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

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**7th European Conference on
Information Literacy**

**Online Conference
September 20-23, 2021**

ECIL 2021 Board and Steering
Committee

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

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#metaliteracy**

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.



The library
and information
association

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/IIdefinitionCILIP2018.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

Andy Rooney Quotes. (n.d.). BrainyQuote.com. Retrieved April 25, 2021, from BrainyQuote.com Web site:


https://www.brainyquote.com/quotes/andy_rooney_386688

“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).



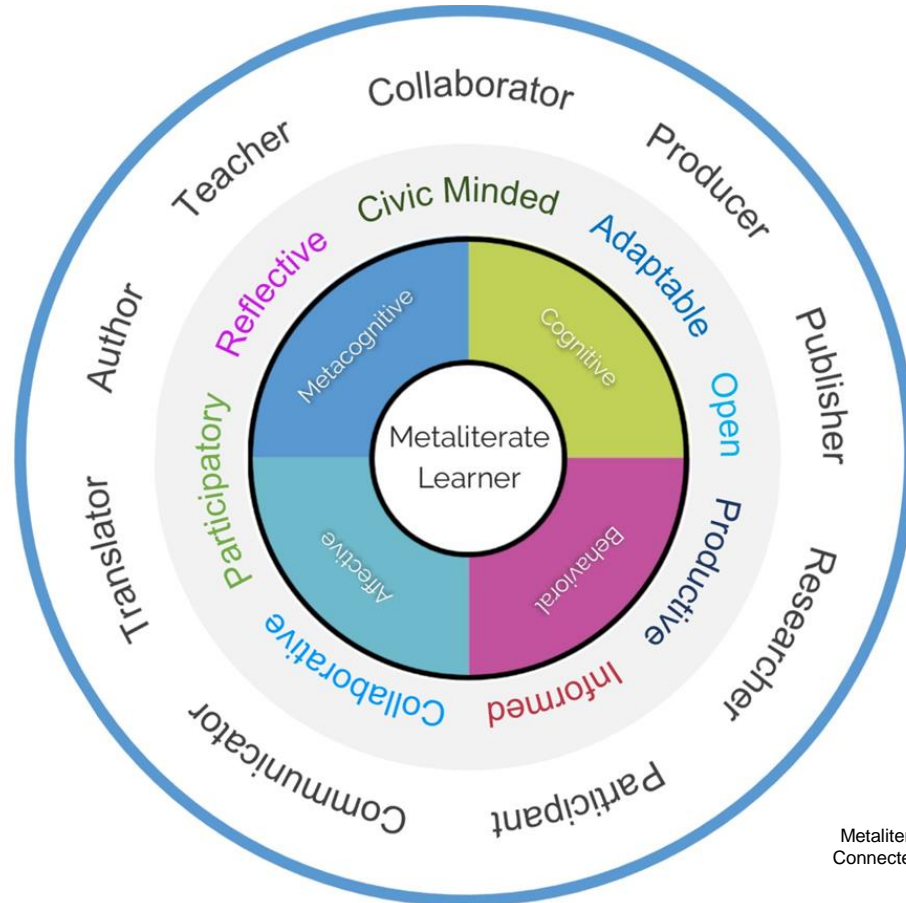
Image by [Markus Winkler](#) from [Pixabay](#)



