Metaliteracy and the Perspectives of Information Science in the Digital Age

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Metaliteracy and the Perspectives of Information Science in the Digital Age

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Follow us on Metaliteracy.org
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Why Metaliteracy?
“...information literacy as practiced is too limited, too grounded in text and overly concerned with conveying basic skills to fully encompass the visual, the interactive, and the cultural domains required by the current situation” (Marcum, p. 20).

Literacies Become Outdated

An information literate individual is able to:

1. **Determine** the extent of information needed
2. **Access** the needed information effectively and efficiently
3. **Evaluate** information and its sources critically
4. **Incorporate** selected information into one’s knowledge base
5. **Use** information effectively to accomplish a specific purpose
6. **Understand** the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Information Literacy Competency Standards for Higher Education, © ALA, 2000
Literacies Often Designed Separately

- Digital Literacy
- Information Literacy
- Media Literacy
- Visual Literacy
Reframing Information Literacy as a Metaliteracy

- Challenges skills-based approaches to information literacy
- Promotes effective participation in social media and online communities
- Supports acquiring, producing, and sharing knowledge collaboratively

“While literacy is focused on reading and writing, and information literacy has strongly emphasized search and retrieval, metaliteracy is about what happens beyond these abilities to promote the collaborative production and sharing of information” (p. 6).

Metaliteracy: Reinventing Information Literacy to Empower Learners (Mackey and Jacobson, 2014).
“The use of the term metaliteracy suggests a way of thinking about one’s own literacy. To be metaliterate requires individuals to understand their existing literacy strengths and areas for improvement and make decisions about their learning” (p. 2).

Metaliteracy: Reinventing Information Literacy to Empower Learners (Mackey and Jacobson, 2014).
Definition:
Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

“This Framework draws significantly upon the concept of metaliteracy…”

ACRL Framework for Information Literacy for Higher Education (http://www.ala.org/acrl/standards/ilframework)
Core Components of Metaliteracy
**Metaliteracy Learning 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

Mackey and Jacobson (2014). *Metaliteracy: Reinventing Information Literacy to Empower Learners.*
Producer: Do you produce and share your own user-generated content such as selfies, digital images, video, or multimedia?

Researcher: Do you ask critical questions to challenge your own biases, those of others, and to challenge the biases that may be present in the content you discover?

Communicator: Do you see your role as someone who communicates consciously and conscientiously in a variety of forums?

Author: Why do you feel compelled to be an author? Would you like to entertain? Inform? Convey a message? Engage in dialogue? Persuade?

Metaliterate Learner Characteristics

**Productive:** Supports being a creative and informed producer of information while reflecting on the work and one’s own thinking during this process.

**Collaborative:** Reinforces dialogue among participants and the shared role of both learner and teacher. Learners are co-creators of knowledge.

**Civic Minded:** Reinforces civic responsibility and community-based accountability. Connectivity is not enough; ethical dimension is essential.

**Reflective:** Fosters thinking about one’s own thinking and self-regulating one’s own learning. Supports the ability to identify and expand knowledge areas.

Mackey and Jacobson (2019). Metaliterate Learning for the Post-Truth World
Metaliteracy Goals & Learning Objectives

**Goal 1:** Actively evaluate content while also evaluating one’s own biases

**Goal 2:** Engage with all intellectual property ethically and responsibly

**Goal 3:** Produce and share information in collaborative and participatory environments

**Goal 4:** Develop learning strategies to meet lifelong personal and professional goals

https://metaliteracy.org/learning-objectives/
Metaliteracy in Practice

“Metaliteracy applies to all stages and facets of an individual’s life. It is not limited to the academic realm, nor is it something learned once and for all” (preface).

Metaliteracy in Practice (Jacobson and Mackey, 2016).
Metaliterate Learners are Collaborators

“Thinking about the different roles of metaliteracy has also helped me to work more productively and with more intention.”

Jackson Gray, student, *Information Literacy in the Humanities and Arts*, Fall 2021

Image by Wokandapix from Pixabay
Metaliteracy and Digital Storytelling

- Intro video with Learner Roles
- Mid-term self-assessment based on Learner Domains
- Team project with focus on Collaborator Role
- Final self-assessment video based on Characteristics

Donna Mikkelsen’s Selfie & Metaliteracy Digital Story
Digital Storytelling (January 27, 2021)
Metaliteracy in MakerSpaces

“The maker mindset involves critical evaluation of one’s own beliefs and outlooks.”

Metaliteracy and Maker Literacy

- Sarah Nagle

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Metaliteracy OER Developed for Your Use

- Integrated Metaliterate Learner Figure
- Metaliterate Learner Characteristics
- Metaliterate Learner Roles
- Goals, Learning Objectives and Domains
- Digital Badging Content
- YouTube Channel
- Embedded Case Study
- Self-Directed Learning Quest in a Course
- ISucceed for College Success Module
- Empowering Yourself in a Post-Truth World MOOC

Metaliteracy Digital Badging
New Metaliteracy book!

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