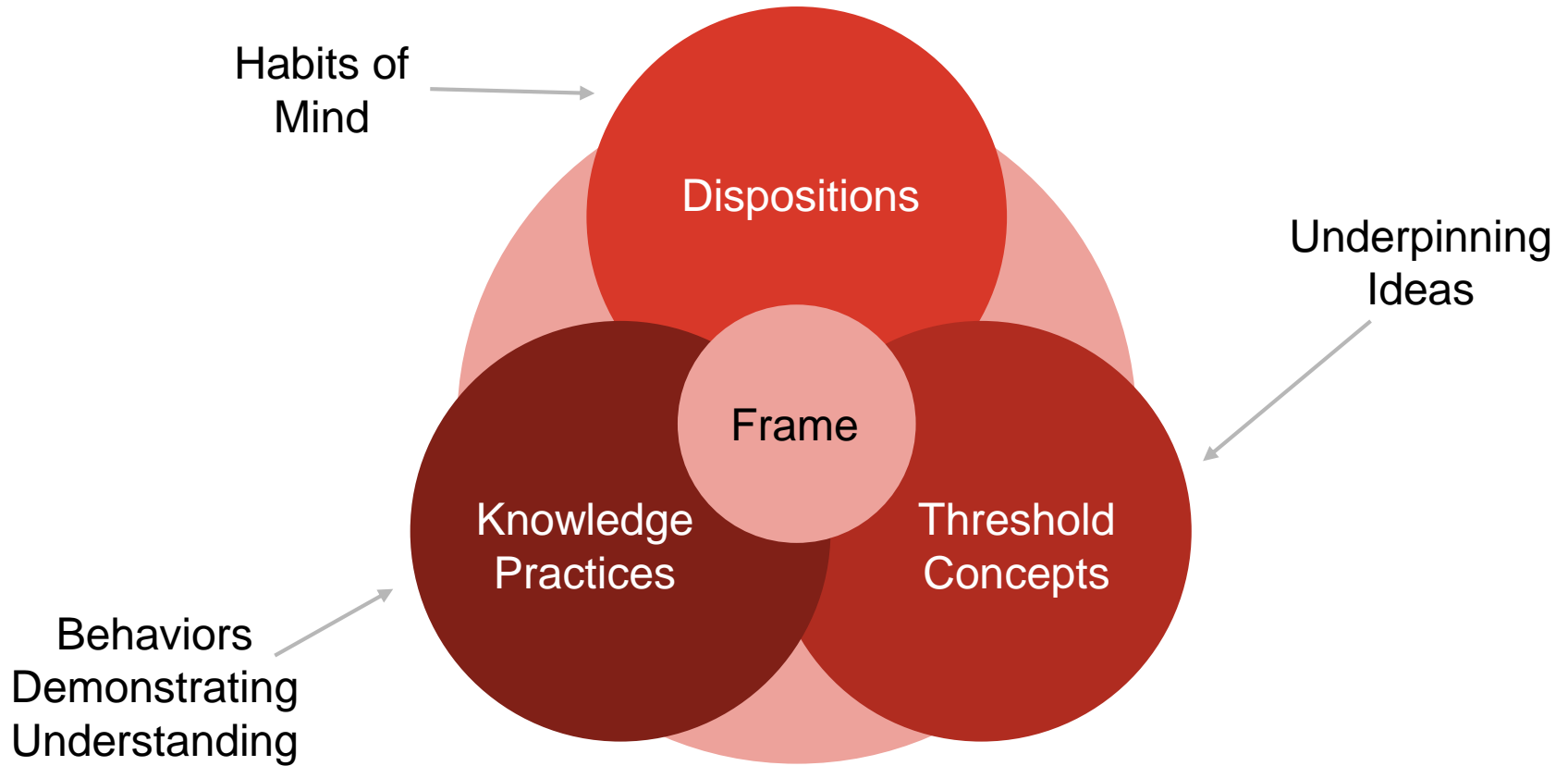


Undergraduate Information Literacy Course

Information Literacy for the Humanities and Arts
University at Albany



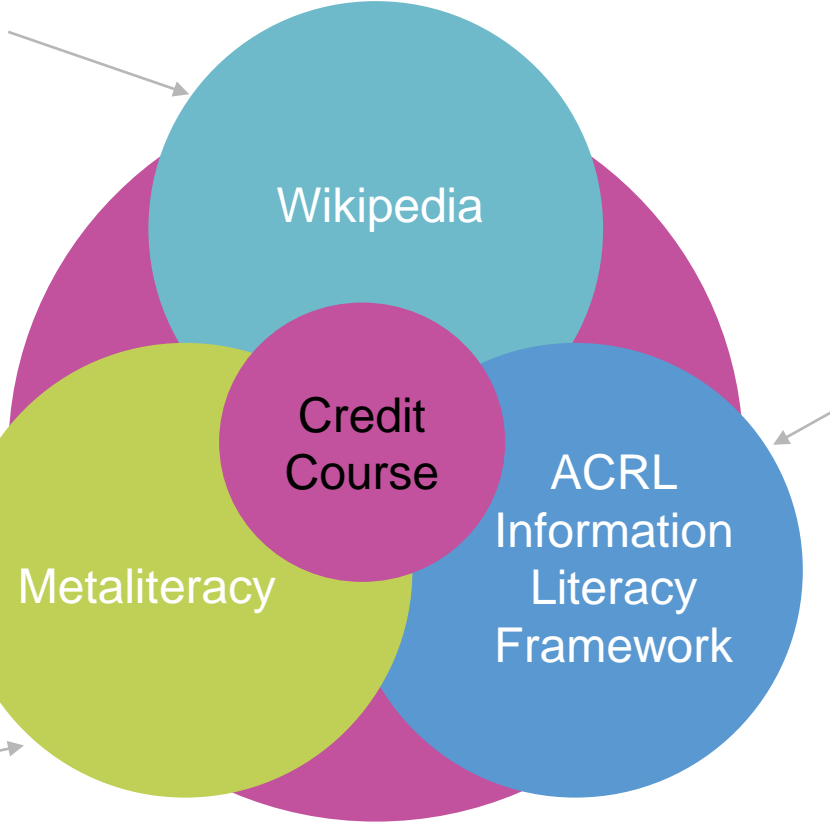




ACRL Information Literacy Frame

Wiki Education Program

“Minding the Gaps” by Kelly Doyle in M. Proffitt’s *Leveraging Wikipedia*



Learner Roles

Author
Participant
Producer

Learning Domains

Affective
Metacognitive

3 Frames:

- Information Has Value
- Information Creation as a Process
- Scholarship as Conversation

Wiki Education engages students and academics to improve Wikipedia, enrich student learning, and build a more informed public.