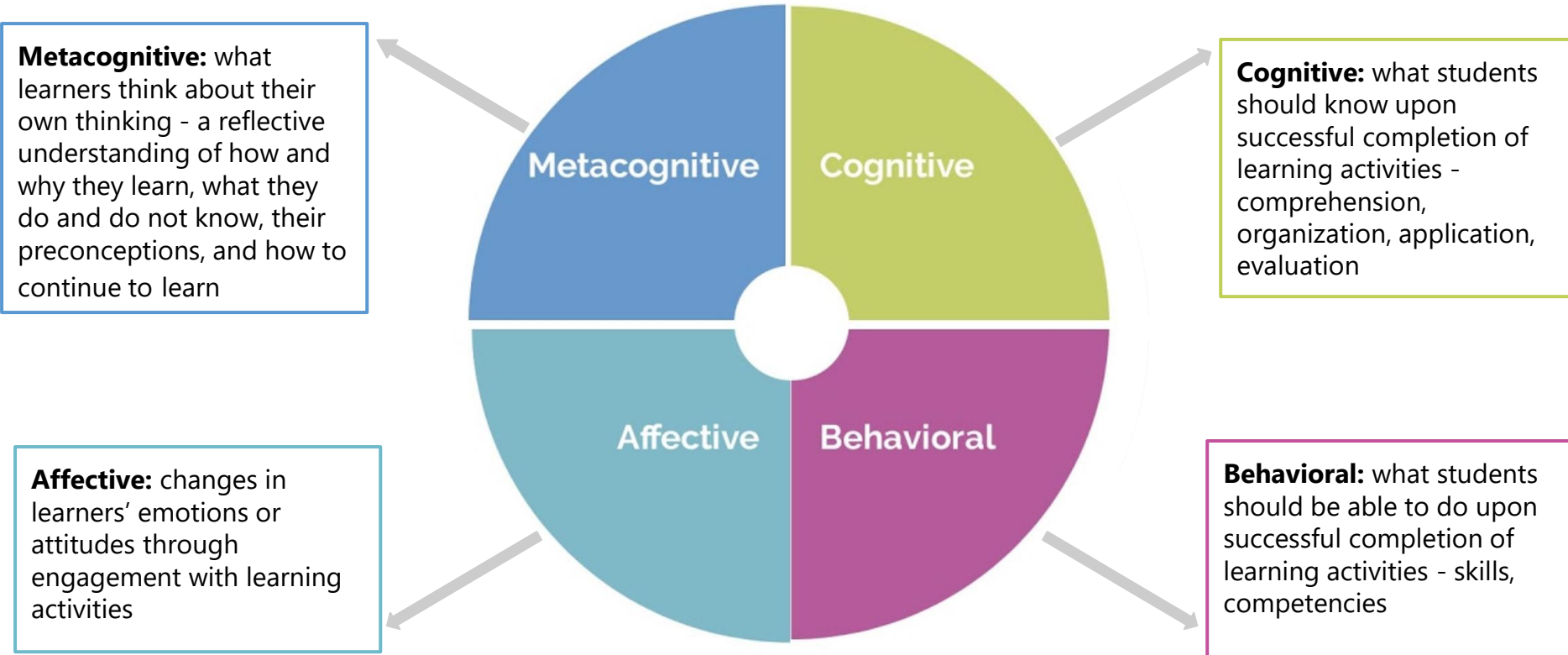
Core Components of Metaliteracy and Learning



The Metaliteracy Model



Metaliteracy Learning Domains



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)”



