Embedding Metaliteracy in Learning Design to Advance Metacognitive Thinking: From OER to MOOCs

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Embedding Metaliteracy in Learning Design to Advance Metacognitive Thinking: From OER to MOOCs

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Paper Overview

Recasting Information Literacy as a Metaliteracy

Metaliteracy in a Post-Truth World

Core Components of Metaliteracy

   Learning Domains, Roles, Characteristics, Goals

   Components as Designs for Learning

Learning Design for Sustained Engagement
Recasting Information Literacy as a Metaliteracy
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.

Strength:
It places information literacy solidly within academic discourse, although its value extends beyond that setting.

ACRL Framework for Information Literacy for Higher Education
(http://www.ala.org/acrl/standards/ilframework)
Definition:
Information literacy is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society.

Strength:
It is holistic, emphasizing the importance of information literacy in all aspects of life.

CILIP Definition of Information Literacy
(https://infolit.org.uk/lldefinitionCILIP2018.pdf)
Developing a Metaliteracy Mindset

- Challenges traditional skills-based approaches to information literacy
- Reinforces the development of a critical thinking filter to evaluate all forms of information
- Advances effective participation in social media, online communities, and virtual environments
- Supports acquiring, producing, and sharing knowledge in collaborative online communities

Metaliteracy in a Post-Truth World
“People will generally accept facts as truth only if the facts agree with what they already believe.”

-Andy Rooney

“Striving toward learner empowerment through metaliteracy is especially vital in a post-truth world when the distinction between truth and deception has been intentionally blurred and distorted” (Mackey 2019, p. 2).

Metaliterate Learning for the Post-Truth World (Mackey and Jacobson, 2019).
Core Components of Metaliteracy and Learning
The Metaliteracy Model
**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.*
Metaliterate Learners Consider the Affective

“The affective domain relates to our feelings towards something we have just learned. I think my best learning takes place in this instance because usually I go from a helpless and clueless state of mind into a motivated and reassured state of mind once I am taught.... “

(Benjamin Aviles, Information Literacy in the Humanities and Arts, Spring 2021)"
Metaliterate Learner Roles

**Producer:** Do you produce and share your own user-generated content such as selfies, digital images, video, or multimedia?

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

**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?

"By being aware of myself as a learner, I was able to look outside of myself as just a student and see that I am also a researcher, a participant, a translator, teacher and producer of information. As a result, I was more aware of what my roles were and how I learn and was able to comprehend things easier."

(Devin Ogden, Information Literacy in the Humanities and Arts, Spring 2021)
Metaliterate Learners are Publishers

“[Contributing to Wikipedia] gives one the feeling of contributing to something real and meaningful”

(Alex Gugie, *Information Literacy in the Humanities and Arts*, Fall 2020)
Metaliterate Learners are Collaborators

“Of these roles...I most describe myself as a collaborator. I think that information is best understood in a group where one can see many viewpoints and interpretations of it so for me collaboration is key. It also has to ability to yield the most results.”

(Jason O’Leary, Information Literacy in the Humanities and Arts, Spring 2021)
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
Metaliterate Learners are Collaborative and Productive

Metaliteracy in Action in Non-Disposable Assignments: Creating a Website by First Year Students for First Year Students - Prof. Trudi E. Jacobson (UAlbany site)
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/
Learning Design for Sustained Engagement
iSucceed Online Course Metaliteracy Module
for new college students

1. What Does It Mean to Be a Metaliterate Learner?
2. Metaliterate Researcher
3. Metaliterate Producer and Collaborator
4. Metaliterate Digital Citizen
5. Lifelong Metaliterate Learner

Empowering Yourself in a Post-Truth World

*Building Communities of Trust

Module 1: Empowering Yourself for the Post-Truth World

Module 2: Who Are the Experts?

Module 3: Can We Build Trust Online?

Module 4: False Representations in Constructed Media

Module 5: Raising and Sharing Our Voices

Module 6: Reinventing a Truthful World

“Trust is the kingpin of our democracy. Reliance on trusting what we read, hear, and see is necessary for open discourse. Though our course as metaliterate learners, we have come to learn what and who informs us is not always accurate. My observation is that as we evolve, we see past mistakes made, learn how to correct them while collaborating for a better future.”

• Online course about ethical issues in the Digital Arts
• Readings, Discussions, Individual and Team Projects
• Topics related to digital manipulation in art and photojournalism
• Linkr Education for professional profiles, multimedia publications, and portfolio
• Metaliterate Learner as producer, publisher, researcher, and collaborator
New Metaliteracy book!

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