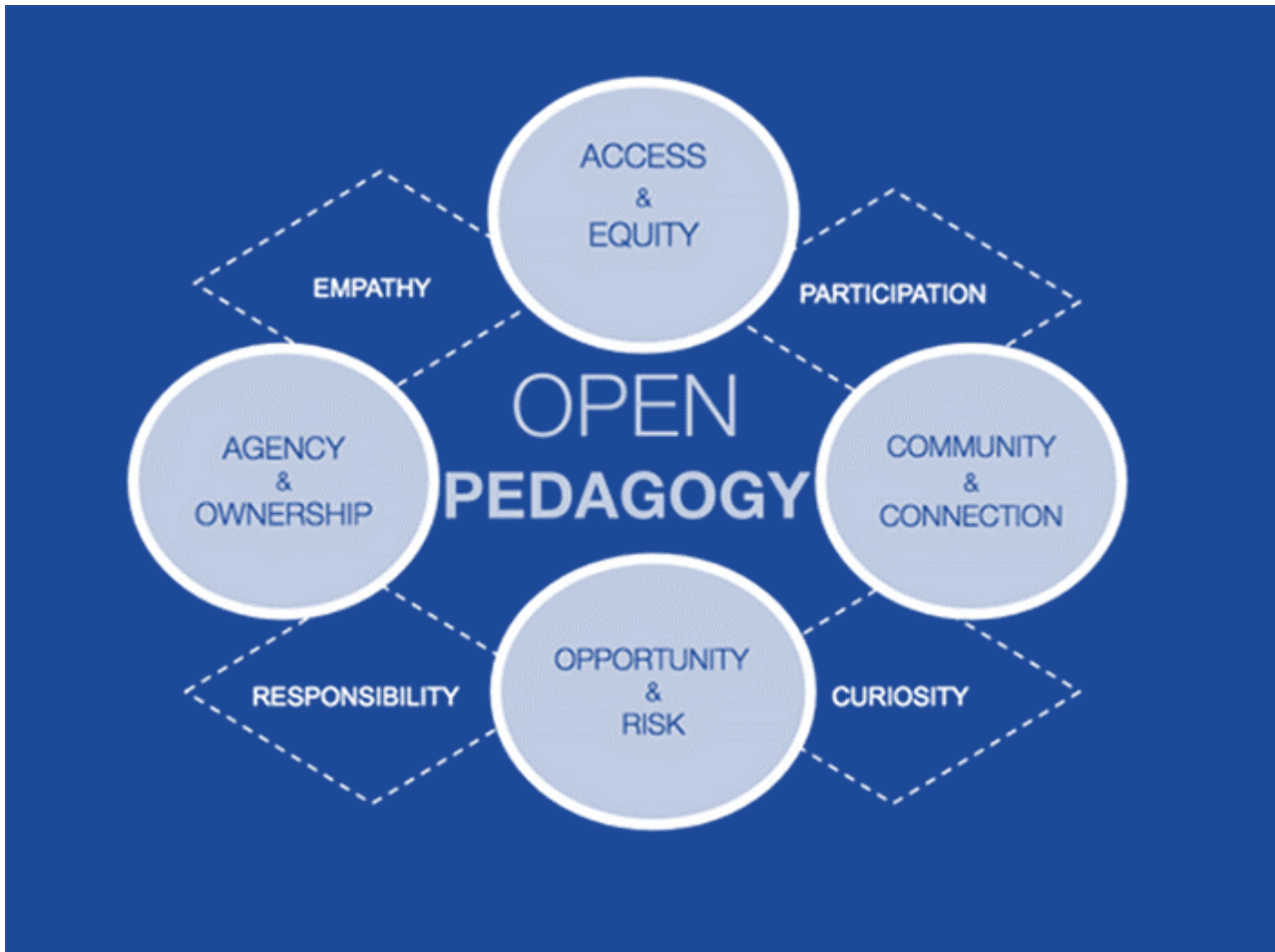



Wikipedia	Metaliteracy/Information Literacy
Gender gaps, both editors and content	Information Has Value (IL)
Concern about personal knowledge level	Learner as Participant/Producer (ML)
Concern about non-academic prose style	Learner as Author (ML)
Source of distress and empowerment	Affective Learning Domain (ML)
Need to see self as participant (lack of quotes in writing style for Wikipedia)	Scholarship as Conversation (IL)

Relationship Between Wikipedia Work and Literacy Frames

Course Component	Open Pedagogy
Minding the Gaps Reading	Access and Equity
Conceptualizing Selves as Editors/Authors	Risk, Opportunity
Topic Selection for Wikipedia Article	Agency and Ownership
Peer Review of Drafts	Community and Connection
Article Edits/Creation	Opportunity and Risk

Open Pedagogy in Praxis





Course Component	Open Pedagogy	Metaliteracy Roles and Domains
Minding the Gaps Reading	Access and Equity	Potential to be a Participant Cognitive
Conceptualizing Selves as Editors/Authors	Risk, Opportunity	Potential to be an Author Affective, Cognitive
Topic Selection for Wikipedia Article	Agency and Ownership	Researcher Cognitive
Peer Review of Drafts	Community and Connection	Communicator Metacognitive, Cognitive
Article Edits/Creation	Opportunity and Risk	Author, Collaborator Behavioral, Cognitive Affective

Open Pedagogy and Metaliteracy in Praxis

Student Quote

I really think it is crazy that I have been learning since I was born, and I haven't considered how learning the things I have learned have made me feel....I like how it feels to check in with myself and get more in touch with my emotions when learning, I think this will leave me feeling more confident and proud of myself after completing new tasks and learning objectives.