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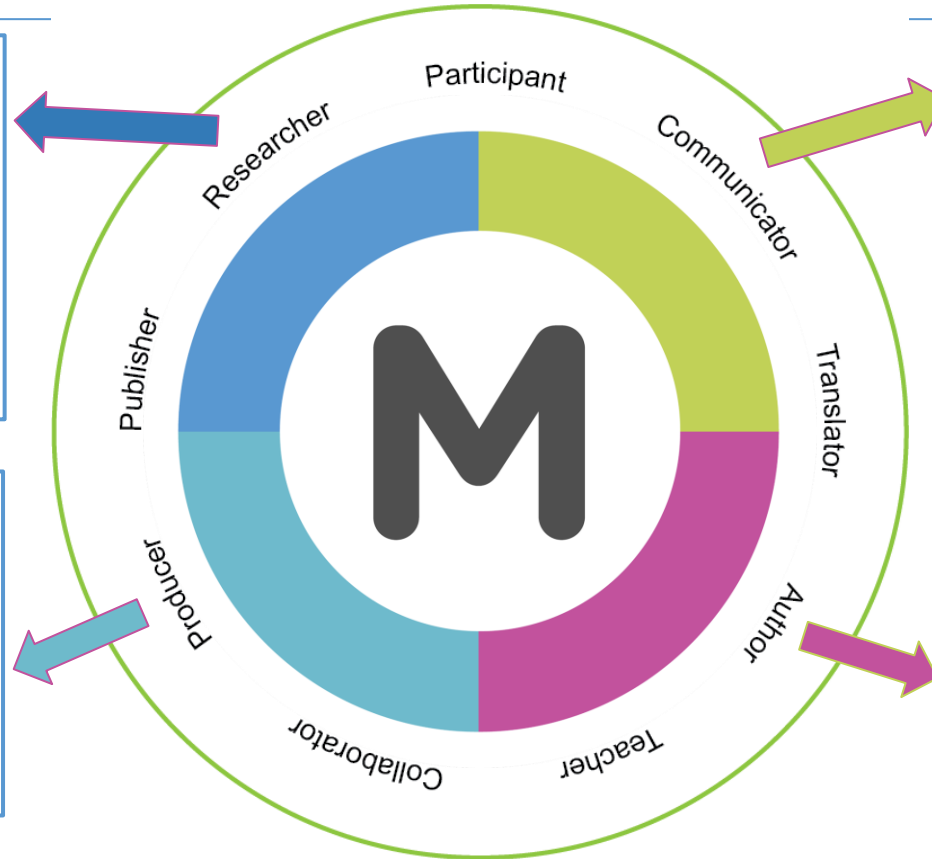
Metaliterate Learner Roles

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?

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

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?



Reflecting on Roles and Learning

“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)



Image by [Luisella Planeta Leoni](#) from [Pixabay](#)

Metaliterate Learners are Publishers

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

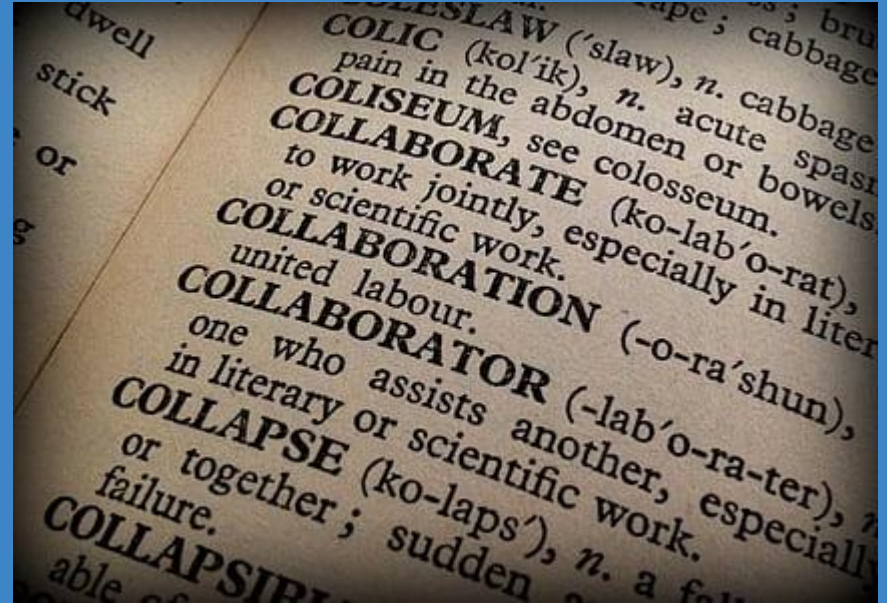
(Alex Gugie, *Information Literacy in the Humanities and Arts*, Fall 2020)



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."

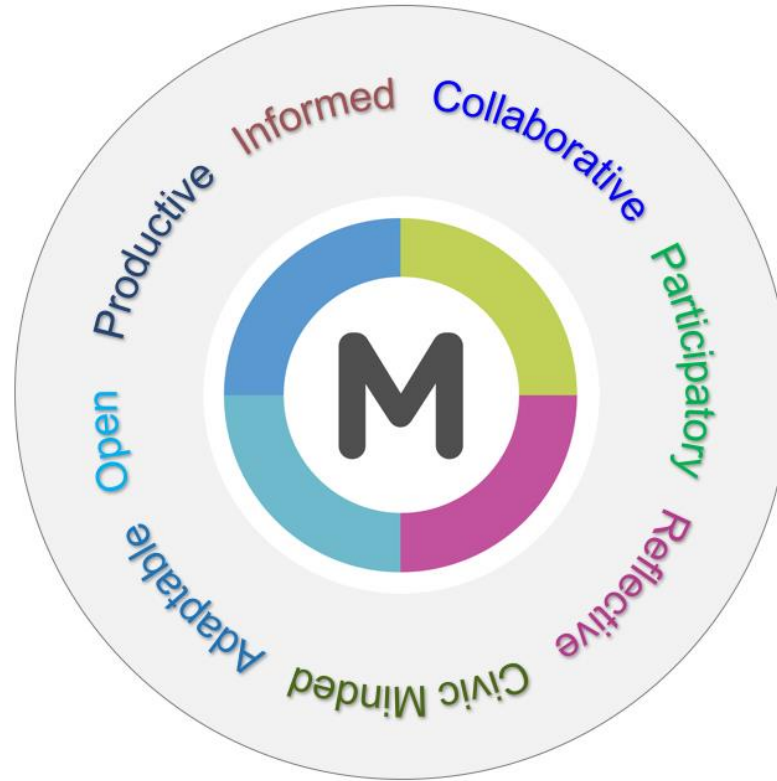
(Jason O'Leary, *Information Literacy in the Humanities and Arts*, Spring 2021)



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.

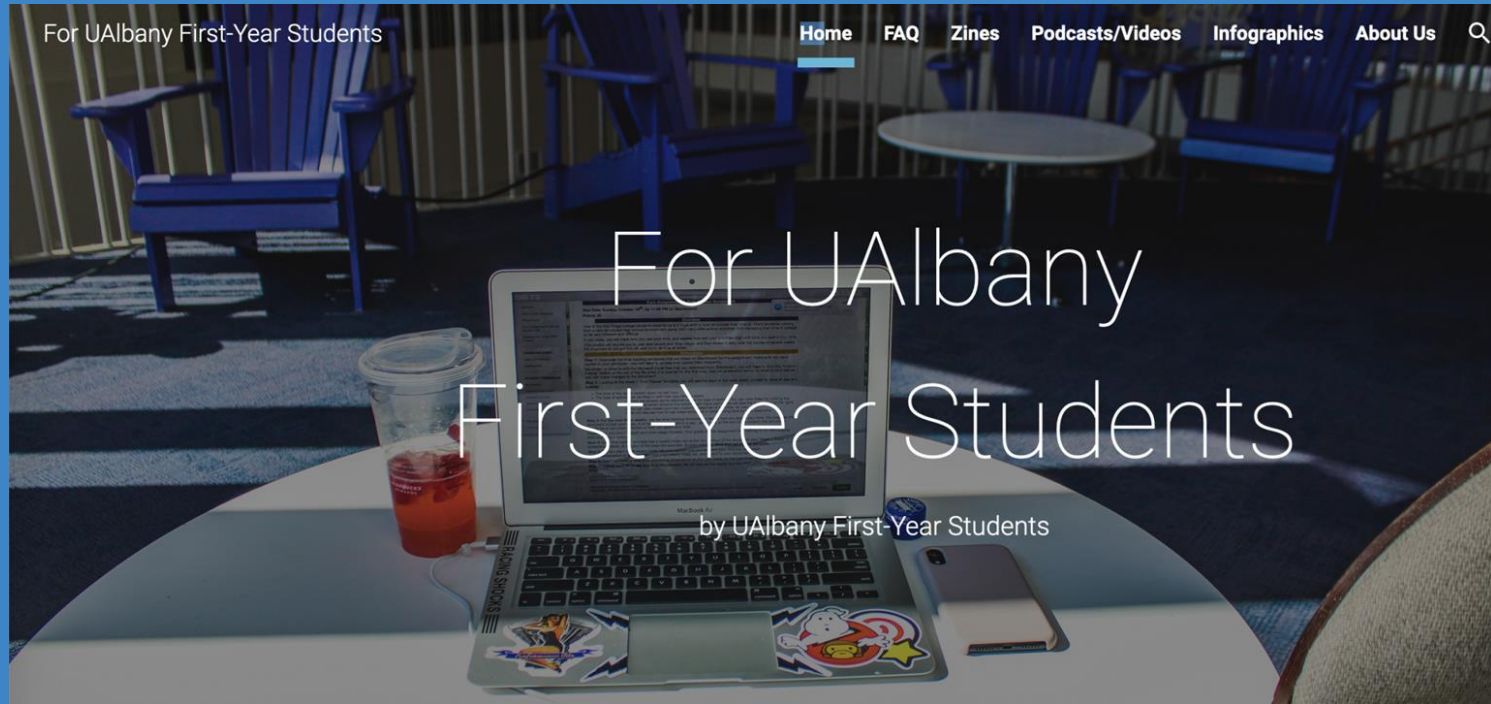
Civic Minded: Reinforces civic responsibility and community-based accountability. Connectivity is not enough; ethical dimension is essential.