Student Quote

Lastly, my favorite thing that I took from this class that I never expected, was that yes indeed, I am an author! Allowing myself to become a metaliterate learner allowed me to come to this point. This included me being a communicator and author at once. A translator, teacher, producer, collaborator etc... it didn't have to be one or the other. This [required] aspects of all four learning domains.

Political Science Course (RPOS 250)

- Research and Methods Course
- Meets 3 general education competencies in the major: Info Lit, Critical Thinking, Advanced Writing
- Metaliteracy components
- OER, open learning

RPOS 250

Metaliteracy OER Used/Adapted

Learner Roles

Digital Badging Quest

Content

Open Educational Practices

Create Expanding Horizons Quest

Share with class

Potential for inclusion in online
badging system

Student Quote

Being metaliterate is important because learning becomes so routine. Sitting and listening or reading on autopilot becomes common, with little thought about organizing or sharing information that we obtain. Failing to reexamine how we best absorb and curate information leads to a dead-end education.

Might students...

Work in teams to find the best tutorials for an IL topic and share them during the class session? Then compile them into an online guide?

Tutorials & Videos



Might students...

Demonstrate their research abilities by creating a playlist as a team project ?



Determining Credibility

One thing to look for when trying to determine if a resource is credible is the authority of the person/people who created that resource. Look not only to see how much authority you would ascribe to the information creator, but also to determine the context and derivation of that authority.

[Start This Playlist](#)



Developing Research Strategies

Just getting started with research? The resources in this playlist will help you learn how to avoid research anxiety, how to choose a topic, identify and use appropriate sources, and find help when you need it.

[Start This Playlist](#)



Evaluating Web Content

It can be a challenge to figure out which content to trust. This guide offers tips for evaluating the quality of content on the Web. The Web is a rich environment of Web pages, blogs, wikis, social networking sites, free research services, media types and more.

[Start This Playlist](#)



Fake News

[Start This Playlist](#)

Might students...

Teach other students
in the same or
another course, in-
person or online?



Other Ideas

Reuse and adapt open resources to develop slide presentations or worksheets

Provide input on the syllabus and/or select an open textbook or other content?

Metaliteracy Components and Scaffolding

Selected Roles

Participant, Teacher, Researcher, Author, Collaborator

Learning Domains

Affective, Metacognitive, Cognitive, Behavioral

Selected Characteristics

Adaptable, Reflective, Informed, Participatory

Final Thoughts

- Start slowly
- Borrow ideas
- Teach metaliteracy to provide scaffolding
- Teach in open and creative ways
- Get and use feedback from your students



Your Thoughts

What open educational practice might work in your teaching?

How might metaliteracy scaffold it?

Write a response on this padlet so others can gain ideas:

https://padlet.com/tjacobson/ML_Open_idea



Questions?

Trudi Jacobson
tjacobson@albany.edu

Resources

Metaliteracy <https://metaliteracy.org/>

Leveraging Wikipedia: Connecting Communities of Knowledge, ed. Merrilee Proffitt. ALA Editions, 2018.

Contains: “Minding the Gaps: Engaging Academic Libraries to Address Content and User Imbalances on Wikipedia” by Kelly Doyle (pp. 55-67)

Wikipedia Education Program <https://wikiedu.org/>

Open Pedagogy Notebook <http://openpedagogy.org/examples/>

Open Pedagogy (Capetown+10)

<https://www.capetowndeclaration.org/cpt10/open-pedagogy.html>