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

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

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](#))

Metaliteracy Goals & Learning Objectives

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

Doelwit 1: Aktiewe evaluering van die inhoud terwyl eie vooroordele ook geëvalueer word (Afrikaans)

But 2 : s'engager avec la propriété intellectuelle de façon éthique et responsable (French)

Finalità 3: produrre e condividere informazioni in ambienti collaborativi e partecipativi. (Italian)

Maikaelelo 4: Go dira ditogamaano tsa go ithuta go fitlhelela maikaelelo a sebele le a porofesenale a botshelo jotlhe (Setswana)

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

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

Goal 2: Engage with all intellectual property ethically and responsibly



Learning Design for Sustained Engagement



iSucceed Online Course Metaliteracy Module

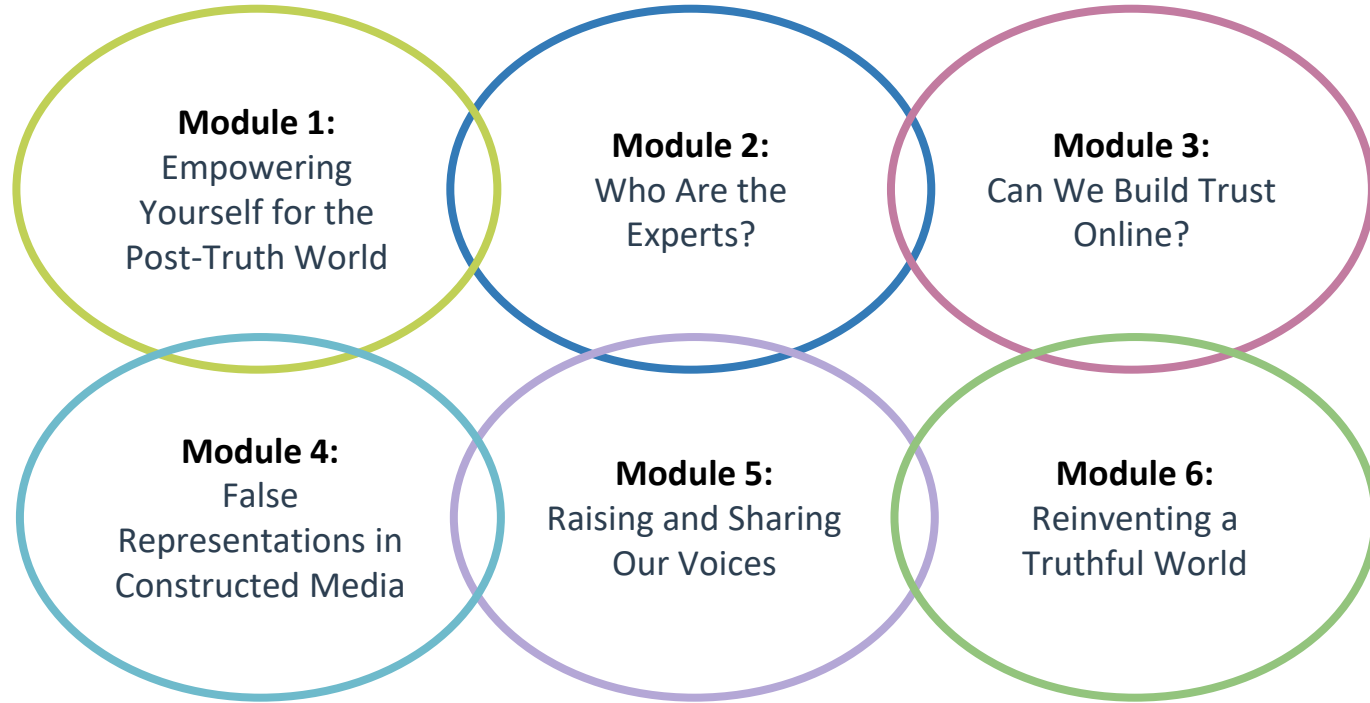
for new college students



<https://courses.lumenlearning.com/isucceed-wm-collegesuccess/chapter/why-it-matters-metaliteracy/>

Empowering Yourself in a Post-Truth World


*Building Communities of Trust



*Mackey, T. P. (2020). Embedding Metaliteracy in the Design of a Post-Truth MOOC: Building Communities of Trust. *Communications in Information Literacy*, 14 (2), 346–361. <https://doi.org/10.15760/comminfolit.2020.14.2.9>

Metaliteracy Course Linked to MOOC

[Course Information](#) [Module 1](#) [Module 2](#) [Module 3](#)
[Module 4](#) [Module 5](#) [Module 6](#)



The logo for Massive Open Online Course (MOOC) features the word 'MOOC' in large, colorful letters. The 'M' is blue with 'Massive' written vertically inside it. The 'O' is green with 'Open' written above it. The second 'O' is purple with 'Online' written above it. The 'C' is light blue with 'Course' written above it.

Module 1: What is a Massive Open Online Course (MOOC)?

As we prepare to study post-truth and metaliteracy this semester, our first module examines the MOOC as a platform to connect learners and experts in a community of trust. In this module, we will learn about different MOOC platforms, and associated learning theories such as connectivism.

“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.”

-Jamie Forbes, *Special Topics: Empowering Yourself in a Post-Truth World*, summer 2019.

Ethics of Digital Art & Design

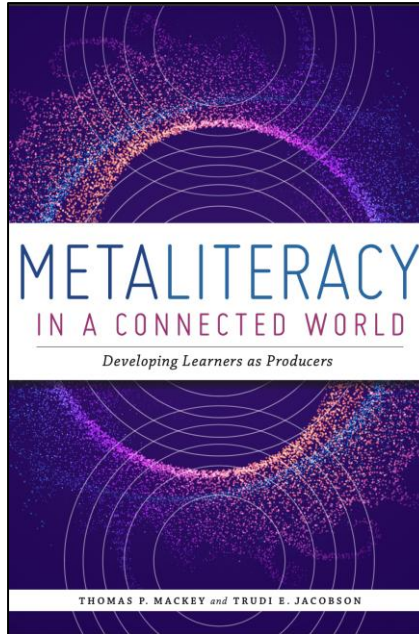


- Online course about ethical issues in the Digital Arts
- Readings, Discussions, Individual and Team Projects
- Topics related to digital manipulation in art and photojournalism
- Linkr Education for professional profiles, multimedia publications, and portfolio
- Metaliterate Learner as producer, publisher,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

New Metaliteracy book!

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ALA Neal Schuman Publishing, 2021

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